



LIBRARY & INFORMATION SCIENCE

SELF-STUDY: Standards for Accreditation of Master's Programs in Library and Information Studies

AMERICAN LIBRARY ASSOCIATION
COMMITTEE ON ACCREDITATION

University of Wisconsin-Milwaukee

Dr. Mark Mone, Chancellor

Dr. Johannes Britz, Provost

Self-Study

*Standards for Accreditation of Master's Programs
in Library and Information
Studies, 2017*

School of Information Studies

Master of Library and Information Science

The MLIS program requires 36 credit hours consisting of 12 credits of required courses, to be completed online and/or on site. With the proper number of credits earned in a concentration, students may elect a transcript designation of Archival Studies, Information Organization, Information Technology, or Public Library Concentrations or take a generalist track. The School Library Media Specialist track is also an option. The cumulative experience is either a required Research Methods course or a thesis.

Dr. Tomas A. Lipinski, Dean

Dr. Laretta Henderson, Associate Dean

UWM is accredited by the [Higher Learning Commission](#) of the North Central Association of Colleges and Schools. Our accreditation was re-affirmed in spring 2015.

Table of Contents

Table of Contents	1
GLOSSARY:.....	4
TERMINOLOGY AND ABBREVIATIONS.....	4
LIST OF TABLES	5
LIST OF FIGURES.....	7
APPENDICES.....	8
ALA ACCREDITATION CYCLE TIMELINE SYNOPSIS	11
OVERVIEW	13
STANDARD I: SYSTEMATIC PLANNING	22
Standard I.	22
Standard I.2	29
Standard I.3	29
Standard I.4	32
Standard I.5	33
Standard I.6	35
STANDARD II: CURRICULUM	43
Standard II.1	43
Standard II.2	46
Standard II.3	58
Standard II.4	67
Standard II.5	68
Standard II.6	68
Standard II.7	68
STANDARD III: FACULTY	71
Standard III.1	71
Standard III.2.....	77

Standard III.3.....	82
Standard III.4.....	87
Standard III.5.....	100
Standard III.8.....	117
Standard III.10.....	124
STANDARD IV: STUDENTS	127
Standard IV.1	127
Standard IV.2	134
Standard IV.3	136
Standard IV.4	139
Standard IV.5	149
Standard IV.5.1	150
Standard IV.5.2	150
Standard IV.5.3	151
Standard IV.5.4	151
Standard IV.5.5	152
Standard IV.5.6	152
Standard IV.6	153
Standard IV.7	155
Standard IV.8	158
STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES	160
Standard V.1.....	160
Standard V.2.....	163
Standard V.3.....	163
Standard V.4.....	166
Standard V.5.....	168
Standard V.6.....	172
Standard V.7.....	173
Standard V.8.....	174
Standard V.9.....	176
Standard V.10.....	177

Standard V.11 178

Standard V.12..... 180

Standard V.13..... 183

Standard V.14..... 184

Standard V.15..... 184

**GLOSSARY:
TERMINOLOGY AND ABBREVIATIONS**

BSIST	Bachelor of Science in Information Science and Technology
CIPR	Center for Information Policy Research
KORG	Knowledge Organization Research Group
MLIS	Master of Library and Information Science
MSIST	Master of Science in Information Science and Technology
RGIR	Research Group for Information Retrieval
RRS	Research Reward System
SOIS	School of Information Studies
SSIRG	Social Studies of Information Research Group
TAS	Teaching Academic Staff (Full-time Lecturers)
UWM	University of Wisconsin-Milwaukee
UW-System	University of Wisconsin System

LIST OF TABLES

Table Number	Title Name	Page
Table I.1	Faculty retreats focused on mission, goals and objectives	33
Table I.2	Course changes over time	36
Table II.1	MLIS curriculum map: Required courses	44
Table II.2	SOIS curricular areas as mapped to accreditation standards	47
Table II.3	Required courses	48
Table II.4	MLIS fieldwork enrollment	58
Table II.5	Enrollment in MLIS Concentrations	63
Table II.6	School Library Media program plan	64
Table II.7	Graduates of School Library Media certification program	66
Table II.8	Participants in the various dual degree offerings	66
Table III.1	Average Class size by format of instruction, 2010-2016	73
Table III.2	The number of full-time instructors and adjunct instructors, 2010-2016	75
Table III.3	Number of graduate sections taught by full-time and adjunct faculty, 2010-2016	76
Table III.4	Graduate credit hours taught by full-time and adjunct faculty, 2010-2016	77
Table III.5	Number of sections taught, 2010-2016	78
Table III.6	SOIS independent research, field work, Master's theses, and practicums, 2010-2016	80
Table III.7	Graduate course sections by location, 2010-2016	81
Table III.8	International initiatives and partnerships	83

Table III.9	Teaching specializations and interests of faculty and TAS	87
Table III.10	Professional memberships	96
Table III.11	SOIS faculty research interests and experiences (alphabetically by interest)	101
Table III.12	SOIS faculty funded research projects, 2010-2016	106
Table III.13	All SOIS publications, 2010 – March 2016	108
Table III.14	SOIS faculty advanced degrees by institutions	109
Table III.15	Student advisement and supervision	115
Table III.16	SOIS course evaluation questions	118
Table III.17	SOIS course evaluation mean scores, 2010-2015	119
Table III.18	Detailed course evaluation scores of all courses in the 2015 spring semester	121
Table III.19	Faculty annual merit review results, 2010-2015	124
Table III.20	Special topic courses converted to regular courses	126
Table IV.1	Enrollments by ethnic group headcount	130
Table IV.2	Admissions headcount, 2010-2016	138
Table IV.3	Program enrollment headcount by gender and status, 2010-2016	138
Table IV.4	Fall 2015 MLIS student lounge topics examples	142
Table IV.5	Enrollment in fieldwork course	145
Table IV.6	Sample of guest speakers in SOIS classes	148
Table IV.7	Ted Samore lectures spring 2010-Current	153
TABLE IV. 8	SOIS MLIS Graduation and Retention 2010-2015	155
Table V.1	SOIS administration and staff	169
Table V.2	Faculty Sabbaticals, 2010-2016	175
Table V.3	MLIS Awards	176

LIST OF FIGURES

Figure Number	Figure Title	Page
Figure III.1	Number of faculty and teaching academic staff members in SOIS each year, 2010-2016	72
Figure III.2	Core course sections offered by full-time and adjunct instructors, 2010-2016	76
Figure IV.1	Enhance Your Chance flyer	133
Figure IV.2	SOIS advising page	140
Figure IV.3	SOIS student virtual lounge discussion forum	141
Figure IV.4	SOIS Student Research Day flyer	151

APPENDICES

Appendix Number	Appendix Title
Appendix Overview-1	Walters and Wilders
Appendix Overview-2	Academic Planning Report
Appendix Overview-3	SOIS Policies and Procedures
Appendix Overview-4	MLIS Advisory Board, 2016
Appendix Overview-5	Cycle timeline
Appendix Overview-6	MLIS student survey
Appendix Overview-7	Alumni survey
Appendix Overview-8	Employer survey
Appendix I-1	Mission, goals, objectives and learning outcomes
Appendix II-1	MLIS course map
Appendix II-2	Indicators used to assess student learning outcomes
Appendix II-3	Syllabi for MLIS courses
Appendix II-4	Sample collection of student products
Appendix II-5	501 Foundations of Library and Information Science
Appendix II-7	511 Organization of Information syllabus
Appendix II-8	571 Information Access Retrieval Syllabus
Appendix II-9	799 Research Methods Syllabus
Appendix III-1	Curricula Vita for all SOIS faculty, TAS
Appendix III-2A	Procedures and Criteria for Promotion, Appointment, and Tenure Decisions
Appendix III-2B	Guidance for SOIS Promotion and Tenure Criteria
Appendix III-3	Procedures and Evaluative Criteria for Reviewing Departmental Recommendations for Appointment to

	Tenure and/or Promotion
Appendix III-4	The most recent advertisement for a SOIS tenure-track faculty position
Appendix III-5	Visiting scholars
Appendix III-6	Geographic diversity of full-time faculty backgrounds
Appendix III-7	SOIS annual status report for tenure track faculty
Appendix III-8	University of Wisconsin-Milwaukee Policies and Procedures, Chapters 1-6
Appendix III-9	SOIS lab software packages
Appendix III-10	Peer-reviewed journals
Appendix III-11	List of books authored by SOIS faculty
Appendix III-12	SOIS faculty responsibilities and roles at UWM and SOIS
Appendix III-13	Courses taught by faculty and TAS, 2010-Spring 2016
Appendix III-14	SOIS faculty's involvement in SOIS, UWM, and professional committees
Appendix III-15	Faculty research group activities
Appendix III-16	Graduate faculty list
Appendix III-17	Annual merit review template
Appendix IV-1	SOIS tuition award for residency
Appendix IV-2	MLIS graduate packet
Appendix IV-3A	Field supervisor evaluation of student fieldwork
Appendix IV-3B	Fieldwork sites
Appendix IV-4	Online student course evaluation
Appendix IV-5	Onsite student course evaluation

Appendix V-1	Position descriptions
Appendix V-2	MLIS student funding
Appendix V-3	SOIS budget
Appendix V-4	SOIS Position Control
Appendix V-5	Maps of SOIS office space

**ACTIVITIES IN RESPONSE TO
ALA ACCREDITATION CYCLE TIMELINE SYNOPSIS**

Date	Activity
September, 2015	Steering committee and sub-committees to address each standard are formed Familiarized faculty with the new standards Outlined work plan and deadlines
Fall, 2015- Spring, 2016	Steering committee collected data; created focus groups
Fall, 2015	MLIS Program Curriculum Committee revised the mission, goals, and learning outcomes Standard sub-committees drafted student, alumni and employer surveys
December 11, 2015	Request for review sent by UWM Chancellor, Mark Mone
February, 2016	Karen O'Brien met with Faculty Council to answer questions about the new standards and the accreditation process
March, 2016	Revised mission, goals and learning outcomes adopted by the Faculty Council
Summer, 2016	Standard sub-committees drafted chapters
Summer, 2016	Received and confirmed names for ERP Chair and visit dates
August, 2016	ERP committee members confirmed
September, 2016	MLIS student, alumni and employer surveys distributed
September 30, 2016	Conference call with ERP Chair and OA to review program visit and deadlines
August-October, 2016	MLIS student, alumni and employer survey results received

November 16, 2016	Conflict of interest statement submitted
November 30, 2016	Accreditation information submitted to MLIS Advisory Council
December- April, 2016	Associate dean revised the drafts of the standards
April 15, 2016	Submit draft of self-study to faculty for their review
May 15, 2016	Submit draft of self-study to ERP Chair and OA
September, 2017	Faculty retreat to prepare for ERP visit
October 2-3, 2017	ERP visit

OVERVIEW

This introductory chapter provides a foundation for understanding the educational environment in which the Master of Library and Information Science (MLIS) program is offered by the School of Information Studies (SOIS) at the University of Wisconsin-Milwaukee (UWM). Housed in a School in a public university that is part of a statewide higher education system, the influences on the MLIS program, its planning, and execution are many.

The School's MLIS program was last awarded continuing accreditation by the ALA's Committee on Accreditation at the January 2011 ALA Conference, subsequent to a self-study and a site visit in fall 2010. It has been continuously accredited since 1976, having undergone accreditation site visits in 1975, 1982, 1989, 1996, 2003, and 2010.

The School has seen both growth and declines in the number of students, faculty, and programs since the last accreditation visit in 2010. As the number of students in the program has declined, so has the number of faculty. Therefore, the faculty to student ratio has reached an equilibrium. At the same time, the enrollment in the Bachelor of Science in Information Science and Technology program has increased significantly. In response to this and industry needs, we have added a Master of Science in Information Science and Technology. We have also seen growth in enrollment in the doctoral program of Information Studies, which is now stable at between 25 and 30 students. The continuing efforts of the School's faculty and the staff's commitment to excellence is evident in published sources, including the [*U.S. News and World Report*](#), which ranked UWM's MLIS program fourteenth nationally based on its latest (2017) rankings (<https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings?int=a31a09>). The School's MLIS concentration in Archival Studies ranks ninth in its cohort. According to William H. Walters & Esther I. Wilder's (2016) article, "Productivity of U.S. LIS and ischool Faculty," published in the *Journal of the Association for Information Science and Technology*, the research output of SOIS is ranked as number 4 internationally and number 2 domestically [Appendix Overview-1 Walters and Wilders].

Sections of this chapter provide background information regarding the School, UWM and the planning process used for the MLIS program and the array of other programs mounted within the School. It also reflects on the recent administrative shift in the School.

School of Information Studies Programs

As described in the Standards section of this presentation, the School of Information Studies' (SOIS) programs in addition to the MLIS are:

Bachelor of Science in Information Science and Technology (BSIST). The [BSIST](#) program, approved in 1998, prepares information professionals for a range of

careers where information literacy and technology skills are needed. As of the fall of 2015, the program has 503 majors and minors. Its graduates embark on careers as network managers, web developers, and computer support personnel.

Master of Science in Information Science and Technology (MSIST). Begun in January of 2017, the [MSIST](#) is a professional graduate degree program for those who seek advanced training to meet the ever increasing need for information technology professionals. The degree, composed of 36 credit hours of SOIS and Computer Studies courses, supplements our Bachelor of Science in Information Science and Technology. Students can specialize in user interface design and human computer interaction, web and mobile design and development, data management and data science, information security, or follow a generalist track.

School Library Media Certification. This [School Library Media](#) program leads to certification of school librarians. It satisfies the Wisconsin 902 Initial and 902 Professional library media license requirements; the 91 administrative license is also available through the School. Out-of-state students may also be certified through SOIS and UWM following an individualized plan that meets the requirements of their state. The program comprises MLIS courses, plus a 200 hour supervised practicum experience covering both elementary and secondary settings. Students who enroll in the school library media certification program prove their competencies for licensure from the [Department of Public Instruction](#) through an ePortfolio assessment. Additionally, these students complete all requirements of the MLIS degree program.

Dual (or Coordinated) Master's Degree Programs. To prepare most proficiently for their area of interest, students may enroll in the [Coordinated Degree](#) program in order to combine their MLIS with a second master's degree in Anthropology, English, Geography, Health Care Informatics, History, Music, Urban Studies, Women and Gender Studies, or Language, Literature, and Translation.

Certificate of Advanced Study in Archives and Records Administration. The [CAS in Archives](#) is a 15-credit program of advanced coursework to help working professionals develop a specialty in archives and records administration and to update their knowledge in core areas of the field. Our program is ranked 9th in the nation by [U.S. News and World Report](#).

Certificate of Advanced Study in Digital Libraries. The [CAS in Digital Libraries](#) is a 15-credit program designed to help working professionals update their knowledge and develop a specialty relating to the acquisition, organization and maintenance of digital content, virtual collections and services. Our program is ranked 12th in the nation by [U.S. News and World Report](#).

PhD in Information Studies. Established in 2008, the [PhD in Information Studies](#) is a research degree that provides an opportunity for students to develop, apply, and critically evaluate the relevance of theory and the effectiveness of its application to a variety of research areas with particular strength in information organization, information

policy, and information retrieval.

Multidisciplinary PhD Program. The School of Information Studies participates in the [Multidisciplinary PhD](#) program, which is overseen by the UWM Graduate School. It meets the needs of highly motivated students whose interests are not met by one department.

Historical Background of SOIS

Library education in Milwaukee can be traced to 1901, when the Milwaukee State Normal School, a predecessor of the University of Wisconsin-Milwaukee, offered a “Library Methods” course. By 1956, when the UWM was established, course offerings were moved from Library jurisdiction to department status under the School of Education. In April 1964, an ad hoc committee was appointed to make recommendations regarding a graduate library science program at UWM. These activities led to separation of the Library Science Department from the School of Education and the establishment of the graduate program in Library and Information Science in the College of Letters and Science in fall, 1965. On February 4, 1966, the University of Wisconsin’s Board of Regents authorized the establishment of the UWM School of Library Science. The School came into being on July 1, 1966. In November 1975, the School submitted a self-study report to the ALA Committee on Accreditation. The accredited program received Continued accreditation status on July 22, 1976 subsequent to a site visit on March 7-11, 1976. It was at this time that the School separated from the College of Letters and Science and became an autonomous school. By 1980, under the leadership of Dean Mohammed Aman, the name of the School was changed to the School of Library and Information Science (SLIS). The 1980s also were the time of two self-studies (culminating in 1981 and 1988), both of which led to reaccreditation by the ALA Committee on Accreditation.

The 1980s and 1990s represented decades of tremendous growth under Dean Aman. During these years, the School increased the size of its faculty and student body and established a number of dual-degree programs in conjunction with the MLIS program, developed an undergraduate program, began participation in two doctoral programs, increased diversity in the delivery of its programs, and expanded up-to-date technology facilities used by students, faculty, and staff, and strong international ties.

In July 1985, SLIS moved to the 11th floor of Enderis Hall. This was the third major move for the program. Over the decades, SLIS and its predecessors had moved from Marietta House to Chapman Hall to Mitchell Hall. During the move from Mitchell Hall to Enderis Hall, the SLIS library collection was completely integrated into UWM Libraries. The move also provided convenient access for the School's growing and ever-evolving collection of information technology by providing computer lab space in Enderis Hall. SLIS earned reaccreditation by the ALA's Committee on Accreditation in 1997, subsequent to a self-study report submitted in September, 1996 and a site visit in the fall of 1996. Under the 1992 Standards, the MLIS program was reaccredited for another seven years until 2004.

In fall of 1998, the School admitted its first group of undergraduate students to the recently approved Bachelor of Science program in Information Resources. At this time, the School also began to expand its Web-based offerings to students outside of the metropolitan Milwaukee area. In November of 2000, the UW Board of Regents approved the name change to the School of Information Studies (SOIS) to encompass the breadth of all the School's programs. In August 2001, the School moved once again, this time to the newly renovated 5th floor of Bolton Hall. The move effectively doubled the School's previous office and laboratory space needed by the growing numbers of faculty, staff and students. The School eventually expanded to occupy offices on the 6th floor of Bolton Hall as well.

In September 2002, Mohammed Aman stepped down as dean of the School after having served in that role for more than twenty years. James Sweetland became interim dean briefly until Thomas Walker, the newly hired associate dean, stepped into the position in March 2003. Walker held that position until the appointment of Johannes Britz as dean beginning in summer 2005.

Dean Britz built on the work of his predecessors especially in the growth of the undergraduate program, online delivery of the MLIS and the BSIST, and internationalization. He expanded the number of formal agreements with universities around the world, often beginning with the negotiation of memoranda of understanding at the university level to enable agreements at the level of the School. He strengthened SOIS's relations with other units at UWM, particularly in the area of health informatics. Under his leadership, the School became one of the larger MLIS programs accredited by ALA. The increase in the student body was accompanied by increases in faculty. Faculty members put more emphasis on research as UWM increased its profile as a top-tier research university.

In 2010 Britz was appointed interim provost of UWM. Disruption to the internal governance of the School was minimal. Hope Olson, Associate Dean of the School for the previous two years, took on the role of interim dean. Gwat-Yong Lie, formerly the associate dean of the Graduate School and a faculty in the School of Social Welfare, served as interim associate dean from 2010-2014. The accredited program earned Continued accreditation status in 2011, subsequent to a self-study report and site visit in 2010. Under the 2008 Standards, the MLIS program was reaccredited for another seven years until 2017.

Britz was subsequently installed as provost and vice chancellor of UWM in 2012. Olson stepped down in 2011 and Dietmar Wolfram served as interim dean from 2011-2012. During this time, Kimberly Anderson, Rakesh Babu, Nadine Kozak, Wilhelm Peekhaus, Shana Ponelis, and Jessica Moyer, were all hired as assistant professors. Richard Smiraglia was hired at professor rank to replace Olson in 2012. In December of 2011, the School moved from Bolton Hall to the 2nd and 3rd floors of the newly purchased Northwest Quadrant Building B. Wooseob Jeong served as interim dean from 2012-2014 with Alexandra Dimitroff as interim associate dean from 2014-2015. Donald Force began as an assistant professor in 2014. Moyer and Anderson both returned to LIS practice in 2015. During this period of interim leadership, the School leadership followed a common

vision regarding the array of programs offered, the commitment to diversity and internationalism.

With the hire of a permanent dean, SOIS has gained continuity in its administration. Tomas A. Lipinski has been dean of SOIS since 2014; Laretta Henderson, has been the associate dean since July 2015; and Chad Zhart has been the assistant dean since 2004. SOIS has recently started a Master of Science in Information Science and Technology (MSIST) to provide more advanced educational opportunities for students interested in information technology careers. The program complements the MLIS program but does not compete with it academically. Students in either program may take courses in the other program if they bring the requisite knowledge. The primary difference between the two programs is that the MLIS prepares graduates for traditional and emerging careers in a range of private, public and government-based information agencies, whereas the MSIST program prepares graduates for careers in IT-related careers in industry. There isn't a lot of competition for resources between the programs because faculty are assigned to teach in given areas and not programs. Some areas are more relevant to the BSIST or MLIS programs.

We have had some changes in faculty as of May 2016: Associate Professor Alexandra Dimitroff retired, Senior Lecturer Steve Miller retired, Associate Professor Terrence Newell resigned; Associate Professor Wooseob Jeong resigned and is now dean of the School of Library and Information Management at Emporia State in Kansas. Likewise, Associate Professor Thomas Walker resigned to become the director of the Palmer School of Library and Information Science at Long Island University. Assistant Professor Wilhelm Peekhaus was granted tenure and promotion to associate professor to be effective in fall of 2017.

With all the changes, SOIS still has a firm foundation of 21 tenured and tenure-track faculty. Seven (33%) are full professors, nine (43%) associate professors, and five (24%) are assistant professors. This is supplemented by 9 teaching academic staff/lecturers and eight adjunct instructors. All of the lecturers have a Master's degree and multiple years of practice, one has a Ph.D. That said, the provost granted the School permission in early 2017 to hire another lecturer and a visiting faculty member. At the time of this report, we are currently conducting searches.

Parent Institution

The School of Information Studies is one of the fourteen schools and colleges in the UWM organizational structure. UWM is a campus of the University of Wisconsin (UW) System and is one of the two doctoral degree-granting institutions within that system. The [UWM Organization Chart](#) provides an overview of the campus administration and directs the reader also to a [chart of UWM's administrative units](#).

The origin of the University of Wisconsin-Milwaukee was the Milwaukee State Normal School founded in 1885. With the merger of the Wisconsin State College-Milwaukee (a successor to the State Normal School) and the University of Wisconsin Extension Center

in 1955, the University of Wisconsin-Milwaukee was established. In 1956, UWM's enrollment was 6,195 and the campus consisted of 32 acres. Since then, the University has grown to serve over 27,000 students on an expanded 104-acre campus with approximately 4,500 graduate students.

The [UW System](#) was formed in 1971 by legislative action. The multi-campus University of Wisconsin (UW-Madison, UW-Parkside, UW-Milwaukee, UW-Green Bay, UW-Extension, and UW Center System) was merged with the Wisconsin State Universities, an outgrowth of the Normal School system (established 1867). The UW System is currently comprised of 13 four-year universities, 13 freshman-sophomore UW Colleges campuses, and statewide UW-Extension. Together, they educate over 180,000 and award more than 36,000 degrees annually.

The [Carnegie Foundation for the Advancement of Teaching](#) classifies UWM as a Research One Doctoral/Research University. The Higher Learning Commission of the North Central Association (NCA) of Colleges and Schools accredits it as a comprehensive doctoral and research campus. UWM was most recently reviewed in 2015 with the next review due in 2024/2025.

The UWM administration includes Chancellor Mark Mone; Provost and Vice Chancellor Johannes Britz; two associate vice chancellors and a vice chancellor of research (reporting to the Provost); and four other vice chancellors and an interim student affairs officer. Dean Marija Gajdardziska-Josifovska currently heads the Graduate School with an associate and assistant deans.

University Planning

Planning is an integral part of every level of operation—from SOIS, to the UWM campus, to the UW System. Planning involves both short-term and long-term perspectives, with reviews of plans at regular intervals. A summary of the planning process is presented in this section. Specific details regarding planning as they relate to each of the COA Standards are addressed in the respective chapters of the self-study.

UW System plan. As a state college system, the University of Wisconsin serves to meet the higher education needs of Wisconsin residents throughout the state. This has been achieved through the more than two-dozen four-year and two-year campuses that constitute the UW System. In August, 2016 the UW System Board of Regents approved their strategic framework, [2020FWD: Moving Wisconsin and the World Forward](#). Designed to maintain college affordability, develop a workforce to meet the needs of the state, reinvigorate the state's economy, and enrich the lives of the people of Wisconsin, the framework provides strategic tracks for: the educational pipeline, the university experience, business and community mobilization, and operational excellence.

UWM's strategic plan. The University of Wisconsin-Milwaukee is an urban university with a research mission that builds sustainable collaborations and partnerships that support our goal to be “a leading driver for sustainable prosperity in the region.” To

do so, the [*UW-Milwaukee Strategic Plan 2020*](#) has four campus objectives: successful students on all academic levels, research excellence for faculty and students, community engagement, and an inclusive and innovative culture; all supported by strategic initiatives. “These four goals work together to make UWM an agent of creativity and innovation, an organization that is diverse, globally connected, locally engaged and technologically sophisticated.” The strategic plan also addresses a framework for addressing opportunities and needs within the context of budgetary constraints and the University’s financial sustainability.

The School of Information Studies’ Planning and Review Process

The School’s planning process draws on the UW-System and UWM plans [see Appendix Overview-2 Academic Planning Report for the School’s strategic plan]. The missions of the UW System and of UWM are reflected in the School’s and MLIS missions, visions, goals, objectives, and program learning outcomes which seek to educate LIS professional prepared to meet the needs of the 21st century. The School’s plan reflects the dedication to and promotion of the education of professionals for traditional and emerging environments and capitalizes on the School and university’s strengths in information technology and service to diverse populations.

General planning and evaluation are informed through systematic input from the constituencies the School serves, and a process of shared governance among faculty, staff, students, and administration in accordance with the School’s Policies and Procedures [Appendix Overview-3 SOIS Policies and Procedures]. The results of ongoing planning supported by regular planning retreats are reflected in the mission, goals and objectives of the School and are documented in the School’s written plans. These outcome measures have supported the preparation of the COA accreditation self-study and will inform the UWM Graduate School self-study (2020) while also representing one part of general planning and evaluation within the School.

Student input regarding planning is achieved through several participatory outlets in School governance and data collections methods. All standing committees within the School have student members with the exception of the Executive (personnel) Committee. Representatives from the MLIS, doctoral and undergraduate student organizations also participate in SOIS Faculty Council meetings. Class evaluations, which are distributed in each course, are an integral part of faculty and course reviews. In addition, survey data from graduating students are collected annually by the Graduate School and are shared with SOIS.

Dean Lipinski, dean since 2015, reinvigorated the MLIS Advisory Board. It consists of local employers, SOIS alumni, faculty, and staff with connections to the MLIS program. Other boards address other SOIS programs and concerns. The MLIS Advisory Board meets in Milwaukee to provide input on the MLIS curriculum, program assessment, the professional and educational needs of employers, and other overarching issues of concern to the field. The names and credentials of the board members is available in Appendix Overview-4 MLIS Advisory Board 2016.

As part of its evaluation process, the University periodically reviews all academic programs. The UWM Graduate School reviews each graduate program on a ten-year cycle, with both campus and external evaluators. The SOIS MLIS program was reviewed in the fall of 2010 thus we are due for another review in the fall of 2020. This self-study document and subsequent reports will be major pieces of evidence for the Graduate School review.

Commitment to Diversity

The School of Information Studies has a long-term commitment to diversity in LIS education. The SOIS Diversity and Equity Committee is one of the standing committees of the School. The committee consists of three faculty members, one academic staff member, one classified staff member, and three students from each academic level of the School: an undergrad, Master's, and PhD level student. The Associate Dean and SOIS ombudsperson serve as non-voting ex officio members. Its purpose is to encourage actively the practice of the principles of equality, respect, inclusiveness, diversity, and equitable treatment in relation to faculty, staff, and students in the School. The committee is charged with making recommendations to the Faculty Council, other committees, and/or the Dean, as appropriate, on concerns relating to diversity and equity within the School.

One of the committee's first tasks was to create a [statement on diversity](#) which was endorsed by SOIS Faculty Council:

SOIS acknowledges and promotes the educational benefits that flow from having a diverse SOIS student body and employees that includes but is not limited to students and workers of differing race, ethnicity, culture, national origin, gender, gender identity, sexual orientation, socio-economic status, age, disability, veteran or military status, religious beliefs, political beliefs, or other ideologies. This list is not meant to be exhaustive, as SOIS is mindful that broader approaches to the concept of diversity may benefit the SOIS community. The policy statement is not intended to exclude any person or group of persons.

For purposes of SOIS degree programs, the goal of a diverse student body is achieved, among other ways, through aggressive recruitment, retention and graduation of students who are individuals from racial or ethnic populations which are under-represented among SOIS students, first generation college students, individuals with disabilities, individuals from financially disadvantaged backgrounds or circumstances, recent immigrants, or participants in TRIO pre-college or undergraduate programs (e.g., Upward Bound, Talent Search, Student Support Services, Educational Opportunity Center, and McNair, etc.).

In the past, the committee has focused on recruitment and retention of a more diverse study body. As such our diversity in the MLIS program is stable. Because the University is moving toward becoming a sanctuary campus, the committee is looking to implement these efforts by supporting faculty and staff in providing said services to our students. The particulars of those efforts are in the process of being articulated by the committee.

Preparation for the Self-Study

Unless stated otherwise, this self-study covers SOIS performance during academic years 2010-2016 and SOIS's plans for academic years 2016/2017 through 2023/24.

Preparation for the self-study has included a detailed process involving the efforts of faculty, staff, students, alumni, and employers in a structure of committees for each of the standards coordinated by a Steering Committee [see Activities in Response to ALA Accreditation Cycle Timeline Synopsis in the front matter for more information]. Details of the preparation process appear in [Appendix Overview-5 ALA Timeline Synopsis]. It includes a timeline of activities and a list of participants in the planning process. It also includes surveys of current students, alumni, and employers [Appendix Overview-6 MLIS Student Survey, Appendix Overview-7 Alumni Survey, and Appendix Overview-8 Employer Survey].

Conclusion

Since our last re-accreditation in 2011, the School's leadership has solidified with the hiring of a permanent dean (2014) and associate dean (2015). Thanks to collaborative planning and a strong committee structure, shared governance provides the underpinnings for stability. That fundamental constancy allows SOIS to address areas in which growth is desirable such as the formation of the MSIST program and distance option (synchronous online instruction) for the PhD program.

In keeping with multiple accrediting agencies and current research in teaching and learning in higher education, we have revised our vision and mission for the School and the MLIS program. We have also created program learning outcomes which we mapped throughout the MLIS curriculum. We have found a balance for the enrollment in the MLIS program with the faculty teaching in said program. All this we have accomplished while increasing or maintaining our standing in various academic registers e.g. Carnegie. We continue to recruit and retain students from groups underrepresented in the field. We have expanded our support for students, especially through increases in scholarship opportunities, and for student and faculty research and to take advantage of opportunities that have led to enriching international and interdisciplinary connections.

STANDARD I: SYSTEMATIC PLANNING

INTRODUCTION

The School of Information Studies (SOIS) is proud to be an institutional member of associations dedicated to the education of library and information professionals, including the Association for Library and Information Science Education (ALISE) and the global iSchool group. We are also proud to be committed to the education of information professionals for public service. Thus, we are mission driven.

In this chapter, we demonstrate our commitment to the development and ongoing evaluation of the SOIS mission statement, goals, and objectives, as well as those of SOIS's key research groups, which are its intellectual and professional centers. Our mission statement as a school is aligned with that of our university, with the Wisconsin university system, and with the 2015 ALA Standards for Accreditation.

Our programs evolve constantly as we seek to meet the growing need for library and information professionals for different environments. Since the last accreditation cycle, we have added a new Master's degree in [Information Science and Technology](#), a joint program offered by SOIS and UWM's Computer Science Department within the College of Engineering and Applied Sciences. We have continued to expand our distance learning offerings, particularly at the doctoral level, where we now accommodate synchronous distance participation.

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

The SOIS mission, goals and objectives were carefully developed with input from various constituencies, including alumni, employers and students. Since their initial development in 1995, they have been periodically reviewed and revised to reflect the changes within the School, and to provide a framework for the School's future academic directions. During the 2015-2016 academic year, SOIS engaged in a revision of mission, goals, objectives and learning outcomes for the Master of Library and Information Science (MLIS) program. The current ideals were adopted on March 11, 2016, and these inform the discussion that follows.

Mission, Vision and Values of the University of Wisconsin-Milwaukee

The mission of the University of Wisconsin-Milwaukee is expressed as a set of statements of "[Missions, Visions and Values](#)," and is stated alongside the mission of the UW System.

UWM vision. We will be a top-tier research university that is the best place to

learn and work for students, faculty and staff, and that is a leading driver for sustainable prosperity.

We will accomplish this through a commitment to excellence, powerful ideas, community and global engagement, and collaborative partnerships.

UWM guiding values. University of Wisconsin-Milwaukee faculty and staff during the 2012-2013 academic year drafted and approved the UWM Guiding Values. We value:

- Innovation, leadership, and collaboration that fosters learning through education, scholarship and research, and public service.
- Opportunities for open inquiry to support the positive transformation of individuals (students, faculty, and staff), institutions, and communities.
- A caring, compassionate, and collegial community characterized by mutual respect and safety.
- Diversity in all of its definitions, including who we are, how we think, and what we do.
- Ethical behavior, based on integrity, accountability, and responsibility
- Transparent and inclusive decision making.
- Stewardship of resources that promote sustainability, prosperity, and equity for all in the local and global communities.
- Pride in our institution, our unique qualities, and our vital role.

University of Wisconsin System mission statement. The mission of the UW-System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

UWM select mission statement. To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin-Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

- To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
- To engage in a sustained research effort which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence.
- To continue development of a balanced array of high quality doctoral programs in basic disciplines and professional areas.
- To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
- To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
- To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
- To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
- To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.
- To provide educational leadership in meeting future social, cultural, and technological challenges (<http://uwm.edu/mission/>).

The University of Wisconsin-Milwaukee, ranked as a [Carnegie R1](#) university, is one of two doctoral-degree-granting institutions in the UW System. As such, UWM's mission is guided by the UW-System Mission Statement, and it shares with UW-Madison a doctoral mission statement. Central to UWM's mission is the urban nature of UWM's programs and its commitment to meet the needs of the metropolitan area and the state.

Mission, Vision and Values of the School of Information Studies

The mission of SOIS is similarly expressed as a set of statements of "[Mission, Vision and Values](#)" agreed to by the Faculty Council on May 13, 2015.

Mission. We are a leading and collaborative school, advancing knowledge and preparing students from diverse backgrounds to be successful information professionals within their communities.

Vision. Our vision is to be a premier, international information school that shapes knowledge and information technology through innovative research and teaching.

Values.

Community. We foster a community of learning and research through collaborations with colleagues, students, community members, practitioners, and organizations.

Research. Our research contributes to the growth of knowledge by furthering new methods, theories, techniques, paradigms, and applications.

Excellence. We strive for excellence in teaching, research, and service through commitment, reflection, and engagement.

Education. Our education programs prepare students with the knowledge, skills, resources, and opportunities for lifelong learning and career development.

Innovation. We innovate through idea creation, teaching, learning, and knowledge discovery.

Respect. We respect the diverse role, voice, and contribution of each member of the school and community recognizing that our strength results from working together toward a common purpose (<https://uwm.edu/informationstudies/about/>).

MLIS Mission. Finally, as noted above, March 11, 2016, the mission of our ALA accredited MLIS degree, the terminal professional degree for librarians, is to educate the next generation of information professionals by offering a rigorous curriculum that fosters professional knowledge and skills, professional ethics, critical inquiry, and leadership to address the needs of a diverse and global information society.

Research Groups in the School of Information Studies. Within SOIS, the research groups contribute to the MLIS student learning through research presentations by faculty members and visiting scholars. . These groups also express mission statements in alignment with those of the School at large as well as UWM.

The mission of the Knowledge Organization Research Group (KOrg) is to:

Contributing to Knowledge: To facilitate the discovery and development of knowledge in the field of knowledge organization by established researchers and new scholars in library and information studies and related disciplines.

Scientific Excellence: To do quality work in an ethical manner. To work with a positive attitude, keeping eyes and ears open for new research possibilities.

Cooperation: To promote inter-institutional, interdisciplinary, and international

approaches to knowledge organization.

Social Responsibility: To develop a more in-depth and nuanced understanding of knowledge organization and its contribution to equitable access to information.

Dissemination: To share the results of our research with both scholarly (including student) and practitioner audiences and to facilitate dissemination of the research of others in knowledge organization (<https://uwm.edu/informationstudies/korg/>).

The mission of the Research Group for Information Retrieval (RGIR) “is to promote and stimulate research in different aspects of information retrieval (IR) including, but not limited to: information behavior, human computer interaction with IR systems, IR evaluation, IR design, information visualization, and multimedia retrieval.” Its goals are:

- To facilitate knowledge discovery and development in the field of IR in library and information studies and allied disciplines.
- To foster good and positive research ethics.
- To encourage collaborative IR related research at SOIS, UWM level, and national levels.
- To explore and promote multiple research methods in information retrieval.
- To provide a forum to foster student interest and participation in IR research.
- To promote education for IR at all program levels
(<https://uwm.edu/informationstudies/rgir/>).

The mission of the Social Studies of Information Research Group (SSIRG) “is to promote inquiry and pedagogy in the historical, social and cultural dimensions of information at its most fundamental levels, including information institutions, practices, industries, technologies, disciplines, users, policies, and ethics”
(<http://uwm.edu/informationstudies/research/>).

The Center for Information Policy Research (CIPR) has a mission as:

a multidisciplinary research center for the study of the intersections between the policy, ethical, political, social and legal aspects of the global information society. CIPR’s research and scholarship focuses on such key information policy issues as intellectual property, privacy, intellectual freedom, access to information, censorship, cyberlaw, and the complex array of government, corporate, and global information practices and policies.

With information infrastructures and technologies and the globalization of information evolving at a faster pace than our social, legal, and educational

systems, it is imperative that information policy issues be examined systematically in an interdisciplinary environment. Established in 1998 within the University of Wisconsin–Milwaukee School of Information Studies, CIPR facilitates information policy research through its research agenda, lecture series, consulting and outreach activities, and its various fellows programs.

CIPR welcomes formal and informal collaborations with other scholars, institutions and agencies interested in information ethics, law, or policy. CIPR personnel are available for consultations, advisement, presentations, and related educational and outreach opportunities (http://cipr.uwm.edu/?page_id=133).

In summary, the missions of our MLIS, our school and its research groups, our university, and our university system have common threads.

Our collective missions revolve around the commitment to public service, but that commitment relies on interlocking commitments of the components of our system to core values of education for professions for public service.

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

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

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

I.1.4 *Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.*

The School of Information Studies' Planning and Review Process

The School's planning process draws on the UW-System and UWM plans [see Appendix Overview-2 Academic Planning Report for the School's strategic plan]. The missions of the UW System and of UWM are reflected in the School's and MLIS missions, visions, goals, objectives, and program learning outcomes which seek to educate LIS professional prepared to meet the needs of the 21st century. The School's plan reflects the dedication to and promotion of the education of professionals for traditional and emerging environments and capitalizes on the School and university's strengths in information technology and service to diverse populations.

General planning and evaluation are informed through systematic input from the constituencies the School serves, and a process of shared governance among faculty, staff, students, and administration in accordance with the School's Policies and Procedures [Appendix Overview-3 SOIS Policies and Procedures]. The results of

ongoing planning supported by regular planning retreats are reflected in the mission, goals and objectives of the School and are documented in the School's written plans. These outcome measures have supported the preparation of the COA accreditation self-study and will inform the UWM Graduate School self-study (2020) while also representing one part of general planning and evaluation within the School.

In the past SOIS faculty members and administrative staff regularly collected and reviewed a variety of outcome measures to determine the success in meeting the School's goals and objectives. Among the data reviewed are course evaluations; measures of student diversity; faculty productivity and participation in different levels of governance; and adequacy of classrooms and labs with particular concern for technology support.

Starting in the fall of 2017 we will embark on a new assessment procedure, that is a more refined and systematic than the assessment process used previously, which was more curricular-based and not student outcome-based. A newly formed assessment sub-committee of the MLIS Program Curriculum Committee gathers this data and reports to the MLIS Advisory Board, the MLIS Program Curriculum Committee, and the Faculty Council. These groups will collaborate to determine whether or not the program learning outcomes have been met and what measures to undertake if they have not. To do so, each year a select array of learning outcomes are evaluated by the MLIS Program Curriculum Committee who review a sampling of students' work to determine if the outcomes are being met. These materials will come from each source/indicator aligned with the learning outcome. They include, but are not limited to, courses; research activities like publications, presentations and theses; professional development activities such as participation in professional conferences, fieldwork, internships and student hourly work in the Golda Meir Library; and proficiency measures. All of the outcomes will be assessed within a five-year cycle with each year focusing on one of our five program goals. The results will be used to revise courses and the curriculum to assure that SOIS graduates can perform as outlined in our learning outcomes. If, for example, the faculty assessors learn that less than 80% of the students successfully meet the learning outcomes, they work with the lead faculty member for the course or the faculty group associated with the measure (like the Research Committee, for instance, which oversees the Student Research Day and other student-related research activities) to revise the curricular materials, pedagogy, the assignments (in the case of classes), or the auxiliary activity, such as fieldwork experiences.

They may also recommend curricular changes to the MLIS Program Curriculum Committee if they determine that the failure to meet the learning outcome is more systematic. Such continual assessment assures that SOIS graduates meet the learning outcomes and, thus, enter the market as competent library and information professionals.

Student input regarding planning is achieved through several participatory outlets in School governance and data collections methods. All standing committees within the School have student members with the exception of the Executive (personnel) Committee. Representatives from the MLIS, doctoral and undergraduate student organizations also participate in SOIS Faculty Council meetings. Class evaluations,

which are distributed in each course, are an integral part of faculty and course reviews. In addition, survey data from graduating students are collected annually by the Graduate School and are shared with SOIS.

Dean Lipinski, dean since 2015, reinvigorated the MLIS Advisory Board. It consists of local employers, SOIS alumni, faculty, and staff with connections to the MLIS program. Other boards address other SOIS programs and concerns. The MLIS Advisory Board meets in Milwaukee to provide input on the MLIS curriculum, program assessment, the professional and educational needs of employers, and other overarching issues of concern to the field. The names and credentials of the board members is available in Appendix Overview-4 MLIS Advisory Board 2016.

As part of its evaluation process, the University periodically reviews all academic programs. The UWM Graduate School reviews each graduate program on a ten-year cycle, with both campus and external evaluators. The SOIS MLIS program was reviewed in the fall of 2010 thus we are due for another review in the fall of 2020. This self-study document and subsequent reports will be major pieces of evidence for the Graduate School review.

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

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

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

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

I.2.4 *The importance of research to the advancement of the field's knowledge base;*

I.2.5 *The symbiotic relationship of library and information studies with other fields;*

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

I.2.7 *The role of library and information services in a rapidly changing technological society;*

I.2.8 *The needs of the constituencies that the program seeks to serve.*

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

As reported above, the following assessment of program goals, objectives, and student learning outcomes for our MLIS degree was formulated by SOIS's Faculty Council on March 11, 2016. Learning outcomes are articulated in conjunction with specific objectives, and thus are interspersed through the text below:

Goal 1: To instill in the next generation of information professional a critical

understanding of the philosophy, principles, culture, ethics and values of library and information science.

Objectives:

- 1.1 Provide a historical framework for the profession
- 1.2 Promote multiple perspectives regarding the philosophies, principles, cultures, ethics and values of the profession and their implications for services
- 1.3 Introduce and explore career options in information-related professions
- 1.4 Facilitate the development of student's communication skills
- 1.5 Ensure that students have technological competence

Student learning outcomes:

- Differentiate between important developments in library and information science and evaluate their current implications in the field (1.1, 1.2)
- Describe and evaluate relevant aspects of the activities and goals of the profession as a whole and select sub-groups within the profession (1.2, 1.3, 1.4)
- Assess the impact of important social and political issues on the profession and the role of the profession in society (1.1)
- Analyze the policy statements and ethics of professional organizations (1.2)
- Exhibit critical thinking skills as determined by the student's ability to raise, formulate and articulate vital questions; gather and assess relevant information; use abstract ideas; and think open-mindedly (1.2, 1.4)
- Apply principles of effective communicating to stakeholders (1.4)
- Apply technological skills in professional settings (1.5)
- Find resources to assist in the development of a professional presentation of one's expertise (1.3, 1.4, 1.5)

Goal 2: To impart knowledge of the fundamentals of library and information science including user behaviors, information organization, access, and retrieval and the ability to apply that knowledge in a dynamic, technological information society.

Objectives:

- 2.1 Provide descriptive and analytical contexts related to the most central activities of the profession
- 2.2 Cultivate an understanding of the need for professional change
- 2.3 Facilitate the analysis of major information-related activities, including creating, gathering, representing, organizing, preserving, storing, accessing, retrieving, seeking, and re-packaging information
- 2.4 Provide the information technology and methods used for information user behaviors,

organization, access, and retrieval

Student learning outcomes:

- Explain the concepts behind rules and systems that provide bibliographic and intellectual access to documents (2.3, 2.4)
- Define and explain the major traditions in information organizations (2.1, 2.3, 2.4)
- Define the tradition of various types of information systems (2.2, 2.3)
- Articulate key issues in the information creation, collection, organization, storage, retrieval, dissemination, and service (2.4)
- Assess the fundamental characteristics of information systems (2.3, 2.4)
- Analyze diverse information needs, preferences, and the behaviors of the user within a given context (2.1, 2.3)
- Assess the content of a variety of information systems (2.3, 2.4)

Goal 3: To develop new scholars and information professionals who value and are able to contribute and execute applied research in LIS.

Objectives:

3.1 Offer core and advanced research courses.

3.2 Apply research theory, methods, and techniques to the LIS field

3.3 Encourage a culture of research inquiry by fostering research-based course assignments, independent research and thesis options and by promoting opportunities for dissemination of student research.

Student learning outcomes:

- Design and conduct research projects using research methods, theoretical frameworks, techniques, and resources appropriate to their topics in LIS field (3.1, 3.2, 3.3)
- Produce a research proposal (3.1, 3.2, 3.3)
- Evaluate the merits of a peer-reviewed journal article (3.2, 3.3)
- Characterize the relationship between practice and research (3.1, 3.2, 3.3)
- Articulate the process of writing and publishing a peer-reviewed journal article (3.1, 3.2, 3.3)

Goal 4: To promote the role of library and information services in a diverse global society while addressing the needs of underserved populations.

Objectives:

4.1 Offer and promote library and information services to underserved groups, outreach opportunities for students to underserved communities, and networking with advocates for underserved groups

4.2 Encourage understanding of and involvement in international information issues

through study abroad and student exchange programs, international visitors, and involvement of students in international projects

4.3 Integrate the theory and practice of library and information services in diverse settings, preparing students to serve a wide range of patrons

Student learning outcomes:

- Identify best practices in meeting the information needs of a marginalized and/or a diverse population (4.1, 4.2, 4.3)
- Articulate key issues in LIS for multicultural and/or international communities (4.1, 4.2, 4.3)
- Identify, analyze and construct outreach programs to a specific population (4.1, 4.3)
- Design information literacy programs to meet the needs of their patrons (4.1, 4.3)

Goal 5: To prepare professionals who are able to meet the needs of varied constituencies through the development of specializations in library and information science.

Objectives:

- 5.1 Maintain official (transcript-designated) concentrations that build on the School's strengths and fulfill needs in the field
- 5.2 Promote the growth of existing and new coordinated degree programs
- 5.3 Consult general as well as specialized lists of the ALA professional competencies in the process of curriculum development

Student learning outcomes:

- Identify core competency delineated by professional organization(s) relevant to their area(s) of interest(s) (5.1, 5.2, 5.3)

Table II.1 MLIS Curriculum Map: Required Courses indicated the required courses in which each of the learning outcomes is met.

Standard I.4 *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 program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation*

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

The section entitled, "The School of Information Studies' Planning and Review Process"

discussed in the Overview and in response to Standard I.1.1 outlines how the School assess the programmatic learning outcomes. Each year a select array of learning outcomes are evaluated by the MLIS Program Curriculum Committee who review a sampling of students' work to determine if the outcomes are being met. These materials will come from each source/indicator aligned with the learning outcome. They include, but are not limited to, courses; research activities like publications, presentations and theses; professional development activities such as participation in professional conferences, fieldwork, internships and student hourly work in the Golda Meir Library; and proficiency measures. All of the outcomes are assessed within a five-year cycle with each year focusing on one of our five program goals. The results are used to revise courses and the curriculum to assure that SOIS graduates can perform as outlined in our learning outcomes. If, for example, the faculty assessors learn that less than 80% of the students successfully meet the learning outcomes, they work with the lead faculty member for the course or the faculty group associated with the measure (like the Research Committee, for instance, which oversees the Student Research Day and other student-related research activities) to revise the curricular materials, pedagogy, the assignments (in the case of classes), or the auxiliary activity, such as fieldwork experiences.

They may also recommend curricular changes to the Graduate Program Curriculum Committee if they determine that the failure to meet the learning outcome is more systematic. Such continual assessment assures that SOIS graduates meet the learning outcomes and, thus, enter the market as competent library and information professionals.

Standard I.5 *The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.*

SOIS Faculty Council meets regularly in retreat to engage in mission, goal and objectives definition and implementation. Minutes of said meetings are available [online](#). Table 1.1 shows the meetings held at retreats since the past accreditation cycle [see [Faculty Retreats Minutes and Agenda](#) for documentation].

Table I.1

Faculty Retreats Focused On Mission, Goals and Objectives

Year	Description	Keywords
S 2010	Discussion Topics: Diversity and Equity Across the Curriculum, Convergences of Curricula and Research.	Convergence; curricula, diversity; equity; and research
F 2010		

S 2011	Diversity across the Curricula	Diversity in teaching, enrollment, curriculum, making SOIS an inclusive environment
F 2011	Main Topic: Marketing and Branding	Accessibility; branding; diversity; financial support; instructional technology; marketing; and research
S 2012	Discussion topics: Programs/Teaching, Teaching Excellence, Culmination Experience, Research/Scholarship, and Service/Engagement.	Capstone project; culminating experience; MSIST; teaching outcomes; research; and service engagement
F 2012	Programs/Teaching	Teaching excellence, program updates, curriculum, research/scholarship, student engagement
S 2013		
F 2013		
S 2014		
F 2014		
S-F 2015	UWM SOIS Visioning Project School-wide Kick-off and benchmarking exercise	Created a new vision, mission and goals for the School in a series of school-wide meetings
S 2016	Revising syllabi to include learning outcomes and updating CVs for the ALA Accreditation self-study.	Accreditation; CV; and learning outcomes
F 2015	MLIS Learning Outcomes	Revised MLIS vision and mission statement. Draft learning outcomes and syllabus revision

F 2016	Updates on current procedures, enrollment, student employment, accreditation, and MSIST program. Assessment on Learning Outcomes and discussions on community engagement and learning and living communities.	Accreditation; community engagement; learning outcomes; learning communities; living communities; student employment; and MSIST
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Standard I.6 *The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.*

The School of Information Studies' faculty constantly revisits the requirements of its curriculum, applying evaluation results systematically to improve the program and plan for the future. Table I.2 lists the specific changes and dates.

Table I.2*Course Changes Over Time*

Date	Course(s) / Program	Change
Oct 8, 2010	L&I Sci 791: Linked Data in Libraries: Library Mashups, the Semantic Web and Web 2.0	New course. Offered to provide coverage of emerging areas in information organization.
Nov 12, 2010	L&I Sci 675: Information Technology and Organization	Course name and prerequisite changes from “Organizational Informatics” to “Information Technology and Organizations” and from “junior status and L&I SCI 240(P) & 340(P) & 410(R); or grad status” to “junior standing; or grad status.”
Nov 12, 2010	L&I Sci 619 (791): Topics in Information Organization L&I Sci 719 (791): Advanced Topics in Information Organization	Split course 791 into two courses, 619 and 719 so that some courses could also be offered to advanced undergraduate students.
Dec 10, 2010	Coordinated degree program leading to the Master of Arts in Women’s Studies and Master of Library and Information Science	New coordinated degree program
Dec 10, 2010	L&I Sci 550 Introduction to Information Science	Course removal. This course was no longer needed.
Dec 10, 2010	L&I Sci 691: Infopreneurship	New course. This course was developed to meet the need for coverage of marketing of information services.
Feb 11, 2011	L&I Sci 891(691): Evidence-Based Practice	Change to permanent course
Feb 11, 2011	L&I Sci 800 level: Master Independent Study	New course. This course provides the opportunity for students to study a topic independently that isn’t research oriented.
Nov 11, 2011	L&I Sci 691: Readers Advisory	Syllabus changes. The syllabus was modified to update coverage of current practice.

Nov 11, 2011	L&I Sci 691: Writing Surveys for Library Evaluation & Decision Making.	New course to address current needs of the profession
Nov 11, 2011	L&I Sci 719: RDF, Ontologies, and the Semantic Web	New course to address current needs of the profession
Nov 11, 2011	L&I Sci 891: Critical Theories in Children's Literature	New course to address current needs of the profession
Dec 9, 2011	L&I Sci 691: Introduction to HTML editing	New course to address current needs of the profession
Dec 9, 2011	L&I Sci 891: Image Retrieval	New course to address current needs of the profession
Feb 10, 2012	L&I Sci 691: Content Management Systems	New course to address current needs of the profession
Mar 9, 2012	MLIS with concentration in IT	New concentration to address current needs of the profession
Apr 13, 2012	L&I Sci 691: Political Economic and Cultural Studies Approaches to Information, Communication, and Media	New course to address current needs of the profession
Apr 13, 2012	L&I Sci 711: Introduction to Cataloging and Classification	Revised course to address current needs of the profession
Apr 13, 2012	L&I Sci 712: Resource Description for Library Catalogs	New course to address current needs of the profession
Apr 13, 2012	L&I Sci 713: Subject Analysis in Library Catalogs	New course to address current needs of the profession
Sep 14, 2012	MLIS Proficiency Exam Policy	Revision to respond to student concerns about the relevance of the exam process
Oct 12, 2012	L&I SCI 719: Advanced Topics in Information Organization–Thesaurus Construction	New course to address current needs of the profession
Oct 12, 2012	L&I SCI 691: Special Topics in Information Science: The Search Engine Society	Change to permanent course given ongoing student and professional interest
Oct 12, 2012	L&I SCI 833: Business Information Sources and Services	Course name change from L&I SCI 833 from "Competitive Intelligence and Business Information" to "Business Information Sources and Services" to better reflect course focus

Oct 12, 2012	L&I Sci: 650: An Introduction to Modern Archives Administration	Addition of L&I SCI 501 as a co-requisite or pre-requisite for L&I SCI 650 so students would bring more background knowledge
Nov 9, 2012	L&I Sci 719: Advanced Topics in Information Organization: FRBR and RDA for Library Cataloging	New course to address current needs of the profession
Nov 9, 2012	L&I Sci 691: Special Topics in Information Science: Linked Data: Mashups, the Semantic Web, and Web 2.0	Course number and title change from L&I Sci 791: Linked Data in Libraries: Library Mashups, the Semantic Web and Web 2.0 to L&I Sci 691: Special Topics in Information Science: Linked Data: Mashups, the Semantic Web, and Web 2.0 from graduate level to U/G level
Feb 8, 2013	L&I Sci 763: Topics in Information Policy: Information Privacy	New course to address current needs of the profession
Feb 8, 2013	L&I Sci 791: Topics in Library and Information Science	Modification of the title and description of L&I Sci 791: Topics in Information Organization to L&I SCI: 791 Topics in Library and Information Science to permit broader course offerings
Feb 8, 2013	L&I Sci 990: Fieldwork	Modification of prerequisites to require students to complete the core courses prior to undertaking a fieldwork
Apr 12, 2013	Intent to Plan of MSIST degree.	Approval of moving forward with new program plan
Apr 12, 2013	L&I SCI 791: Mobile Technology Applications in Library & Information Science	New course to address current needs of the profession
Oct 11, 2013	SOIS and CEAS-CS joint Master of Science in Information Science & Technology (MSIST)	Revision of the SOIS and CEAS-CS joint Master of Science in Information Science & Technology (MSIST)
Nov 8, 2013	L&I Sci 891: Special Topics: Introduction to Legal Issues for Archivists and Records Managers	New course to address current needs of the profession
Nov 8, 2013	L&I Sci 891: Special Topics: Access and Privacy Legal Issues for Archivists and Records Managers	New course to address current needs of the profession

Nov 8, 2013	L&I Sci 891: Special Topics: Copyright Legal Issues for Archivists and Records Managers	New course to address current needs of the profession
Dec 13, 2016	L&I Sci 759: Fieldwork in Archives and Manuscripts	L&I Sci: 759 is no longer required for students pursuing the Archival Studies concentration in the MLIS program. It is optional, but strongly recommended
Feb 14, 2016	INFOST 691: Special Topics in Information Science: Information Literacy Instruction	Change to permanent course given ongoing student and professional interest
Feb 14, 2016	INFOST 719: Advanced Topics in Information Organization - Music Cataloging	Change to permanent course given ongoing student and professional interest
Feb 14, 2016	INFOST 719: Advanced Topics in Information Organization: Social and Cultural Issues in the Organization of Information	Change to permanent course given ongoing student and professional interest
Feb 14, 2016	INFOST 891: Advanced Topics in Library and Information Science: Feminism, Librarianship, and Information	Change to permanent course given ongoing student and professional interest
Feb 14, 2014	Public Librarianship concentration	Concentration name change from "Public Library Leadership" to "Public Librarianship" to be more inclusive of public library career preparation
Feb 14, 2014	Public Librarianship concentration	Change required credits to 18 and addition of INFOST 682: Digital Libraries; INFOST 691: Special Topics in Information Science: Public Library History; INFOST 999: Independent Research to elective courses
Mar 12, 2014	INFOST 716: Thesaurus Construction	Change of title and course description to more accurately reflect the evolution of the discipline
Mar 14, 2014	INFOST 717: Information Architecture	Change of title and course description to more accurately reflect the evolution of the discipline

Mar 14, 2014	Information Organization concentration	Make fieldwork not required, but highly recommended. Include thesis, master's independent study, and independent research courses as electives
Mar 14, 2014	MLIS Culminating Experience/MLIS Capstone	Approval of MLIS culminating experience/MLIS Capstone proposal
May 9, 2014	INFOST 791: Topics in Library and Information Science: Asian American Children's and Young Adult Literature	New course to address current needs of the profession
May 9, 2014	INFOST 791: Topics in Library and Information Science: Picture Books: The Caldecott Award	New course to address current needs of the profession
May 9, 2014	MLIS Capstone Implementation Plan	Approval of MLIS Capstone implementation plan to replace MLIS proficiency exam to provide a more meaningful capstone experience
Sep 19, 2014	INFOST 791: International and Global Youth Literature	New course to address current needs of the profession
Sep 19, 2014	INFOST 8XX: Master of Library and Information Science Capstone	New course to address current needs of the profession
Nov 21, 2014	INFOST 661: Information Ethics	Name change INFOST 661 from "Ethics and the Information Society" to "Information Ethics." to provide broader coverage
Nov 21, 2014	Archives concentration	Addition of INFOST 682, 714, 740, 691, 791, and 891 courses as electives to broaden the educational experience
Apr 10, 2015	Archives concentration	Students enrolled in the Archival Studies concentration or CAS must receive a grade of "B" or better in INFOST 650: Introduction to Modern Archives Administration in order to earn the transcript-designated concentration or certificate
Apr 10, 2015	INFOST 584: Survey of Web and Mobile Content Development	New course to address current needs of the profession

May 8, 2015	INFOST 583: Survey of Web and Mobile Content Development	New course for the MSIST program, but is available to MLIS students.
May 8, 2015	INFOST 582: Introduction to Data Science	New course for the MSIST program, but is available to MLIS students
May 8, 2015	INFOST 584: Survey of Information Security	New course for the MSIST program, but is available to MLIS students
Dec 11, 2015	789: Electronic Networking and Information Services	Updated syllabus to reflect changes in networking technology
Dec 11, 2015	INFOST 799: Research Methods	Change course number from INFOST 591 to INFOST 799 Course was elevated to the 700-level to serve as a culminating experience for the MLIS program
Mar 11, 2016	INFOST 891: Technology Issues in Archives.	Change to permanent course given ongoing student and professional interest
Mar 11, 2016	INFOST 891: Advanced Appraisal	Change to permanent course given ongoing student and professional
Mar 11, 2016	INFOST 761: Human Computer Interaction	New course in the MSIST program that is available to MLIS students
Mar 11, 2016	Master of Arts in Women's & Gender Studies/Master of Library & Information Science	Changes to coordinated degree program to correct errors in credit requirements for the MLIS
Mar 11, 2016	Master of Science in Health Care Informatics/Master of Library & Information Science	Changes to coordinated degree program to correct errors in credit requirements for the MLIS
Mar 11, 2016	INFOST 719: Comparative Bibliography	Change to permanent course given ongoing student and professional
Mar 11, 2016	INFOST 691: Classification Systems and Applications for Data Mining	New course to address current needs of the profession

CONCLUSION

Systematic planning at SOIS involves ongoing formal evaluation of the School's programs, goals, objectives and learning outcomes. Curricular decisions are taken regularly with regard for the role course content plays in achieving mission goals and objectives by satisfying specified learning outcomes. These elements are key aspects of effective higher education.

As a school devoted to information and the information professions, SOIS is committed

to the regular review and revision of program elements and evaluation of learning outcomes with regard to the employment and deployment of our graduates in the information landscape. We are dedicated to the education of library and information professionals who become leaders in the professions moving forward in myriad information agencies (libraries, archives, media centers, records centers) and other environments (e.g., information industry, government, business). This learning process continues after graduation with regular opportunities for continuing education for retooling.

Our planning and assessment processes, as outlined in the Overview, ensures that the MLIS program remains current and addresses the needs of society with regard to information and information institutions. The School's mission, goals, objectives and learning outcomes are reviewed on a regular basis with input from the constituencies we serve. The School's mission, goals and objectives reflect a harmonious relationship with the mission of the parent institution and embody the standards for accreditation.

STANDARD II: CURRICULUM

The School of Information Studies offers an array of programs, with a Bachelor of Science in Information Science and Technology, the Master of Library and Information Science (MLIS), the Master of Science in Information Science and Technology (recently implemented) and a Ph.D. in Information Studies. The School also offers a Certificate of Advanced Study in Digital Libraries and another in Archives and Records Management. This report focuses on the MLIS, although there is content and course sharing across the multiple levels.

The current MLIS program is the result of a spirit of open analysis and intellectual flexibility among faculty, administration, teaching academic staff (TAS), and advisors relative to the needs of the library and information science professions, the students of these professions, and the various communities that the professions serve. Since the last program evaluation in 2010, the program has transitioned to a new dean, re-oriented its mission, and articulated foundational values. Whether transitioning or stabilized, SOIS has remained focused on the goal of maintaining a robust learning environment both onsite and online. It has revised and strengthened transcript-designated concentrations, tested new culminating experiences to incorporate a vigorous approach to professional research, revised course offerings to ensure currency, and engaged faculty and TAS in tighter strategies to address learning outcomes reflecting the competencies of the various areas of concentration. Currently, three core courses – formerly four -- anchor all students in shared values and basic concepts while a wide array of electives allow students to design and implement their own focused course of study, with the support of faculty and administrative advisors. Fieldwork expands the scope of application for course-based theory and practice. The culminating experience for graduation involves each student in relevant research design. Non-traditional offerings such as the Alternative Spring Break and National Book Festival event enable students to experience the profession in expansive ways.

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

The minimum degree requirement for the MLIS is 36 graduate credits. Students are allowed to transfer in six credit hours from a previous Master's program, another university or another school or college within UWM. One variance of this minimum is the licensure for the School Media Specialist, which requires 39 credits, although some competency demonstration may be waived due to experience or previous education. Another variance concerns the thesis option as the culminating experience; that process requires 39 credits.

Again, as discussed in the section entitled, “The School of Information Studies’ Planning and Review Process” discussed in the Overview and in response to Standard I.1.1, the School conducts systematic and continuing analysis of the learning outcomes. An assessment of the needs of our constituents are a facet of this process. The student learning outcomes—statements that denote what students have learned and can demonstrate at the end of the program—are vital as they allow us to assure that our instruction is intentional and impactful. They will also guide our assessment of the program, courses and instructors’ pedagogy.

The curriculum is designed to instill knowledge of the general field and prepare students from diverse backgrounds to be successful information professionals within the communities in which they choose to serve, pursuing the focus they choose. The learning outcomes are listed in response to Standard I.2 and Appendix I-1 Mission, Goals, Objectives and Learning Outcomes. Table II.1 displays the manner in which each of the program learning outcomes are addressed in the required courses for the MLIS program. The required courses in the program are intended to provide broad coverage of all the program learning outcomes so all students will graduate with competencies in these areas. These program learning outcomes are mapped across the core courses as follows:

Table II.1

MLIS Curriculum Map: Required Courses

Program Learning Outcome	Required Courses			
	501	511	571	799/ 591
1. Differentiate between important developments in library and information science and evaluate their current implications in the field (1.1, 1.2)	X	X		X
2. Describe and evaluate relevant aspects of the activities and goals of the profession as a whole and select sub-groups within the profession (1.2, 1.3, 1.4)	X	X		X
3. Assess the impact of important social and political issues on the profession and the role of the profession in society (1.1)	X	X		X
4. Analyze the policy statements and ethics of professional organizations (1.2)	X	X		X
5. Exhibit critical thinking skills as determined by the student's ability to raise, formulate and articulate vital questions; gather and assess relevant information; use abstract ideas; and think open-mindedly (1.2, 1.4)	X	X	X	X
6. Apply principles of effective communicating to stakeholders (1.4)	X	X	X	X
7. Apply technological skills in professional settings (1.5)	X	X	X	X
8. Find resources to assist in the development of a professional presentation of one's expertise (1.3, 1.4, 1.5)	X		X	X
9. Explain the concepts behind rules and systems that provide bibliographic and intellectual access to documents (2.3, 2.4)	X	X	X	
10. Define and explain the major traditions in information organizations (2.1, 2.3, 2.4)	X	X	X	
11. Define the tradition of various types of information systems (2.2, 2.3)	X	X	X	
12. Articulate key issues in the information creation, collection, organization, storage, retrieval, dissemination, and service (2.4)	X	X	X	X
13. Assess the fundamental characteristics of information systems (2.3, 2.4)	X	X	X	X
14. Analyze diverse information needs, preferences, and the behaviors of the user within a given context (2.1, 2.3)	X	X	X	X
15. Assess the content of a variety of information systems (2.3, 2.4)		X	X	X
16. Design and conduct research projects using research methods, theoretical frameworks, techniques, and resources appropriate to their topics in LIS field (3.1, 3.2, 3.3)	X	X	X	X
17. Produce a research proposal (3.1, 3.2, 3.3)				X
18. Evaluate the merits of a peer-reviewed journal article (3.2, 3.3)	X	X	X	X
19. Characterize the relationship between practice and research (3.1, 3.2, 3.3)	X		X	X
20. Articulate the process of writing and publishing a peer-reviewed journal article (3.1, 3.2, 3.3)				X
21. Identify best practices in meeting the information needs of a marginalized and/or a diverse population (4.1, 4.2, 4.3)	X		X	

22. Articulate key issues in LIS for multicultural and/or international communities (4.1, 4.2, 4.3)		X		X
23. Identify, analyze and construct outreach programs to a specific population (4.1, 4.3)	X			
24. Design information literacy programs to meet the needs of their patrons. (4.1, 4.3)				X
25. Identify core competency delineated by professional organization(s) relevant to their area(s) of interest(s) (5.1, 5.2, 5.3)	X			X

Student's exposure to the learning outcomes is not limited to the required courses. Appendix II-1 MLIS Course Map demonstrates how the learning outcomes are interspersed throughout all the MLIS courses. Appendix II-2, Indicators Used to Assess Student Learning Outcomes, is a map of the assignments used to determine whether or not the learning outcomes were met in each core course in which they are included. Finally, all of the syllabi for MLIS courses are included in Appendix II-3 Syllabi for MLIS Courses. Each lists the learning outcomes addressed in the course and the assignments the instructor uses to assess whether the outcome has been met. Thus, irrespective to the student's area of interest, the outcomes are inherent in their education in SOIS.

The curriculum provides for the study of theory, principles, practice, legal and ethical issues, and values necessary for the provision of service in libraries, information agencies and other contexts. SOIS instructors draw on a broad range of theoretical frameworks such as critical theory, constructivism, sense-making, probability theory, domain analysis theory, theory of instantiation, cultural studies, and critical race theory. Students who participated in the program review survey expressed satisfaction with the balance between theory and practice within the course offerings. Engagement with ethics and values permeates multiple offerings, beginning with the first required course of INFOST 501: Foundations of Library and Information Science (see the [complete list of SOIS course offerings](#)). Research methods include case study, discourse analysis, participant observation, and survey methods.

Besides the traditional research paper which requires students to engage with professional and scholarly work, analyze the data, and incorporate it into their own understanding, projects for coursework include creating thesauri, lesson plans, research proposals, wikis, web collections, and bibliographies [Appendix II-4 Sample Collection of Student Products]. Students also have learning options beyond traditional course work, such as fieldwork, travel, and independent study.

Standard II.2 *The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the SOIS curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and*

curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The MLIS curriculum is divided into five broad areas that encompass the elements enumerated in Standard II.2. Table II.2 lists the elements addressed in individual curricular areas.

Table II.2

SOIS Curricular Areas as Mapped to Accreditation Standards

Curricular Area	Elements in Standard II.2
X10's Information organization	Identification, organization and description, storage and retrieval, analysis, interpretation, synthesis, dissemination
X20's-X40's Information services and resources, specialized populations, and management	Information and knowledge creation, communication, identification, selection, acquisition, preservation, analysis, interpretation, evaluation, synthesis, dissemination, management
X50's Archives and records management	Identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, management
X60's Information policy and ethics	Communication, interpretation, dissemination, management
X70's-X80's Information science and technology	Communication, storage and retrieval, analysis, interpretation, evaluation, synthesis, dissemination

In addition, all special topics courses (INFOST: 691, 791 and 891) deal with some aspect of these elements.

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

The foundation for the MLIS curriculum rests on the required courses. As outlined in Table II.3 and supported by the syllabi (Appendices II.6-9, the required courses provide professional knowledge, an understanding of the social and institutional contexts, and management and leadership skills. SOIS's MLIS curriculum helps students develop all three.

Table II.3*Required Courses*

Course Number	Title	Intellectual content	Appendix
501	Foundations of LIS	Overview of field	Appendix II.5
511	Organization of Information	Cataloging, classification, content description	Appendix II.6
571	Information Access and Retrieval	Foundations of information retrieval	Appendix II.7
Culminating Experience Options			
799 (591)	Research Methods in Information Studies (required of all students, including those pursuing the thesis option)	Research methods and research design	Appendix II.8
898	Thesis	Research thesis	

The minimum grade requirement for each of the core courses is “B.” If a student fails to meet this requirement, s/he is required to retake that core course. Students are expected to maintain at least a “B” average throughout the program. For the culminating experience, students must take INFOST 799: Research Methods in Information Studies. Students wishing to pursue more advanced research, may choose to complete the thesis option (INFOST 898: Master's Thesis). This option is primarily pursued by students anticipating advanced study at the doctoral level. Since 2010, seven students have graduated with the thesis option.

Fieldwork (INFOST 990) and practicums are also a significant experience for students, particularly those coming into the program without previous LIS experience (addressing Standard II.2.6). Students arrange their fieldwork options with the library or work site of their choice, and then communicate that to their SOIS fieldwork supervisor. The program recommends that students pursue fieldwork after the completion of core courses, and any coursework that might be relevant to the field placement. Students experienced in library work are not advised to use fieldwork credits, but may if they are pursuing a new line of study.

A single placement involves 50 to 150 contact hours with students earning one credit hour per every 50 contact hours. Students generally enroll in three credit hours but, they have the option of enrolling in between one and three credit hours. They usually work 10 hours work per week for as many weeks as needed to reach the required contact hours for the number of credits for which they have enrolled. In rare circumstances, the number of hours can be compressed to a shorter time period if this serves the purposes of the library and of the student. More information about the fieldwork option is available on the [SOIS web site](#).

Fieldwork has been a popular opportunity for SOIS students:

Table II.4

MLIS Fieldwork Enrollment

Semester	Fieldwork/Practicum
Fall 2010	33
Spring 2011	41
Summer 2011	38
Fall 2011	28
Spring 2012	51
Summer 2012	18
Fall 2012	40
Spring 2013	49
Summer 2013	21
Fall 2013	32
Spring 2014	19
Summer 2014	10
Fall 2014	16

Spring 2015	15
Summer 2015	11
Fall 2015	15
Spring 2016	17
Summer 2016	14
Fall 2016	15

Note that the total number of fieldwork placements taken has declined. This is a reflection of the overall decline in the MLIS enrollment. Although the numbers fluctuate in any given semester, the percentage of students engaging in fieldwork during a given semester ranges from 4% to 12%.

SOIS provides opportunities for students to gain management and leadership skills through a number of venues, one of which is the curriculum. INFOST 524: Management of Libraries and Information Services is the introductory course on management. At an advanced level is INFOST 821: Seminar in Library Administration. Students interested in specialization can also take management courses specific to those areas. For example, archives students can take INFOST 650 Introduction to Modern Archives Administration, INFOST 752: Archival Outreach: Programs and Services, and INFOST 850: Seminar in Modern Archives Administration. Students enrolled in the School Library Media program have two leadership courses specific to their field: INFOST 642: School Library Media Programs and Resources and INFOST 746: Administration of School Library Media Systems. Some courses in the IT area (e.g., INFOST 788: Information Systems: Analysis and Design) also substantially address such areas as decision-making. Topics covered in those, and many other, courses that are especially helpful for students in assuming an assertive role in the future include: leadership styles, decision making, motivation, communication, personnel management, project management, outreach and advocacy.

Standard II.2.2 *The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields*

As outlined in Table I.2, Course Changes Over Time, one can see that the MLIS curriculum is not static. It includes courses that have been centerpieces of LIS for many years, with continual updates to reflect theoretical and technological changes. At the same time, as noted above, the master's curriculum has processes for regular review and change in response to the field's evolving body of knowledge.

The Graduate School of the University of Wisconsin Milwaukee requires a culminating

experience for graduation. INFOST 799: Research Methods in Information Studies has been the culminating experience since 2015. Prior to this, faculty became concerned about the disruptive nature of the previous culminating experience, which was a comprehensive exam offered during the regular semester. A committee of faculty and teaching academic staff developed an alternative experience, which focused on an individually supervised research project. This involved the assignment of students to faculty mentors, but it too, proved to be difficult to manage within a standard semester, as it generated a larger work load for both students and faculty. After extended discussion with the Graduate School and the SOIS administration, faculty finally approved a re-structuring of the former INFOST 571: Research Methods course as the current INFOST 799: Research Methods culminating experience class, which also emphasizes research methods, but with a more applied focus. This reduced the previous number of core courses from four to three, but replaced the “lost” core course with the research-based culminating experience.

The approach of SOIS is reflected also by its response to the rapidly changing area of Information Technology. SOIS has long had an IT concentration for the MLIS student. But with the recent addition of the MSIST program and its associated courses as well as the increased need for LIS graduates with technology skills, the faculty has revised the IT concentration to allow MLIS students to take the core courses (INFOST 547: User-Centered Interaction Design, INFOST 582: Introduction to Data Science, INFOST 583: Survey of Information Security, and INFOST 584: Survey of Web and Mobile Content Development), as well as the newly added electives offered in SOIS (see the [program requirements](#) for a complete list). Again, the faculty seeks to graduate LIS professionals with the skills to meet the ever increasing technology needs of the field.

Standard II.2.3 *The curriculum integrates technology and the theories that underpin its design, application, and use.*

As one of its goals, SOIS expresses the intent “To impart knowledge of the fundamentals of library and information science including user behavior, information organization, access, and retrieval and the ability to apply that knowledge in a dynamic, technological information society.” (SOIS MLIS Mission, Goal 2). The theory, application and use of technology is embedded in the student experience at UWM.

First the School has [established minimum computer literacy requirements for students](#). Second, the SOIS curriculum provides substantial opportunity for students to learn both the theoretical underpinnings of technology and its application for the information professions (see Table II.1 the MLIS Curriculum Map of Required Course). The Core teaches students to understand the integration of theory, application and use of technology. It requires them to “apply technological skills in professional settings” (Objective 1.5). Courses such as INFOST 511: Organization of Information and INFOST 571: Information Access and Retrieval illustrate well such an approach. In both cases, theory takes the center stage that is then complemented by knowledge of systems and praxis. INFOST 501: Foundations of LIS is a wide-ranging survey of all major theoretical and practical issues in LIS while INFOST 799: Introduction to Research

Methods provides basic concepts and tools that enable students to better understand theoretical literature and evaluate technological application in real-life settings. Electives with a specific focus on technology (such as Electronic Publishing and Web Design) are complemented by courses that explore technology as an aspect of the overall topic of the course.

In addition to the concentration in IT, the School has an array of elective courses with a major focus on technology. In addition to the ones mentioned in Standard II.2.2, these include:

INFOST 714: Metadata: This course provides students opportunities to learn, evaluate and apply principles of metadata for a variety of digital resources. It allows students to deepen their knowledge of organization of information, digital libraries, institutional repositories, content management and information architecture.

INFOST 717: Information Architecture: The goal of this course is to provide students with a broad knowledge of the interdisciplinary field of information architecture; analyze and organize web-based interfaces with an emphasis on institutional, e-commerce and business enterprise intranets and web sites; analyze and design metadata schemas; and produce overall strategy reports for the information architecture of a web site.

INFOST 774: Online Information Retrieval: Study of the organizational, operational and developmental aspects of on-line database services, including an overview of the on-line community. Students must spend one hour per week in an on-line laboratory session.

The complete array of courses are listed [here](#).

SOIS Technology Support

The SOIS environment supports the use of technology throughout the curriculum, and allows students to gain experience by learning and participating through online course software. All online classes and some instructors in onsite classes use Desire 2 Learn (D2L) to enhance the learning experience. D2L provides students access to course materials such as PowerPoint presentations, podcasts, video lectures, and notes. Students in the online format receive added support in the form of an internal technology specialist who helps instructors tailor D2L to their specific course needs.

Standard II.2.4 *The curriculum responds to the needs of a diverse and global society, including the needs of underserved groups.*

The School of Information Studies has an international scope and an interdisciplinary mindset. The specifically stated goal, “To promote the role of library and information services in a diverse global society while addressing the needs of underserved populations,” (SOIS MLIS Mission, Goal 4) informs the SOIS approach to all aspects of the curriculum. The culturally diverse faculty at SOIS fosters a multi-faceted approach to the curriculum and encourages involvement in activities far beyond Wisconsin and the United States. SOIS has international ties to 20 universities in 15 countries, enabling

students to develop the skills to succeed in today's global information network.

Study Abroad Programs

SOIS partners with the University of Wisconsin Milwaukee [Center for International Education](#) to offer international experiences for students interested in studying around the world. Students have had the opportunity to study in countries such as Austria, South Korea, and South Africa. Since 2010, approximately 20 students have taken advantage of this program.

The curricula for study abroad programs provide students with the opportunity to learn comparative professional practice, management of technologies, comparative approaches to information access in diverse societies, and other examples of professional engagement. Study abroad opportunities traditionally combine readings, assignments and other elements of traditional coursework with projects in the target location, repository visits, conference attendance and other opportunities to engage with the international information professions. For example, a study abroad opportunity to Pretoria and Cape Town, South Africa entitled "AIDS: An Investigation of the Information Campaign in South Africa" gave students the opportunity to examine the information campaign to prevent the spread of HIV in South Africa. The course considered the role of government, the media, communities and NGOs in the dissemination of information and included speakers from NGOs, Social Welfare, the University of Pretoria, and politicians.

Courses which address the information needs of multi-cultural and underserved groups

Each of the courses listed below include explorations of the information needs of multi-cultural and underserved groups within the context of their specific professional topics.

501 Foundations of Information Science
 511 Organization of Information
 571 Information Access and Retrieval
 675 Organizational Informatics
 691 Multicultural Children's Literature
 691 GLBTQ Literature for Young Adults
 711 Cataloging and Classification
 716 Indexing and Abstracting
 717 Information Architecture and Knowledge Organization
 646 Library Materials for Young Adults
 745 Library Services for Children and Young Adults
 799 Research in Library and Information Science
 850 Seminar in Modern Archives Administration
 861 Seminar in Intellectual Freedom
 891 Special Topics: Library Architecture, Renovation, and Project Planning

In a number of different courses students learn about open source and needs of users with disabilities. A good example of the latter is INFOST 717: Information Architecture and Knowledge Organization that looks at designing web sites for visually-impaired persons.

Another course INFOST 670: Instructional Technologies itself is built on the open source concept that also promotes the use of open source in its content.

Standard II.2.5 *Provides direction for future development of a rapidly changing field*
The curriculum responds to the needs of a rapidly changing technological and global society.

The SOIS curriculum readily adapts to the changes in LIS. Much of this work is accomplished through the MLIS Program Curriculum Committee the continual revision of curriculum through adding, deleting courses and revising courses (Table I.2 Course Changes Over Time). While the required courses continue to focus on fundamental areas in LIS: foundations in public libraries, information organization, information access and retrieval and research methods, all of the syllabi are continually evaluated by the faculty so that they are current. All of them were revised when we adopted the learning outcomes (Appendices III.5-8).

In addition, we are mindful of the SOIS curriculum stresses the need to adapt to the changes in technology and a global, knowledge-based environment. Specifically stated in goals 2 and 4, SOIS addresses information services in diverse and changing settings. SOIS focuses its curriculum, workshops, and research events on the impact of global and technological change. Because of our strong international scope and interdisciplinary mindset, change management is addressed throughout the curriculum.

As such, the SOIS curriculum thoroughly incorporates issues of change in technology and globalization in all areas of focus. Though this broad area of curriculum development is prevalent throughout the entire curriculum, examples of specific courses in each area of specialization are given below:

Archives and Records Administration

850 Seminar in Modern Archives Administration: Provides students an opportunity to examine the implications of access to information and the public good, with an examination of privacy and confidentiality laws in settings in the United States and world-wide.

656 Electronic Document and Records Management: Examines the changing nature of corporate and public record in the face of new technologies.

Information Law, Policy, and Ethics

661 Information Ethics: Ethical traditions, concepts, and principles for the information professions in the global information society; ethical implications of information technologies.

691 “The European Information Society in a Global Context” provide students with a window into the changing global policies surrounding e-communication and e-

commerce, and control of and access to information.

Information Technology

783 Information Storage and Retrieval: Provides an understanding of basic theory in information storage and retrieval, and develops the ability to evaluate system effectiveness and understand current trends in retrieval.

823 Seminar in International and Multicultural Information Services: Explores the implications of global and multicultural trends in information services, including the creation, diffusion and use of information in cross-cultural settings.

Information Organization

717 Information Architecture and Knowledge Organization: Explores the changing technology and changing needs of users in the field of information architecture.

Required courses (the core and 799) – all of which are taken by all MLIS candidates – address changing technologies and needs of a global society. Each of the courses asks students to consider the changes to the information professions in the context of technology and a global information society. Topics in core courses range from the role of information agencies in modern society; the concepts and traditions in information organization; and the application of research in the information professions.

As noted above, the SOIS curriculum offers multiple opportunities for international study, exposing students to issues pertinent to a global information society, and allowing students to engage in meaningful, experiential learning in an international context. International opportunities have taken the curriculum to locations in South Africa, South Korea, and Austria. The School does not carry this out alone, but as part of a University-wide initiative.

Selected Examples: Courses addressing changes in technology and information requirements of society

642: School Library Media Programs
 655 Information and Records Management
 660 Information Policy
 675 Organizational Informatics
 682 Digital Libraries
 733 Advanced Topics in Information Retrieval
 735 The Academic Library
 736 The Public Library
 737 The Special Library and Information Center
 763 Topics in Information Policy
 861 Seminar in Intellectual Freedom
 862 Legal Issues for Library and Information Managers

Selected Examples: Courses addressing changes in information technology

547 User-Centered Interaction Design
582 Introduction to Data Science
583 Survey of Information Security
584 Survey of Web and Mobile Development
656 Electronic Documents and Records Management
670 Instructional Technologies
675 Organizational Informatics
683 Digital Libraries
714 Metadata
739 Digital Information Services
774 Online Information Retrieval
780 XML for Libraries
781 Applied Information and Internet Technologies
785 Database Management Systems for Information Professionals
786 Multimedia
787 Library Automation
788 Information Systems: Analysis and Design
789 Electronic Networking and Information Services
891 Technology Issues in Archives

Selected Examples: Courses addressing change in global society

497 Study Abroad
501 Foundations of Library and Information Science
540 Management of Libraries and Information Services
763 Topics in Information Policy
823 Seminar in International and Multicultural Information Services

Standard II.2.6 *The curriculum promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.*

The SOIS mission reflects a conscious effort to enhance the information professions through the development of specializations, research and publications, relationships with professional organizations at the local, state and international levels, and the provision of learning opportunities to the wider professional community.

The SOIS curriculum supports this effort by providing courses specifically designed in response to emerging needs. In addition to the redesign of the core curriculum and required course discussed earlier, the provision of dual degree programs, the administration of certificate programs, and fieldwork opportunities all indicate the School's commitment to the development of a curriculum that addresses the field's future needs.

Courses designed in response to emerging, identified needs

As noted above, SOIS faculty and teaching academic staff regularly review electives offered in the curriculum and create new courses to better address the changing needs of

information professionals. A few of the courses designed to meet the shifting needs of information technology include:

683 Digital Libraries

714 Metadata

717 Information Architecture

789: Electronic Networking and Information Services

The designation of “Topics” (691 and 791) and “Advanced Topics” (891) courses allow for students to explore more current topics in the profession. Faculty and Teaching Academic Staff regularly use these course designations to provide instruction in areas of immediate and emerging interest in the profession, including courses such as:

891 International and Comparative Librarianship

891 Feminism, Librarianship and Information

891 Technology Issues in Archives

791 Comparative Bibliography

691 Multicultural Literature for Children

691 Economics of Information

691 GLBTQ Literature for Young Adults

691 Information Literacy Instruction

Each year SOIS offers a wide variety of seminars and lectures to current students as well as the professional community. SOIS offers an annual series of free, continuing lectures including the Ted Samore Lecture outlined in Table IV.6, Ted Samore Lectures Spring 2010-Current, and other topical lectures and presentations. Table IV.5 lists the guest speakers who have visited SOIS classes. And, section IV.4 outlines the academic advising and career planning and placement services that assist students with the development of their professional goals.

SOIS also offers the [Certificate of Advanced Study](#) (CAS) in information studies for those seeking focused study. The CAS program consists of 15 credits of advanced coursework planned as a whole to achieve a definite educational objective. Currently, SOIS offers a CAS in two areas: Archives and Records Administration; and Digital Libraries.

To encourage MLIS students to become more familiar with professional organizations, SOIS sponsors annual bus trips to the Wisconsin Library Association meeting and the American Library Association meeting when held in Chicago. Students who have their work accepted for presentation at conferences may apply for funding through SOIS and the Graduate School to cover the costs of conference attendance.

Finally, the need for professional growth throughout one’s library career is stressed in many ways throughout the SOIS curriculum. Introduction to specialties within the profession is a prominent component of the 501 Foundations course required of all students. This and more specialized courses emphasize the value of membership and

participation in local and national associations. Knowledge of listservs, wikis and blogs to maintain current awareness of best practice within the field is integrated through readings and assignments. Conference attendance by students is not only encouraged but also often facilitated through transportation to events or funding opportunities for conference attendance.

Standard II.3 *The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.*

The MLIS offers four transcript-designated concentrations, one licensure focus for school media, and also a general course of study. These give students the opportunity to customize their elective coursework and focus their studies on a special area of interest with the validation of having said concentration denoted on their transcript. Concentrations have a required set of classes beyond the core courses, and an array of recommended classes from which to choose.

Table II.4

Course Requirements for Concentrations

Focus area	Required credit hours	Required courses	Recommended courses
Archives	15	650 An Introduction to Modern Archives Administration	<p>655 Information and Records Management</p> <p>656 Electronic Document and Records Management</p> <p>682 Digital Libraries</p> <p>691 Special Topics: Archiving Audiovisuals (1 cr.)</p> <p>714 Metadata</p> <p>740 Information Literacy Instruction</p> <p>750 Arrangement and Description</p>

			<p>in Archives</p> <p>752 Archival Outreach: Programs and Services</p> <p>753 Preserving Information Media</p> <p>758 Technology Issues in Archives</p> <p>759 Fieldwork in Archives and Manuscripts</p> <p>791 Topics in Library and Information Science</p> <p>850 Seminar in Modern Archives Administration</p> <p>855 Appraisal and Collection Development for Archives and Manuscripts</p> <p>891* Introduction to Legal Issues for Archivists and Records Managers (1 cr.)</p> <p>891* Access and Privacy Legal Issues for Archivists and Records Managers (1 cr.)</p> <p>891* Copyright Legal Issues for Archivists and Records Managers (1 cr.)</p> <p>999 Independent Research</p> <p>* Special topics</p> <p>Alternative Spring break (non-credit) is recommended</p>
Information Organization	15	511 Organization of Information	<p>582 Introduction to Data Science</p> <p>619 Topics in Information Organization (1-3 credits)</p>

			<p>691 Topics in Information Science: (Subtitled) (1-3 credits) (with an IO related topic)</p> <p>710 Comparative Bibliography</p> <p>711 Introduction to Cataloging and Classification (Effective 11/11/2016. This course is being replaced by 712 and 713. Students who have already completed 711 may continue to use it for the concentration.)</p> <p>712 Resource Description for Library Catalogs</p> <p>713 Subject Analysis in Library Catalogs</p> <p>714 Metadata</p> <p>715 Music Cataloging</p> <p>716 Thesaurus Construction</p> <p>717 Information Architecture</p> <p>719 Advanced Topics in Information Organization</p> <p>750 Arrangement and Description in Archives</p> <p>780 XML for Libraries</p> <p>785 Database Management Systems for Information Professionals</p> <p>898 Master's Thesis (on an IO topic, directed by an IO faculty member)</p> <p>990 Fieldwork in Library and Information Science Services (with</p>
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			<p>a focus on information organization)</p> <p>759 Fieldwork in Archives and Manuscripts</p>
Information Technology	15		<p>547 User-Centered Interaction Design</p> <p>582 Introduction to Data Science</p> <p>583 Survey of Information Security</p> <p>584 Survey of Web and Mobile Content Development</p> <p>675 Information Technology and Organizations</p> <p>682 Digital Libraries</p> <p>685 Electronic Publishing and Web Design</p> <p>714 Metadata</p> <p>717 Information Architecture</p> <p>774 Online Information Retrieval</p> <p>780 XML for Libraries</p> <p>783 Information Storage and Retrieval</p> <p>785 Database Management Systems for Information Professionals</p> <p>786 Multimedia</p> <p>787 Library Automation</p> <p>788 Information Systems: Analysis</p>

			<p>and Design</p> <p>789 Electronic Networking and Information Services</p> <p>691 Special Topics in Information Science (with appropriate subtitle)</p> <p>891 Advanced Topics in Library and Information Science (with appropriate subtitle)</p>
Public Library (Leadership)	18	<p>736 The Public Library</p> <p>861 Seminar in Intellectual Freedom</p> <p>864 (891 topic) Public Libraries: Philosophy, Politics and Policy</p>	<p>520 Managing Library Collections</p> <p>524 Management of Library and Information Services</p> <p>622 Information Marketing</p> <p>661 Ethics and the Information Society</p> <p>682 Digital Libraries</p> <p>685 E-publishing and Web Design</p> <p>862 Legal Issues for Library and Information Managers</p>
School Library Media Specialist	<p>25*</p> <p>*some requirements may be waived based on previous experience or coursework</p>	<p>Certification as a teacher in the state</p> <p>644 School Library Practicum</p> <p>(200 hours to be divided between two schools at two different levels-- elementary, middle, high</p>	<p>520 Managing Library Collection</p> <p>642 School Library Media Programs and Resources</p> <p>645 Library Materials for Children</p> <p>646 Library Materials for Young Adults</p> <p>711 Cataloging & Classification</p> <p>745 Library Services for Children and Young Adults</p> <p><i>Courses that meet the technology standard (select one):</i></p>

		school--and preferably in two different districts)	670 Production and Utilization of Instructional Technology 685 Electronic Publishing and Web Design 691 Spec Topics: Gaming and Information Literacy 786 Multimedia
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As per Table II.5 below, enrollment in the concentrations have been sufficiently vigorous to sustain them.

Table II.5

Enrollment in MLIS Concentrations

Semester	Archival Studies	Information Organization	Information Technology	Public Library (Leadership)
Fall 2010	32	15		
Spring 2011	45	16	1	
Summer 2011	24	8	2	
Fall 2011	77	24	3	2
Spring 2012	76	26	3	2
Summer 2012	38	11	5	1
Fall 2012	101	26	8	2
Spring 2013	89	24	9	2
Summer 2013	38	8	4	3
Fall 2013	80	19	12	12
Spring 2014	74	17	18	11
Summer 2014	42	10	13	5

Fall 2014	77	14	28	15
Spring 2015	69	15	30	19
Summer 2015	33	8	18	6
Fall 2015	77	14	32	19
Spring 2016	66	14	29	19
Summer 2016	29	7	15	12
Fall 2016	54	9	26	25

SOIS offers a complete program to attain certification from the Wisconsin Department of Public Instruction as a library media specialist or as a district-level library supervisor. The School Media Program has its own set of requirements, including the development of a culminating e-portfolio to meet requirements of the Department of Education for the state of Wisconsin. The School of Information Studies works with students from other states to ensure their program of study will satisfy their home state's requirements. Since 2010, the State Superintendent issued approval of the School Media Program in 2015, effective until 2019-2020, when the next five year review will occur.

Below, Table II.6 outlines the current School Library Media program plan.

Table II.6

School Library Media Program Plan

Grade	No. of Credit required	Semester Completed	Equivalent Course Completed Prior To Admission	UWM Courses	UWM Course Title
WISCONSIN 902 LIBRARY MEDIA CERTIFICATION REQUIREMENTS Teachers license, plus the following courses (some may be waived for previous coursework or professional competency):					
	3			INFOST	501 Foundations of Library and Info Science (MLIS core)
	3			INFOST	511 Organization of Information (MLIS core)
	3			INFOST	571 Information Access and Retrieval (MLIS core)
	3			INFOST	799 (591) Research in LIS (MLIS culminating experience)

	3			INFOST	520 Managing Library Collections
	3			INFOST	645 Library Materials for Children
	3			INFOST	646 Library Materials for Young Adults
	3			INFOST	642 School Library Media Programs and Resources
	3			INFOST	644 School Library Practicum (200 hours)
	3-1-0			INFOST	711 Cataloging and Classification or approved equivalent to meet standard
	3			INFOST	740 Information Literacy Instruction
	3+			INFOST	Technology Courses (Choose as needed to meet standard) 670 Production and Utilization of Instructional Technologies 685 Electronic Publishing and Web Design 786 Multimedia
	3			INFOST	745 Library Services for Children and Young Adults
	3			CURRINS	701 Curriculum Planning and Ideologies (3) or approved equivalent, if needed to meet standard
					ePortfolio – 902 Standards (certification requirement)
<p>Clarification on Initial and Professional 902 certification in Wisconsin:</p> <ul style="list-style-type: none"> • Candidates who hold a Professional teachers license do not need to obtain an Initial or “with stipulations” 902 certification—they will obtain the renewable 902 Professional upon completion of above program plan. • Candidates who hold an Initial teachers license will move to Professional certification upon completion of DPI requirements (3 to 5 years professional experience, district Professional Development Plan, along with master’s degree or equivalent-SOIS MLIS). 					

REMARKS:

1. Student is responsible for following all prerequisites.
2. Courses that are waived because of previous coursework or professional experience do not appear on the transcript and are not considered to be transfer credits.
3. 711 is currently 3 credits; a 1 credit option will be offered starting in 2017; CE course through UW-Madison for 0 credits also acceptable.

Students who completed UWM's School Library Media certification program (5 years):

Table II.7

Graduates of School Library Media Certification Program

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Library Media Specialist Initial	10	2	2	11	14
Library Media Specialist Prof.	4	11	6	2	0
Library Supervisor (91)	1	0	0	0	0
Out of state	3	4	0	1	0
TOTAL	18	17	8	14	14

Dual Degree Programs. For those students who want in-depth knowledge of a complimentary subject to augment their MLIS degree, SOIS offers nine dual degrees, which generate varying degrees of interest. The most popular is the dual degree in History, due to the association with the archives concentration. Other areas, such as Urban Studies, have not been as popular over the years, although it is still available for those students interested in LIS careers with an urban focus.

- MLIS/MS Anthropology
- MLIS/MA English
- MLIS/MA Language Literature and Translation
- MLIS/MS Geography
- MLIS/MS Health Care Informatics
- MLIS/MA History
- MLIS/MM Music
- MLIS/MS Urban Studies
- MLIS/MA Women's and Gender Studies

Table II.8

Participants in the Various Dual Degree Offerings

Semester	Anthro	English	Geography	History	Healthcare Informatics	Language, Literature & Translation	Music	Urban Studies	Woman's and Gender Studies
Fall 2010	2	3		7	1	1	5		
Spring 2011	2	2		11	1	1	6		
Summer 2011	1	2		4		1	5		

Fall 2011	2	3		14	1	2	8	1	1
Spring 2012	2	3		16	2	2	8	1	1
Summer 2012	1	1		5	1	1	8	1	1
Fall 2012	3	3		22	1	3	8		2
Spring 2013	3	1		16	1	3	8		2
Summer 2013	1			7		1	6		
Fall 2013	7	1		15		5	6		2
Spring 2014	7		1	13	1	5	8		2
Summer 2014	3		1	7	1	1	3		
Fall 2014	5	2	1	14	1	3	8		3
Spring 2015	4	1		10	1	5	8		2
Summer 2015	1	1		2		2	4		1
Fall 2015	1	1	3	9	1	6	7		1
Spring 2016	3		2	8	2	5	6		1
Summer 2016			1	3	1		3		1
Fall 2016	6		2	8	3	3	6		2

Standard II.4 *Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

In addition to the transcript designated concentrations and coordinated degree program. We offer area of [specialization](#) give students the opportunity to customize their elective coursework and focus their studies on a special area of interest. These specializations are aligned with the knowledge and competencies of the relevant professional organizations.

The recommended courses for each specialization can be used as a guide to help students select courses geared toward their area of interest. The specializations are: Academic Libraries; Digital Libraries; Information Law, Policy & Ethics; Information Literacy; Public Libraries (Children/Adult Services); and Special Libraries. Specializations are not transcript designated. They simply serve as suggestions to guide student's course selection to prepare them to work in an area of interest to them.

Standard II.5 *Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.*

Standard II.6 *The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.*

Standard II.7 *The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.*

Curriculum development has always been built into the SOIS governance structure, through the MLIS Program Curriculum Committee and the Academic Planning Committee. They meet monthly during the academic year and the reports of their meetings are shared through the [SOIS website](#). The membership of these committees includes faculty, teaching academic staff, advisors, and students. These two evaluative committees are supplemented by the Graduate Admissions and Awards Committee, which assesses marginal applications and grant applications, and the Appeals Committee, which makes determinations on unresolved issues concerning grades and other pedagogical issues. These committees also meet regularly and post the record of their meetings. All of these committee members collaborate to ensure SOIS maintains a robust learning environment. However, since the last ERP visit, SOIS has developed a more specific process to ensure the curriculum evolves in response to an ongoing systematic planning process.

In the past, SOIS faculty members and administrative staff collected and reviewed a variety of data (student and constituent comments, faculty input) to determine the success in meeting the School's goals and objectives. This data was shared with the MLIS Curriculum Committee, the body charged with the review and revision of courses and concentrations in the MLIS program.

As one of his first initiatives, in the fall of 2015, Dean Lipinski hired a consultant to lead the school in a visioning project. In a series of School-wide efforts, SOIS created [a new vision and mission statement](#). In an effort to align the MLIS with the School's revised vision and mission statement, Associate Dean Henderson and the MLIS Curriculum

Committee proposed a re-envisioned MLIS vision statement and competency-based assessment to the faculty in the spring of 2016[see Appendix I-1 Mission, goals, objectives and learning outcomes]. The revised vision and mission sought to educate students for the 21st century while being aligned with the School's vision. For the next phase, [Dr. Connie Schroeder](#), Teaching and Learning Consultant at UWM's Center for Teaching and Learning, led the fall 2016 retreat in which faculty assigned program learning outcomes to required courses [Appendix II-1 MLIS Course Map]. Schroeder then facilitated our revision of syllabi to align with the tenants of competency-based assessment. Course descriptions, objectives and competencies were revised as necessary to reflect the program learning outcomes for the course. Faculty associated written assignments with learning outcomes. Faculty sent these documents and revised syllabi for MLIS electives to the associate dean who oversaw the conversion to competency-based assessment. The faculty retreat of the spring of 2017 was devoted to deciding upon the administration of assessment of MLIS program learning outcomes.

The School will embark on a new assessment procedure in the fall of 2017. To do so, the Faculty Council formed an assessment sub-committee of the MLIS Curriculum Committee. Known as the MLIS Ad Hoc Committee, they are charged with finalizing the assessment procedures, selecting direct and indirect measures to be evaluated, and preparing the preliminary program learning outcome assessment report. Again, the faculty have already configured the learning outcomes, curriculum map, and general procedures for the administration of the program evaluation. This committee will decide upon those logistical elements that have not yet been considered by the faculty. For example, they will select the direct and indirect data to collect. Materials to be measured in the assessment of program learning outcomes include, but are not limited to, courses; research activities like publications, presentations and theses; professional development activities such as participation in professional conferences, fieldwork, internships and student hourly work in the Golda Meir Library; and proficiency measures. Again, faculty associated assignments with learning outcomes in their syllabi. The Committee will work with the associate and assistant deans to gather the data. Information, specifically student's assignments, will be randomly selected from classes designated to address the learning outcomes under evaluation. At least five random assignments will be selected from multiple sections of the course, both online and onsite, to assure that the assessment is comprehensive. Once the information is gathered, the Committee will use a rubric, yet to be developed by the Faculty Council, to provide valid and consistent evaluations. All of the outcomes will be assessed within a five-year cycle with each year focusing on one of our five program goals.

At the end of each academic year, the MLIS Ad Hoc Committee will forward a report on student learning outcomes to the MLIS Curriculum Committee. It will contain the results of their study of the School's ability to meet the learning outcomes under evaluation in that year. While they will not prescribe a course of action, they may forward recommendations. The MLIS Curriculum Committee will review it, conduct any research they deem necessary, add their suggestions on how to address any concerns, and forward it to the Dean. The Dean share it the Advisory Council, comprised of LIS

constituents, in their summer meeting. The Advisory Council will review the data who will consider the School's ability to meet the learning outcomes. They too will supplement the report with their comments and recommendations. The MLIS Curriculum Committee and/or the Advisory Council may comment on and recommend that changes be made in the curriculum, course, pedagogy, assessment tool, or the learning outcome. For example, should the MLIS Ad Hoc Committee learn that less than 80% of the students successfully meet the learning outcomes, the MLIS Program Curriculum Committee request that the lead faculty members for the course revise the curricular materials, their pedagogy, and/or the assignments to align them with the relevant learning outcome more closely. In extreme cases, faculty members may be encouraged to attend training sessions in the Center for Excellence in Teaching and Learning to fine-tune their pedagogy. In the following fall, the report with the MLIS Ad Hoc Committee's findings and responses from the MLIS Curriculum Committee and the Advisory Council will be presented to the Faculty Council for their suggestions. The MLIS Curriculum Committee and the Associate Dean are charged with implementing their decisions.

Again, this process is new as of the fall of 2017 thus, there are still some elements of it to be considered. Nevertheless, we think that this new procedure will facilitate systematic assessment of the MLIS program learning outcomes.

Going to the Source: Gathering Information from Current Students and Alumni

Not everything can be learned through written assignments and their assessment as defined by the learning outcomes. Personal insights from students and recent graduates offer a perspective that may be missing from the above procedure. Focus groups, individual interviews and surveys of current students are used as a midterm assessment of whether or not they think they are gaining the skills outlined in the learning outcomes as well as those they perceive themselves as needing to prepare for their chosen careers.

STANDARD III: FACULTY

This chapter details the SOIS faculty, teaching academic staff (TAS), adjunct instructors, and other instructional personnel and activities that support the academic missions of the School. Faculty members are those who are on tenure-track lines, who divide their work into teaching (40%), research to advance the field (40%), and service to the School, university, profession, academic community, and also community at large (20%). The standard teaching load for faculty members is 2-2 for the academic year, with the opportunity to teach in the summer. Teaching academic staff members are generally on annual contracts and teach a 4-4 load, although this can be reduced through research or service. Adjuncts are professionals, doctoral students, and/or experts in their field who teach on an as-needed basis. The teaching personnel at SOIS bring a wide variety of expertise, knowledge, and skills to the School. This chapter outlines their backgrounds, research outputs, and professional affiliations.

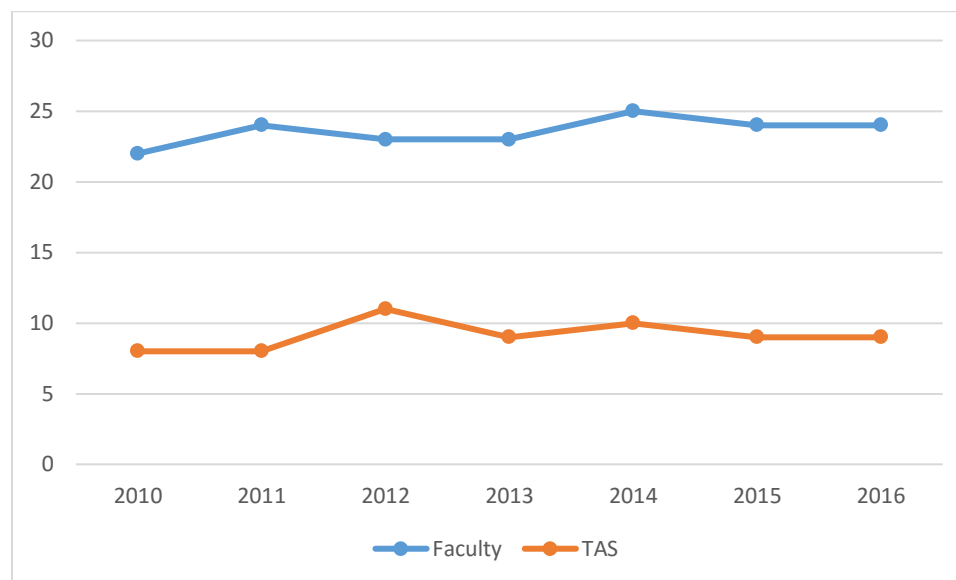
Standard III.1 *The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.*

The faculty and teaching academic staff members are those charged with the responsibility of realizing the School's goals and objectives. The faculty and TAS worked closely with the dean during the 2014-2015 academic year to create new vision, mission, and values statements for SOIS. The responsibility for operationalizing these updated goals into the program lies with the faculty. SOIS's Graduate Program Committee is the body charged with the oversight of the MLIS curriculum. Additionally, other School governance committees play important roles in the MLIS program, including the Graduate Admissions and Awards Committee, Research Committee, Academic Planning Committee, and Diversity and Equity Committee.

The size of the faculty has remained relatively stable since 2010, with new hires replacing faculty members who retired or relocated [Figure III.1]. Newly hired faculty members enhanced areas of the curriculum already offered and opened up new areas of expertise.

Figure III.1

*Number of Faculty and Teaching Academic Staff Members in SOIS Each Year,
2010-2016*



All of SOIS' faculty members have been certified by UWM's Graduate Faculty Committee as qualified to be members of the Graduate Faculty. UWM's [Graduate Faculty Committee Document Number 1173](#) outlines the criteria and procedures for determining Graduate Faculty membership. In order to be a member of the Graduate Faculty, a candidate must: first, be a voting member of the UWM Faculty, as defined in the UWM Policies and Procedures document 1.01(1); second, possess a terminal degree; and finally, meet the membership criteria established by the School of Information Studies.

The School of Information Studies' criteria for membership on the Graduate Faculty is governed by the Documentation of Eligibility for Graduate Faculty Membership. The School's Executive Committee uses this document to ensure that a faculty member is eligible to serve on the Graduate Faculty. The document requires that the faculty member have: earned a doctorate degree; a record of teaching excellence supported by evaluations performed by students and faculty peers; exhibited proven excellence in graduate education; made contributions to the field and profession of library science through research and publications, especially peer reviewed academic journals; and also exhibited active involvement in graduate activities and in the professions.

Each academic year, the dean of SOIS and/or the chair of the Executive Committee certifies the continuation of the Documentation of Eligibility for Graduate Faculty Membership and ensures that each of the full-time SOIS faculty meet the criteria for this designation. Appendix III-16 lists SOIS faculty members who hold graduate faculty

membership.

The slight increase in faculty and TAS numbers from 2010 to 2016 has allowed the School to provide a good ratio of students to faculty. Table III.1 illustrates the class sizes of core and elective classes taught by instructional format (onsite or online) for the years 2010 to 2016.

Table III.1

Average Class Size by Format of Instruction, 2010-2016

Year, Semester	Core Courses (Online)	Core Courses (Onsite)	Elective Courses (Online)	Elective Courses (Onsite)
2010, Spring	23.6	21	14.4	8.6
2010, Summer	17.4	3	11.1	3
2010, Fall	26.6	31.75	14.1	9.4
2011, Spring	23	25.3	14	9.6
2011, Fall	21.6	24.8	13.5	11
2011, Summer	20.5	9	10.9	2.3
2012, Spring	19.5	14	12.5	12
2012, Fall	20.5	22	11.3	11
2012, Summer	18	1	9.8	4.8
2013, Spring	22	13.5	12.7	11.6
2013, Fall	21.3	20.8	13.3	9.3
2013, Summer	20.5	N/A	7.4	2
2014, Spring	20.1	23	11.4	10.5
2014, Fall	21.4	25.3	12.2	7.6
2014, Summer	24	N/A	12.3	1
2015, Spring	21.3	14.8	11.4	12.5
2015, Fall	22	20.3	11.7	9.8
2015, Summer	15.8	N/A	9.6	3
2016, Spring	19.9	12.5	12.7	10.8
2016, Summer	8	N/A	6.3	1

Faculty at SOIS have a three-pronged appointment including research, teaching, and service and are evaluated each academic year to ensure satisfactory performance in these three areas. To achieve tenure, faculty members must exhibit effective teaching performance, active advisement of students, active participation in service, and excellence in scholarship.

Through their service responsibilities, the SOIS faculty provides support to the School and University, as well as to professional and academic communities. The School has 10 committees: academic planning, appeals, diversity and equity, doctoral, graduate admissions and awards, graduate program and curriculum, MLIS proficiency, MSIST

program, research, and undergraduate program. All SOIS faculty members serve on at least one of these committees. Each year, the dean, associate dean, and Executive Committee Chair assess the membership of these committees and appoint faculty members to serve. Additionally, the structure of each committee is assessed. Some tenured faculty members have administrative responsibilities, such as program directors. The associate dean, who the dean selected from the faculty, administers the undergraduate Bachelor of Science in Information Science and Technology and Master of Library and Information Science programs. The director of the PhD program is a faculty member.

SOIS is able to comprehensively offer education in theory and practice to its students because of the diverse and wide-ranging academic and professional backgrounds of the faculty. The SOIS faculty and TAS's curriculum vita (included as Appendix III-1) illustrate the ability of teaching staff and faculty to fulfill program objectives.

[Information](#) published on the SOIS website provides additional detail about the teaching interests and research activities of SOIS faculty and TAS members. The diversity of the faculty's areas of expertise enables them to both cover and enhance the curriculum (see Section III.4 for further discussion).

Each of the core classes has at least one full-time faculty member associated with it. The growth of student enrollment in the MLIS program meant that SOIS offered several sections of the core classes during several semesters. Continued faculty recruitment has engaged individuals who can, and do, teach core classes. SOIS's strong preference is for full-time faculty and TAS to teach core courses whenever possible.

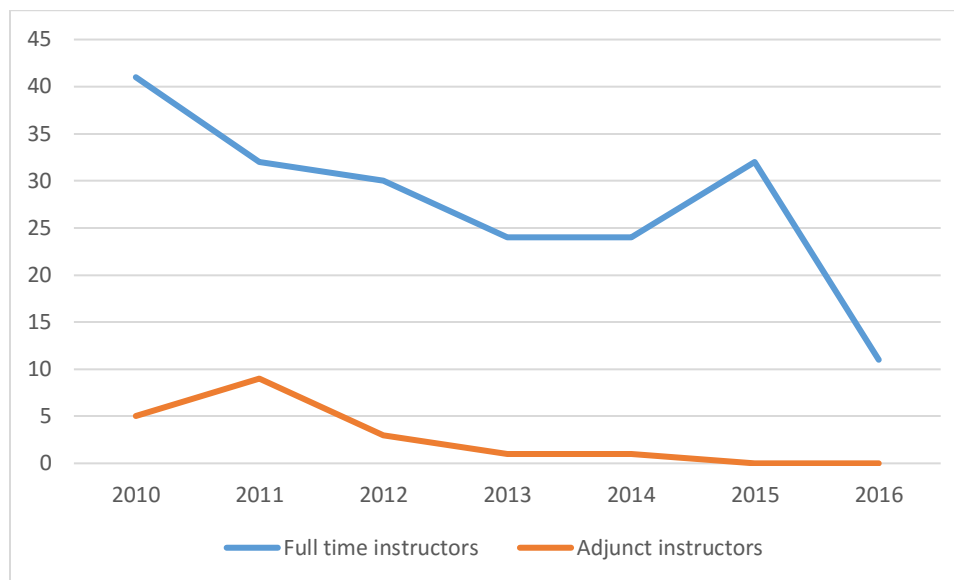
In addition to full-time faculty members, SOIS employs teaching academic staff and adjunct instructors who add diversity of experience to the MLIS program. These TAS and adjunct instructors share instructional responsibilities with the faculty. The full-time faculty, however, are centrally responsible for curriculum and delivering instruction. Additionally, they monitor the work of the teaching academic staff and the adjunct faculty to ensure quality instruction and effective interactions with students. The following table (Table III.2) illustrates the proportion of full-time instructional faculty and staff compared to adjunct instructors for the period from 2010 until 2016.

Table III.2

*The Number of Full-Time Instructors and Adjunct Instructors who
Teach in the MLIS Program, 2010-2016*

Year	Fall	Fall	Spring	Spring	Summer	Summer
	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct
2010	20	10	25	15	15	5
2011	24	11	25	16	17	3
2012	23	9	26	13	20	3
2013	22	7	25	14	17	2
2014	24	6	18	9	13	2
2015	21	7	27	6	17	1
2016	20	3	24	6	15	0

The following figure (Figure III.2) and tables (Tables III.3 and III.4) demonstrate the allotment of teaching responsibilities of faculty members, TAS, and adjunct instructors. Full-time faculty members and TAS teach the majority of the sections and credit hours offered by the School. The proportion of full-time faculty involved in instruction in the summer can be lower because summer teaching is optional for faculty. Additionally, faculty members tend to spend summer pursuing their research agendas, and finally, the summer session is traditionally a time in which SOIS offers special topics courses taught by practitioners who have specialized experience in their respective fields.

Figure III.2*Core Course Sections Offered by Full-Time and Adjunct Instructors, 2010-2016*

Note: The decline for 2016 in Figure III.2 is due to the inclusion of only spring 2016 course data in the 2016 numbers.

Table III.3*Number of Graduate Sections Taught By Full-Time and Adjunct Faculty, 2010-2016*

Year	Fall	Fall	Spring	Spring	Summer	Summer
	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct
2010	64	11	64	22	33	6
2011	67	13	61	19	35	3
2012	65	18	66	18	35	3
2013	46	12	50	17	27	4
2014	53	7	45	10	16	4
2015	53	7	52	7	28	1
2016	n/a	n/a	53	4	22	0

Note: The data does not include fieldwork, independent research, or laboratory sections.

Table III.4

Graduate Credit Hours Taught by Full-Time and Adjunct Faculty, 2010-2016

Year	Fall	Fall	Spring	Spring	Summer	Summer
	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct
2010	192	31	192	58	99	18
2011	191	35	183	49	105	9
2012	185	44	198	57	105	9
2013	138	34	150	41	81	12
2014	159	15	131	28	48	12
2015	159	19	156	17	84	3
2016			159	10	66	0

To complement the expertise of SOIS's full-time faculty and TAS, SOIS has long-term commitments with outstanding adjunct instructors. These enduring partnerships allow the School to offer courses in subject areas not covered by full-time faculty.

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

SOIS attaches a high value to teaching, research, and service and these are priority areas for the School. These priorities are codified in the School's criteria for faculty evaluation in "Procedures and Criteria for Promotion, Appointment and Tenure Decisions" [Appendix III-2A] and "Guidance for SOIS Promotion and Tenure Criteria" [Appendix III-2B]. For faculty promotion, the School's Executive Committee evaluates candidates and then makes recommendations for promotion to the dean, and the dean forwards the case to the UWM Division of Professions Executive Committee. This body, using the "Procedures and Evaluative Criteria for Reviewing Departmental Recommendations for Appointment to Tenure and/or Promotion" [Appendix III-3], decides on the promotion case. When evaluating candidates for faculty positions who have tenure-track experience, the School uses the above criteria to evaluate the candidate's application package. To evaluate applicants without previous tenure-track experience, the faculty considers whether the candidate has the potential to meet the research, teaching, and service criteria for tenure within the five-year probationary period. The Executive Committee performs evaluations of all faculty members and TAS annually. Newly hired faculty members usually receive a three-year contract with a substantial contract renewal review, based on the "Procedures and Criteria for Promotion, Appointment and Tenure Decisions," at the end of their second year.

SOIS places especial importance on faculty renewal and continued growth for each of the academic programs. The School evaluates the MLIS program's needs on a continual basis and determines whether there are unmet teaching and research areas. When faculty positions become available, SOIS advertises these positions on a variety of professional listservs, websites, and academic journals to reach a wide number of potential candidates. The advertisements require applicants to possess a doctoral degree, have teaching and research experience, and have a specialized subject area within LIS. Appendix III-4 contains a copy of the most recent advertisement for a tenure-track faculty position at SOIS.

Faculty research has enriched LIS teaching around current and emerging technologies. Examples, which can be located in the faculty curricula vitae [Appendix III-1], include the incorporation of social tagging in archives and libraries; the legal aspects of e-book licensing and 3D printing in libraries; the creation and use of digital archives, libraries, and records repositories; information visualization; and interactive information retrieval.

SOIS faculty continue to expand the online MLIS offerings. The majority of faculty members teach a combination of onsite and online courses. In recent years, SOIS has offered more online courses than those taught on campus. This has led instructors to increasingly convert course content for asynchronous online delivery. The conversion of courses requires a re-thinking of how to effectively teach concepts in a new model and a substantial commitment of time to revise teaching materials. SOIS's online offerings allow a diverse variety of traditional and non-traditional students to enroll in the MLIS program. The SOIS faculty is committed to providing stimulating teaching environments in both online and onsite modes.

The School's flexibility in offering both onsite and online course sections, depending on student need, is illustrated by Table III.5, Table III.6, and Table III.7 below. Note that the total numbers of students who pursue independent research, fieldwork, theses and practicums have declined, this is more a reflection of the decline in the overall MLIS program enrollment and not in the level of interest in these activities.

Table III.5

Number of sections taught in the MLIS Program, 2010-2016

Year, Semester	Core Courses (Online)	Core Courses (Onsite)	Elective Courses (Online)	Elective Courses (Onsite)
2010, Spring	13	4	41	27
2010,	7	1	28	3

Summer				
2010, Fall	10	4	38	18
2011, Spring	12	5	42	21
2011, Fall	11	6	44	23
2011, Summer	8	0	27	0
2012, Spring	8	3	47	38
2012, Fall	10	4	47	14
2012, Summer	4	1	25	4
2013, Spring	8	4	43	15
2013, Fall	8	3	30	14
2013, Summer	2	0	26	0
2014, Spring	7	2	29	11
2014, Fall	8	5	30	14
2014, Summer	3	0	14	1
2015, Spring	9	4	31	11
2015, Fall	10	4	30	17
2015, Summer	5	0	20	4
2016,	7	4	32	15

Spring				
2016, Summer	3	0	18	1

Note: The data does not include fieldwork, independent research, or laboratory sections.

Table III.6

SOIS independent research, fieldwork, Master's theses, and practicums,

2010-2016

Year, Semester	Independent Research (999)	Fieldwork (990)	Master's Thesis (898)	Library Practicum (644)	Archives Fieldwork (759)
2010, Spring	2	31	3	3	15
2010, Summer	0	18	3	2	6
2010, Fall	0	23	3	4	6
2011, Spring	4	23	2	3	15
2011, Fall	3	16	2	1	8
2011, Summer	1	24	1	3	11
2012, Spring	7	27	3	8	11
2012, Fall	5	24	3	1	15
2012, Summer	1	5	1	9	9
2013,	6	27	2	2	20

Spring					
2013, Fall	5	16	1	2	7
2013, Summer	2	17	0	3	6
2014, Spring	13	9	1	2	8
2014, Fall	4	9	2	1	6
2014, Summer	2	5	1	1	4
2015, Spring	5	8	1	2	5
2015, Fall	8	8	1	2	1
2015, Summer	3	5	0	1	5
2016, Spring	2	11	1	0	6
2016, Summer	0	1	0	0	1

Table III.7*Graduate course sections by location, 2010-2016*

Year	Fall	Fall	Spring	Spring	Summer	Summer
	Onsite	Online	Onsite	Online	Onsite	Online
2010	24	50	31	54	4	34
2011	26	53	26	53	5	32

2012	17	65	28	55	5	29
2013	21	40	21	50	1	31
2014	17	43	14	40	3	19
2015	20	39	19	45	3	26
2016			18	40	1	19

To assist new faculty members in supporting the teaching, research, and service missions of SOIS, the Executive Committee assigns each new faculty member a senior colleague mentor who provides guidance during the probationary period.

In order to ensure effective online and onsite teaching, students complete instructor and course evaluations at the end of each semester. Faculty members use student feedback to revise and update courses offered. Additionally, the SOIS dean and Executive Committee review all course evaluations annually as part of the annual merit review process and provide individual guidance on teaching excellence to instructors. Student evaluations and teaching scores are integral components of the annual assessment of full-time faculty and TAS members. Standard III.8 provides detailed evaluation scores for each academic year from 2010 to 2016.

To add diversity and perspective to the MLIS teaching and research environment, SOIS actively invites visiting scholars to campus. Visiting scholars are involved in a variety of academic activities while at SOIS, including collaborative research with faculty members as well as guest lecturing in courses. In the past six years, SOIS has hosted 108 visiting scholars from Asia, Europe, Latin America, and the Middle East. [See Appendix III-5 for a complete listing of SOIS' visiting scholars.]

Standard III.3 *The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

SOIS cultivates a diverse faculty via UWM's institutional equal employment efforts. The [Office of Equity/Diversity Services](#) monitors all of SOIS' recruitment efforts and approved each of the faculty searches conducted by the School between 2010 and 2016. During this period, SOIS hired Rakesh Babu, Kimberly Anderson, Jessica Moyer, Wilhelm Peekhaus, Nadine Kozak, Donald Force, and Shana Ponelis in assistant professor positions and Richard Smiraglia at the full professor level. This group includes faculty originating from Canada, India, and South Africa in addition to the U.S.

The SOIS faculty and TAS body is diverse across many indicators, including gender balance (62.5% male and 37.5% female as of January 2016), ethnicity, and culture. To further increase faculty diversity and facilitate diversity of perspectives, SOIS has hosted

visiting scholars from a variety of countries who may serve as visiting professors. SOIS faculty and TAS represent several different ethnic groups and they come from countries in Africa, Asia, Europe, and North America. This diversity provides a variety of intellectual perspectives as faculty and TAS received their educations at an array of different institutions, both domestically and abroad. Appendix III-6 includes a complete listing of the places of birth, institutions of post-secondary education, and places of professional and academic employment for all full-time faculty.

In addition to SOIS' recruitment of visiting scholars from international institutions, the School has also established partnerships with 22 universities. SOIS' involvement in these partnerships has facilitated shared research across institutions as well as scholar exchanges. Many of these initiatives resulted from faculty diversity within SOIS and the School continues to establish new partnerships. Table III.8, International Initiatives and Partnerships, illustrates the diversity of these partnerships.

Table III.8

International initiatives and partnerships

Country & Period	Institution(s)	Faculty	Students	Research/Training Funding
Austria 2010-2014	University of Upper Austria (Linz in Hagenberg)	Faculty & Visiting Scholar Exchange	Study abroad opportunities, student internships, student exchange	Joint Research SOIS provided paid internships to 1 to 3 Austrian students each year. SOIS students spent a semester in Austria.
Belgium 2010-present	Catholic University of Leuven, University of Ghent (2015-)	Guest lectures, input into course content 1 SOIS Faculty Member		Collaboration/Consulting on Research Projects Travel and lodging expenses covered by host
Brazil 2012-present	Sao Paulo State University (UNESP),	Faculty & Visiting Scholar	2 UNESP doctoral students have been visiting	Joint Research Travel and lodging expenses covered by

	Marilia	Exchange 2 SOIS Faculty, 2 UNESP faculty	scholars	UNESP
China 2010- present	Wuhan, China Central Normal, Tianjing, Nanjing, Renmin, Hehai, Nanchang, & Shichuan Universities, China NSF	Faculty & Visiting Scholar Exchange > 5 SOIS faculty members have visited, SOIS has hosted more than 10 Chinese scholars	Student exchange	MOI with Wuhan and Renmin University 2+2 with Wuhan University Joint Research Presentations/Lectures Travel and lodging expenses covered by Chinese institutions
Germany	University of Applied Sciences (Fachhochschule Braunschweig/ Wolfenbüttel)	Faculty Exchange, (1 SOIS, 1 FBW) Joint Master's Program	Student Exchange, Joint Master's Program	Joint research Presentations/Lectures Scholars were self-funded
Netherlands 2014- present	University of Amsterdam	Faculty Exchange (1 SOIS faculty member)	Study abroad opportunities, student exchange	Research Collaboration
Hong Kong 2016- present	China University of Hong Kong	Faculty Exchange	Student exchange	Continuing education and short courses (under development)

Korea 2010-present	Yonsei University (Seoul, South Korea)	Dual Degree Offerings	Study abroad opportunities, student exchange	Korean Librarian Study Programs, funded by home institutions
South Africa 2001-present	University of Pretoria	Faculty & Visiting Scholar Exchange 5 SOIS faculty, 3 UP faculty	Study abroad opportunities, student exchange	Research Collaboration, Information Ethics Society of Africa Funded by UP and self-funded
South Africa (2013-present)	University of Zululand	Faculty & Visiting Scholar exchange 4 SOIS faculty, 2 UniZulu faculty		MOU signed with UniZulu Joint Research Guest lectures Travel and lodging expenses covered by UniZulu
Taiwan 2008-present	National Taiwan Normal University	Faculty & Visiting Scholar Exchange 8 SOIS Faculty members have visited NTNU	Taiwanese student exchange, Online SOIS courses to Taiwan	Collaboration with Taipei Economic and Cultural Office in Chicago Summer Interns from Taiwan to UWM Library SOIS faculty visits/lectures funded by NTNU

To facilitate faculty development, provide advice on the path toward tenure, and to assist with the retention of a diverse faculty, both SOIS and UWM have mentoring programs for junior faculty. Within SOIS, each new junior faculty member is either assigned to, or asked to select, a senior faculty mentor. The method of selection depends on the Chair of the Executive Committee. The SOIS mentors are tenured faculty members. Faculty members at SOIS can also elect to participate in the UWM [Faculty Mentoring Program](#) overseen by the Provost's Office.

This office assigns a tenured faculty member, from a Department or School other than the home Department or School of the faculty member, to be a mentor. Pre-tenure faculty as well as associate professors seeking promotion to full professor can participate in the mentoring program. UWM has guidelines for [mentors](#), [mentees](#), and [mentoring sessions](#). Academic staff are also able to participate in the Faculty Mentoring Program and classified staff have a separate mentoring program. SOIS continues both its own mentoring program as well as encouraging faculty to participate in the campus mentoring program. The chair of the Executive Committee and/or the dean of SOIS periodically assists the faculty in assessing the effectiveness of SOIS' mentoring during faculty and TAs annual review.

The School of Information Studies' established practice is to ensure that all search committees are aware of areas of underrepresentation amongst the faculty and staff. In conducting searches, search committees consider various factors including diversity. It is the responsibility of the associate dean to advise search committees on diversity issues, and the associate dean and SOIS' unit human resource representative oversee paperwork exchanged between SOIS and UWM Equity and Diversity Services. SOIS's evaluation of candidates has, and will continue to, emphasize the three primary responsibilities of research, teaching, and service. All search committees have students involved in the process.

Each year, SOIS distributes its policy statements to all SOIS faculty. These policy statements include:

- Annual Merit Review Summary (to all tenure-track faculty);
- Annual Merit Review Template [See Appendix III-17];
- Annual Status Report (of the tenure track process. These reports are personalized for each non-tenured faculty member, and include deadlines for contract renewal and tenure application). [See Appendix III-7: SOIS Annual Status Report];
- Procedures and Criteria for Promotion, Appointment, and Tenure Decisions (to all tenure track faculty). [See Appendix III-2A and B]; and

- Research Rewards System (to all tenure-track faculty). This program ended in 2014.

Additionally, the UWM's Division of Professions distributes policy statements to faculty on an annual basis. These include "Procedures and Evaluative Criteria for Reviewing Departmental Recommendations for Appointment to Tenure and/or Promotion" (to all tenure-track faculty) [see Appendix III-3] and "University of Wisconsin-Milwaukee Policies and Procedures, Chapters 1-6," which can be found in Appendix III-8.

The SOIS Executive Committee is responsible for implementing these policies. The Executive Committee solicits and evaluates merit review summaries from instructional staff members annually and makes recommendations to the dean for the distribution of merit awards, if any funding is available for this purpose. The Executive Committee also

solicits applications from faculty members for contract renewal, tenure, and promotion and makes recommendations to the dean regarding the approval of these applications. The School of Information Studies's Executive Committee additionally implements new policies enacted by the University as these arise.

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

The School of Information Studies determines faculty and TAS's proficiency in their designated teaching areas on the basis of their experience and research specializations. In order to best serve SOIS students, all teaching personnel are matched to offered classes based on their areas of expertise. Table III.9 includes the teaching interests and specializations of faculty and TAS.

Table III.9

Teaching specializations and interests of faculty and TAS

Faculty Member	Teaching Specialization and Interests	Courses Commonly Taught
Aman, Mohammed, Full Professor; Current	Library management Academic library administration Public library administration Multicultural and international librarianship	120: Information Technology Ethics 520 Managing Library Collections 524 Management of Libraries and Information Services 735 The Academic Library
Anderson, Kimberly, Assistant Professor	Archives	650 An Introduction to Modern Archives Administration 655 Information and Records Management 656 Electronic Documents and Records Management 752 Archival Outreach: Programs and Services.

Babu, Rakesh Assistant Professor; Current	Human-computer interaction/human factors Database management/SQL programming Information security/information assurance Management information systems	310 Human Factors in Information Seeking and Use
Britz, Johannes, Professor, Provost; Current	Management and information marketing Information ethics Information and knowledge management Information retrieval	524 Management of Libraries and Information Services 622 Information Marketing 660 Information Policy 661 Information Ethics
Cary, Amy Cooper, Adjunct; As needed	Advanced archival appraisal Archival outreach: Programs and services Arrangement and description in archives Information and records management Introduction to modern archives administration Preserving information media Modern archives administration Technology issues in archives	650 An Introduction to Modern Archives Administration 655 Information and Records Management 656 Electronic Documents and Records Management 750 Arrangement and Description in Archive 753 Preserving Information Media 758 Technology Issues in Archives
Davies, Karen, Assistant Professor	Information access and retrieval Evidence based practice: Context and theory Information sources and services in the health sciences	571 Information Access and Retrieval 835 Information Sources and Services in the Health Sciences
Dimitroff, Alexandra, Associate Professor, Emeritus	Information access and retrieval Information sources and services Digital information services Consumer health information Information sources and services in the health sciences	501 Foundations of Library and Information Science 571 Information Access and Retrieval 734 Library Services and Resources for Adults 835 Information Sources and Services in the Health Sciences

du Plessis, Jacques, Associate Professor, Current	Instructional technologies Multimedia product development Global studies Information resources management	583 Survey of Information Security 670 Instructional Technologies 786 Multimedia
Force, Donald; Assistant Professor, Current	Archives Records management	650 An Introduction to Modern Archives Administration 655 Information and Records Management 656 Electronic Documents and Records Management 750 Arrangement and Description in Archive
Friedel, Matthew, Teaching Academic Staff; Current	Mobile application development Databases Website design	240 Web Design I 383 Native Mobile Applications 410 Database Information Retrieval Systems 584 Survey of Web and Mobile Content Development
Gardner, Kendrick, Teaching Academic Staff	Digital media and youth culture studies Implementation of digital educational technology Security, privacy and ethical hacking Videogame studies	670 Instructional Technologies 786 Multimedia
Haigh, Maria, Associate Professor, Current	Information retrieval Information resources for research	210 Information Resources for Research 410 Database Information Retrieval Systems
Haigh, Thomas, Associate Professor	IT and organizations Information architecture Information technology and organizations Systems analysis and design	340 Introduction to Systems Analysis 490 Senior Capstone
Hansen, Catherine, Teaching Academic Staff; Current	Collection management Readers' advisory Foundations of Libraries and Info. Science Reference sources Management	501 Foundations of Library and Information Science 520 Managing Library Collections 521 Introduction to

	Public libraries Competitive intelligence and business information	Reference Services and Resources 524 Management of Libraries and Information Services 734 Library Services and Resources for Adults
Henderson, Laretta Associate Professor, Associate Dean; Current	Children and young adult literature Multicultural children's and young adult literature Multicultural education Teacher education	645 Library Materials for Children 646 Library Materials for Young Adults 741 Multicultural Children's Literature
Hudson, Adam, Teaching Academic Staff; Current	Web design Content management systems	240 Web Design I 320 Web Design II 375 Multimedia Web Design
Jeong, Wooseob Associate Professor	Information architecture Human factors XML for libraries Introduction to information science Advanced web applications: AJAX Multimedia application development Information access and retrieval	571 Information Access and Retrieval 674 The Search Engine Society 440 Web Application Development 490 Senior Capstone 780 XML for Libraries 786 Multimedia
Kipp, Margaret, Associate Professor, Current	Social tagging Data science Semantic web Linked data Web 2.0 Information organization Metadata Applied informetrics Information systems and technology	511 Organization of Information 582 Introduction to Data Science 714 Metadata 717 Information Architecture
Kozak, Nadine, Assistant Professor, Current	Information policy Legal issues of information products and services	110 Introduction to Information Science and Technology 120: Information Technology Ethics 465: Legal Aspects of Information Products and Services 660 Information Policy

Latham, Joyce, Associate Professor, Current	Intellectual freedom Public libraries Public library history	501 Foundations of Library and Information Science 524 Management of Libraries and Information Services 736 The Public Library
Lee, Hur-Li, Associate Professor, Current	Information organization	511 Organization of Information 711 Cataloging and Classification 717 Information Architecture
Lipinski, Tomas Professor, Dean; Current	Legal and government information and services Information law and policy Legal issues affecting libraries Archives and educational entities	465 Legal Aspects of Information Products and Services 660 Information Policy 661 Information Ethics 738 Legal Information Sources and Services
Miller, Steven, Teaching Academic Staff; Emertius	Information and knowledge organization Metadata, taxonomies and thesauri Information architecture and user experience design RDF, RDFS, OWL, SPARQL, and ontologies for semantic web cataloging and classification	230 Organization of Knowledge 511 Organization of Information 714 Metadata 717 Information Architecture
Moyer, Jessica, Assistant Professor	Readers and readers' advisory Foundations of the information professions Research methods	501 Foundations of Library and Information Science 520 Managing Library Collections 521 Introduction to Reference Services and Resources 734 Library Services and Resources for Adults
Mu, Xiangming, Associate Professor, Current	Foundation of information science Information retrieval and storage Human computer interaction Digital libraries	571 Information Access and Retrieval 670 Instructional Technologies 674 The Search Engine Society 739 Digital Information

		Services 785 Database Management Systems for Information Professionals 786 Multimedia 787 Library Automation
Newell, Terrance, Associate Professor,	Research methods Human factors in information seeking and use Video games and information literacy	734 Library Services and Resources for Adults 745 Library Services for Children and Young Adults 799 Research Methods in Information Studies
Olson, Hope, Professor, Emeritus	Information organization Cataloging and classification Indexing and abstracting Feminism and library and information studies Globalization, diversity and information	511 Organization of Information 799 Research Methods in Information Studies
Peekhaus, Wilhelm, Associate Professor, Current	Information technology ethics Research methods Political economy of information Information policy Ethics and the information society	120 Information Technology Ethics 465 Legal Aspects of Information Products and Services 660 Information Policy 799 Research Methods in Information Studies
Ponelis, Shana, Assistant Professor; Current	Information seeking and use Systems analysis Information marketing Infopreneurship Access, security and intercultural contexts in global communications	340 Introduction to Systems Analysis 490 Senior Capstone 622 Information Marketing 722 Entrepreneurship and Innovation for LIS Professionals
Sabha, Khaled, Teaching Academic Staff; Current	Computer programming Networking Information security Web development	325 Information Security I 340 Introduction to Systems Analysis 385 Information

		Security II 410 Database Information Retrieval Systems 440 Web Application Development
Schoeller, Betsy, Teaching Academic Staff; Current	Organization of information Indexing Management Information resources	210 Information Resources for Research 230 Organization of Knowledge 310 Human Factors in Information Seeking and Use 370 Data Analysis and Visualization for the Information Professional
Smanz, Lyndsay, Teaching Academic Staff; Current	Information literacy	210 Information Resources for Research 501 Foundations of Library and Information Science 521 Introduction to Reference Services and Resources 740 Information Literacy Instruction
Smiraglia, Richard, Professor; Current	Knowledge organization	511 Organization of Information 627 Music Librarianship 710 Comparative Bibliography 711 Cataloging and Classification 712 Resource Description for Library Catalogs 713 Subject Analysis in Library Catalogs 715 Music Cataloging 716 Thesaurus Construction

Trainor, Kevin, Teaching Academic Staff; Current	Systems analysis Database information retrieval systems XML for libraries Information science	340 Introduction to Systems Analysis 49: Senior Capstone 717 Information Architecture 780 XML for Libraries
Walker, Thomas, Associate Professor	Knowledge organization Information services	501 Foundations of Library and Information Science 627 Music Librarianship 715 Music Cataloging
Wepking, Mary, Teaching Academic Staff; Current	School library media Youth services Young adult literature Collection management	210 Information Resources for Research 501 Foundations of Library and Information Science 520 Managing Library Collections 521 Introduction to Reference Services and Resources 642 School Library Media Programs and Resources 644 School Library Practicum 646 Library Materials for Young Adults 745 Library Services for Children and Young Adults
Withers, Bonnie, Teaching Academic Staff	Library materials for children Library materials for young adults School library programs and resources	501 Foundations of Library and Information Science 520 Managing Library Collections 521 Introduction to Reference Services and Resources 642 School Library Media Programs and Resources 644 School Library Practicum 646 Library Materials

		for Young Adults 745 Library Services for Children and Young Adults
Wolfram, Dietmar, Professor, Current	Informetrics and scholarly communication Database design and management Foundations of information science Information retrieval concepts and theory Information systems analysis, design and evaluation Networked resources and services Research methods	571 Information Access and Retrieval 782 Information Systems: Analysis and Design 799 Research Methods in Information Studies
Xie, Iris, Professor; Current	Information retrieval Digital libraries Research methods	571 Information Access and Retrieval 682 Digital Libraries
Zhang, Jin, Professor; Current	Research methods Quantitative research methods Information retrieval Library automation Database management	571 Information Access and Retrieval 774 Online Information Retrieval 783 Information Storage and Retrieval 788 Information Systems: Analysis and Design 799 Research Methods in Information Studies
Zimmer, Michael, Associate Professor; Current	Information ethics Search engines Information policy	110 Introduction to Information Science and Technology 120: Information Technology Ethics 465 Legal Aspects of Information Products and Services 660 Information Policy 661 Information Ethics 761 Information Privacy

SOIS achieves faculty and TAS competence in technological skills in several ways. SOIS faculty and staff, particularly within the SOIS IT department, hold workshops to share technologies for teaching and research, as well as methods for effectively using the technology in classes. Additionally, UWM has a number of programs to assist faculty and

TAS with new technologies, including programming offered by University Information Technology Services and the [Center for Excellence in Teaching and Learning](#). SOIS faculty use new technologies in their current course offerings, including Library Architecture and Space Planning (691); Oxygen XML Editor, RenderX XEP Print Formatter for XSL-FO (780); Powtoon and Padlet (740); Adobe Photoshop, Audacity, Handbrake, Windows Movie Maker (Windows) or iMovie (Mac), Contentdm (682) Digital Libraries); Open Refine (714); Axure (717); Wikispaces (691); CiteSpace (891); SPSS (783); Textalyser (783); Fisheye Menu (783); TemaTres 2.1 (716); Provalis Suite (710); and TextAnalytics (783). A list of the available software in the physical and virtual SOIS labs for students to use in the completion of their course work is included in Appendix III-9: SOIS Lab Software Packages.

Quality and effectiveness of teaching is one of SOIS' main priorities. To facilitate teaching effectiveness, new SOIS faculty members are matched with tenured faculty mentors. Faculty mentors provide advice about online and onsite teaching effectiveness. To ensure that SOIS teaching maintains its quality and to help teaching staff improve their methods, all teaching staff are evaluated annually by one or more SOIS colleagues. Additionally, students evaluate each course offered by SOIS at the end of every semester. These evaluations provide valuable feedback about teaching practices as a basis for improvement.

Professional memberships are an integral part to teaching and research practice. SOIS faculty and TAS are members of, and actively involved in, a plethora of scholarly and professional associations at the local, national, and international levels. Table III.10 below shows the membership affiliations of each SOIS faculty and TAS member.

Table III.10

Professional memberships

Faculty Member	Professional Memberships
Aman, Mohammed	American Library Association, 1969-present Association for Information Science & Technology, 1984-present Association for Library and Information Science Education, 1977-present International Federation of Library Associations, 1984-present Wisconsin Library Association, 1979-present Wisconsin Association of Academic Librarians, 1979-present Milwaukee Teachers Education Center, 2000-2003 Milwaukee Partnership Academy, 2000-2001 Trejo Foster Foundation for Hispanic Library Education, 1999-present International Relations Committee, 1994-1996 Association for College and Research Libraries, 1988-1990 Library Service and Construction Act, 1986-1987
Anderson,	Society for the Social Studies of Science, 2011– present

Kimberly	International Council on Archives, 2011–present American Library Association, RBMS, 2011 – 2012 Association for Library and Information Science Education, 2009–present Society of American Archivists, 2005–present Southern California Association of Law Libraries, 2005 San Diego Area Law Libraries, 2005 Society of Southwest Archivists, 2000 - 2002
Babu, Rakesh	Americas Conference on Information Systems, 2014-2015 Upsilon Pi Epsilon, 2011-2012 Beta Gamma Sigma, 2012 Organization Committee. IS One World Annual Conference, 2011-2013 American Library Association, 2015-2017
Britz, Johannes	American Library Association, 2006 Association for Information Science & Technology, 2006 Association for Library and Information Science Education, 2006 International Federation of Library Associations
Cooper Cary, Amy	ACRL and RBMS, 2013-Present Society of American Archivists, 1999-present Midwest Archives Conference, 2000-present
Davies, Karen	Wisconsin Health Science Library Association
Dimitroff, Alexandra	Medical Library Association
duPlessis, Jacques	The African Languages Teacher's Association eAchieve Academy Wisconsin, 2014 – present
Force, Donald	ARMA International Education Foundation, 2015-present ARMA Milwaukee Chapter, 2015-present Society of American Archivists, 2011-present
Friedel, Matt	None
Gardner, Kendrick	None
Haigh, Maria	Association for Information Science and Technology, 2006-present Association of Internet Researchers Society for Social Studies of Science
Haigh, Thomas	Association for Information Science & Technology Association for Computing Machinery Society for the History of Technology, 2005-present Canadian Association for Information Science, 2012
Hansen, Catherine	American Library Association, 2006-present Special Libraries Association, 2006-present Wisconsin Library Association, 2006-present

Henderson, Laretta	Public Library Certification Workgroup, 2009-2013 ALA, SLA, and WLA, 2006-present Shorewood Village Library Board of Trustee, 2004 National Council for Teachers of English, 2007-2008 National Association for Multicultural Educators, 2006
Hudson, Adam	Special Libraries Association, 2008
Lee, Hur-Li	Association for Information Science & Technology, 2000-present Association for Library and Information Science Education International Society for Knowledge Organization, 2003-present American Library Association, 1986-1991 Chinese American Librarians Association, 1986-1991
Jeong, Wooseob	OCLC - Member at Large, 2007-2009 Council of East Asian Libraries, 2006-2007 International Federation of Library Associations
Kipp, Margaret	Association for Computing Machinery, 2006-present Association for Information Science and Technology, 2005-present Canadian Association for Information Science, 2004-present Canadian Library Association, 2002-present North American Symposium on Knowledge Organization, 2011 International Society for Knowledge Organization, 2009-present code4lib, 2003-present
Kozak, Nadine	International Association for Media and Communication Research, 2015 Association of Internet Researchers, 2012
Latham, Joyce	American Library Association Wisconsin Library Association Wisconsin Women Library Workers
Lipinski, Tomas	Association for Information Science & Technology American Society for Information Science, 2000-2001
Miller, Steven	American Library Association Association for Library Collections and Technical Services Association for Information Science and Technology Information Architecture Institute Online Audio-Visual Catalogers: The Internet and AV Media Catalogers Network Wisconsin Association of Academic Librarians Wisconsin Library Association
Moyer, Jessica	American Library Association Library and Information Technology Association Public Library Association Young Adult Library Services Association
Mu, Xiangming	Association for Computing Machinery Association for Information Science & Technology
Newell, Terrence	None

Olson, Hope	American Library Association Association for Information Science & Technology Association for Library Collections and Technical Services Canadian Association for Information Science International Society for Knowledge Organization Wisconsin Library Association
Peekhaus, Wilhelm	Association for Library and Information Science Education Society for Social Studies of Science International Association for Media and Communication Research Canadian Communication Association Society for Socialist Studies
Ponelis, Shana	Association for Computing Machinery Association of Information Systems Association for Information Science and Technology Association for Library and Information Science Education
Sabha, Khaled	Association for Computing Machinery
Schoeller, Betsy	None
Smanz, Lyndsay	None
Smiraglia, Richard	American Library Association Association for Library Collections & Technical Services Association for Information Science & Technology Association for Library and Information Science Education International Society for Knowledge Organization Association for Recorded Sound Collections International Association of Music Libraries and Information Centres Music Library Association
Trainor, Kevin	Association for Information Science and Technology code4lib
Walker, Thomas	Association for Information Science & Technology Beta Phi Mu, Alpha Chapter International Society for Knowledge Organization Society for the History of Authorship, Reading, and Publishing Wisconsin Library Association American Library Association Special Libraries Association Association for Library and Information Science Educators
Wepking, Mary	American Library Association Young Adult Library Services Association Association of Library Services for Children American Association of School Librarians Wisconsin Library Association Wisconsin Educational Media Association

Withers, Bonnie	American Library Association American Association of School Librarians Association for Library Service to Children Wisconsin Library Association Wisconsin Educational Media and Technology Association Young Adult Library Services Association
Wolfram, Dietmar	Association for Computing Machinery, 1991-present Association for Library and Information Science Education Association for Information Science & Technology Canadian Association for Information Science International Society for Scientometrics and Informetrics
Xie, Iris	Association for Information Science and Technology Association for Computing Machinery Association for Library and Information Education Association for Information Science
Zhang, Jin	Association for Information Science and Technology
Zimmer, Michael	American Library Association Association of Internet Researchers

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

The centrality of research to the School is indicated by its inclusion in our new vision statement created by faculty and staff during the 2014-2015 academic year. The new vision statement, “Our vision is to be a premier, international information school that shapes knowledge and information technology through innovative research and teaching,” prioritizes research as of central import to the school. SOIS Faculty possess a diverse range of research interests and expertise. These are summarized in Table III.11, although many of these interests could be further expanded upon.

**Table
III.11**

*SOIS faculty research interests and experiences
(alphabetically by interest)*

Faculty	Research Area
Aman, Mohammed	Academic libraries Continuing education in LIS Distance education in LIS Diversity issues Evaluation of service Information policy International/comparative librarianship LIS education and programs Public libraries Services of multicultural populations Strategic planning, marketing, lobbying
Anderson, Kimberly	Archival appraisal Archival education Sociocultural aspects of records and recordkeeping with a particular focus on evidence and identity in archives
Babu, Rakesh	Digital/virtual libraries Health informatics Instructional design Users and uses of information systems
Britz, Johannes	Information and society/culture Information policy Intellectual freedom and censorship Knowledge/IR management Philosophy values and ethics of LIS Political economy of information Strategic planning, marketing, lobbying
Davies, Karen	Evidence based medicine Electronic resources and their use in the healthcare sector Information needs of health professionals Information searching by health professionals Employment opportunities in the health information sector for library/information science qualified individuals Skills and knowledge required to work in the health information sector
Dimitroff, Alexandra	Health informatics Information retrieval theory and practice LIS education and programs Medical libraries Reference and information services

du Plessis, Jacques	Information literacy and instruction Political economy of information Production of materials Services of multicultural populations Strategic planning marketing lobbying
Force, Donald	Admissibility of evidence Archival education Archives and records centers E-discovery Electronic documents LIS education and programs Organizational informatics Preservation Records and information management
Haigh, Maria	Copyright/intellectual property Database and other retrieval systems Information and society/culture Information integrity and security Information policy Information systems and technologies Information technology management Intellectual freedom and censorship International/comparative librarianship Libraries and society/culture Users and uses of information systems
Haigh, Thomas	Database and other retrieval systems History of information science Information and society/culture
Henderson, Laretta	Children's/YA literatures Curriculum integration Diversity issues Instructional design New literacies Production of materials Reading and literacy Storytelling
Jeong, Wooseob	Diversity issues Human-computer interaction Information needs and behaviors/practices Information needs/behaviors of specific groups Information systems and technologies LIS as a discipline LIS education and programs Organization of information Scholarly and scientific communication
Kipp, Margaret	Bibliometrics/informetrics/webometrics

	Computer/information networks Database and other retrieval systems Information architecture Information retrieval theory and practice Information systems and technologies Metadata and semantic web Organization of information Social software applications
Kozak, Nadine	Broadband internet infrastructure Copyright/intellectual property Information and society/culture Information policy Political economy of information Research methods
Latham, Joyce	Critical perspectives on LIS Diversity issues History of libraries and library science Intellectual freedom and censorship Libraries and society/culture LIS as a profession Pedagogy in LIS Philosophy values and ethics of LIS Public libraries
Lee, Hur-Li	Classification and subject analysis Descriptive cataloguing/AACR Information and society/culture Online catalog retrieval systems Organization of information
Lipinski, Tomas	Copyright/intellectual property Digital/virtual libraries First Amendment in libraries Government documents Information policy Intellectual freedom and censorship Law libraries Library privacy Licensing Philosophy, values, and ethics of LIS
Moyer, Jessica	Academic libraries Adult services Audiobooks/popular reading Books, printing, publishing industry Collections development History of libraries and library science Information literacy and instruction Instructional design

	Libraries and society/culture LIS education and programs New literacies Public libraries Reading advisory services Reading and literacy Reference and information services Research methods Young adult services
Mu, Xiangming	Health informatics Human-computer interaction Information architecture Information retrieval theory and practice Information systems and technologies Online catalog retrieval systems Users and uses of information systems
Newell, Terrance	Curriculum integration Instructional design Role of the school library media specialist
Olson, Hope	Feminist, poststructural, postcolonial research on culture and subject representation (including traditional vocabularies and classification and social tagging) Classificatory and other subject structures
Peekhaus, Wilhelm	Books, printing, publishing industry Copyright/intellectual property Critical perspectives on LIS Information and society/culture Information policy Political economy of information Scholarly and scientific communication (including open access publishing) Science, technology, and society studies
Ponelis, Shana	Development informatics Information entrepreneurship Organizational informatics Pedagogy in IT/IS
Smiraglia, Richard P.	Archival description/RAD Bibliometrics/informetrics/webometrics Classification and subject analysis Collections development Descriptive cataloguing/AACR Digital humanities History of information science History of libraries and library science Indexing and abstracting Information and society/culture

	Information retrieval theory and practice Information visualization LIS as a discipline LIS as a profession Metadata and semantic web Music Online catalog retrieval systems Organization of information Pedagogy in LIS Research methods Scholarly and scientific communication
Walker, Thomas	Administration and management Books, printing, publishing industry Buildings/facilities Copyright/intellectual property LIS education and programs Music Organization of information Scholarly and scientific communication
Wolfram, Dietmar	Bibliometrics/informetrics/webometrics Database and other retrieval systems Data mining Digital/virtual libraries Information retrieval theory and practice Information systems and technologies Research methods Scholarly and scientific communication Users and uses of information systems
Xie, Iris	Digital/virtual libraries Human-computer interaction Information needs/behaviors of specific groups Information retrieval theory and practice Information systems and technologies Research methods Services for people with disabilities Users and uses of information systems
Zhang, Jin	Data mining Database and other retrieval systems Digital/virtual libraries Health informatics Human-computer interaction Information retrieval theory and practice Information systems and technologies Information visualization Metadata Research methods

	Search engine evaluation Social network analysis Users and uses of information systems Visual analytics
Zimmer, Michael	Information and society/culture Information ethics Information policy Internet research ethics New media Philosophy values and ethics of LIS Privacy and surveillance

Recent and continuing reduction in university funding means that funded research is becoming more important both to faculty research and as a metric used in the evaluation of faculty. Many research projects depend on financial support for the gathering of data, specialized software and hardware required for data collection and analysis, research assistant support, travel, and other expenditures. The following list of faculty funded research projects (Table III.12) illustrates SOIS's success in the arena of funded research. Entries in the list are organized by the date of the initial award.

Table III.12

SOIS faculty funded research projects, 2010-2016

Faculty Member	Year	Award to SOIS/UWM	Title of Granting Agency
du Plessis	2016	\$2,100.00	UWM Undergraduate Research Grant
Xie, Babu	2016	\$495,000.00	Institute for Museum and Library Services National Leadership Grant
Xie, Babu	2015	\$15,000.00	OCLC ALISE Library & Information Science Research Grant
Latham	2015	\$1,000.00	The Arthur and Elizabeth Schlesinger Library on the History of Women in America at the Radcliffe Institute of Advanced Study, Harvard University
Lee	2014	\$18,000.00	Digital Humanities Program at the Academia Sinica, Taiwan
Xie, Babu	2013	\$125,511.00	UWM RGI Award
Jeong	2013	\$444,906.00	IMLS Laura Bush 21st Century Librarianship Grant
Xie	2013	¥540,000.00	National Natural Science Foundation of China
Zimmer	2013	\$500.00	UWM Office of Undergraduate

			Research Summer Undergraduate Research Fellows
Lee	2012	\$27,120.00	Chiang Ching-kuo Foundation for International Scholarly Exchange
Xie	2012	\$5,000.00	UWM's Seed Funding for New and Refreshed Online Programs Grant
Mu	2012	\$19,900	IPC – Association Connecting Electronics Industries
Zimmer	2012	\$500.00	UWM Office of Undergraduate Research Summer Undergraduate Research Fellows
du Plessis	2011	\$4,000.00	Center for International Education/Office for Undergraduate Research Grant
du Plessis	2011	\$2,000.00	Learning Technology Center Mobile Apps Development Grant
Newell	2011	\$15,000.00	Graduate School Grant Competition
Wolfram	2011	\$11,900.00	Institute for Museum and Library Services Laura Bush 21st Century Librarian Program
Zimmer	2011	\$28,744.00	American Library Association Office for Intellectual Freedom
Wolfram	2010	\$815,339.00	Institute for Museum and Library Services Laura Bush 21st Century Librarian Program
Other Grants with No Monetary Amounts to SOIS/UWM			
Lee	2015	\$44,000.00	Ministry of Science and Technology, Taiwan
Haigh, T.	2015	\$170,000.00	Mrs. L.D. Rope's Second Charitable Trust
Xie	2015	¥580,300.00	National Natural Science Foundation of China
Zhang	2015	¥2,000,000.00	Natural Science Foundation of China
Peekhaus	2013	\$8,000.00	Canadian Federation for the Humanities and Social Sciences
Xie	2013	¥540,000.00	National Natural Science Foundation of China
Babu	2011	\$26,000.00	Triad Inter-University Planning Project Grant

Haigh, T.	2011	\$500,000.00	Mrs. L.D. Rope's Second Charitable Trust
Zhang	2011	\$35,000.00	China Ministry of Education

The University of Wisconsin-Milwaukee's School of Information Studies is ranked second in departmental contributions amongst U.S. and Canadian library and information science (LIS) departments for contributions to the LIS literature. SOIS is ranked fourth internationally for contributions to the LIS literature.¹

These rankings composed part of the findings in a recent (2015) study published in the *Journal of the Association for Information Science and Technology*, which investigates the role of specific institutions, disciplines, and countries' contributions to the LIS literature. The article, "Disciplinary, National, and Departmental Contributions to the Literature of Library and Information Science, 2007-2012," by William H. Walters and Esther Isabelle Wilder, based its rankings on a review of all of the peer-reviewed research contributions to 31 major LIS journals between 2007 to 2012.

A second study in *Library & Information Science Research*, also published in 2015, considered the research productivity of U.S. LIS faculty. This study used the Scopus database to analyze research productivity, as exemplified by peer-reviewed journal articles and some proceedings, of full-time faculty members at U.S. ALA-accredited LIS programs. In this study, UWM's SOIS ranked 10th out of 20 in terms of total publications by institution, 14th out of 20 in publications per capita by institution, and 15th out of 20 for total number of citations by institution.²

As indicated by the above studies, research productivity is an important indicator of faculty research. SOIS faculty publish traditional refereed articles and books. Appendix III-10 provides a list of journals and proceedings that have published recent articles written by SOIS faculty. Appendix III-11 contains a list of edited and authored books by SOIS faculty. The major LIS journals are represented in Appendix III-10 as well as other journals from related and allied fields, which indicates the interdisciplinary nature of the SOIS faculty's research. Table III.13 below presents all SOIS publications from 2010 until March of 2016.

Table III.13

All SOIS Publications, 2010-March 2016

Year	Peer-Reviewed	Non-Peer-Reviewed
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¹ William H. Walters and Esther Isabelle Wilder, "Disciplinary, National, and Departmental Contributions to the Literature of Library and Information Science, 2007-2012," *Journal of the Association for Information Science and Technology* (2015).

² John M. Budd, "Productivity of U.S. LIS and iSchool Faculty," *Library & Information Science Research* (2015).

2016	11	8
2015	31	24
2014	41	26
2013	28	43
2012	29	47
2011	32	24
2010	36	34

Note: In the above table, the publication numbers for the year 2016 are smaller than previous years because the data were gathered in March of 2016. This means that only publications released in the first two months of the year are included in the table.

Standard III.6 *The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.*

Faculty members have diverse institutional and personal backgrounds that provide students with a variety of expertise, social and technical points of view, and professional experiences. Students definitely benefit from the diverse backgrounds. SOIS faculty members hold 83 advanced degrees. These include 31 doctoral degrees and 46 master's degrees from 52 institutions in the United States, India, Canada, China, Korea, South Africa, Taiwan, and the United Kingdom and cover a variety of subject areas. See Table III.14 below. As of summer 2017, SOIS currently has 20 full-time faculty members and 8 full-time teaching academic staff. Two visiting assistant professors will be joining the instructional staff beginning this fall.

Table III.14

SOIS faculty and teaching academic staff advanced degrees by institutions

Name	Doctoral Institution	Master's Institution
Current Faculty and Teaching Academic Staff		
Aman	University of Pittsburgh	Columbia University
Babu	University of North Carolina, Greensboro	Sambalpur University/Central Michigan University
Britz	University of Pretoria	University of Pretoria

du Plessis	Utah State University	Brigham Young University
Force	University of British Columbia	Indiana University/Southern Illinois University Carbondale
Friedel		Marquette University
Gardner		UW–Milwaukee
Haigh, M.	Drexel University	Drexel University
Hansen		UW-Milwaukee/University of New Mexico
Henderson	University of Iowa	University of Iowa/Governors State University
Hudson		UW-Milwaukee
Kipp	University of Western Ontario	University of Western Ontario
Kozak	University of California, San Diego	Carleton University
Latham	University of Illinois, Urbana-Champaign	University of Maryland
Lee	Rutgers University	National Taiwan University
Lipinski	University of Illinois, Urbana-Champaign	UW-Milwaukee/John Marshall Law School/Marquette University
Mu	University of North Carolina at Chapel Hill	University of North Carolina at Chapel Hill/Chinese Academy of Science
Peekhaus	University of Western Ontario	Dalhousie University
Ponelis	University of Pretoria	University of Pretoria
Sabha		UW-Milwaukee
Schoeller	UW-Milwaukee	UW-Milwaukee
Smanz		UW-Milwaukee
Smiraglia	University of Chicago	Indiana University

Trainor		University of Chicago Booth School of Business
Wepking		UW-Milwaukee
Wolfram	University of Western Ontario	University of Western Ontario
Xie	Rutgers University	Alabama University/Shanghai Academy of Social Sciences
Zhang	University of Pittsburgh	Wuhan University
Zimmer	New York University	New York University
Previous Faculty and Teaching Academic Staff		
Anderson	University of California	University of California
Cooper-Cary		University of Michigan/SUNY Binghamton
Davies	Loughborough University	University of Sheffield
Dimitroff	University of Michigan	Johns Hopkins University/University of Michigan
Haigh, T.	University of Pennsylvania	University of Pennsylvania/Manchester University
Jeong	Florida State University	University of North Carolina at Chapel Hill/Seoul National University
Miller		UW-Milwaukee/Marquette University
Moyer	University of Minnesota, Twin Cities	University of Illinois, Urbana-Champaign
Newell	UW-Madison	University of Southern Mississippi
Walker	University of Illinois, Urbana-Champaign	University of Chicago/Northwestern University
Withers		UW-Milwaukee/Michigan State University

The subject areas (other than MLIS) of the Master's degrees held by SOIS faculty include: information management, library service, information science, political science, musicology, school library media services, adult and continuing education, African American world studies, sociology, media ecology, theology, history and sociology of science, English Education, management information systems, chemistry, history, science engineering, interdisciplinary liberal studies, communication, computer engineering, finance and marketing, and taxation.

The subject areas (other than LIS) of the Doctoral degrees held by SOIS faculty include: clinical information needs of doctors, information structures and systems, archival study, instructional systems technology, language literacy and culture, media culture and communication, history and sociology of science, law, ethics and information transfer, information systems, communication and science studies, education, and political science.

The SOIS faculty shows diversity in gender, ethnic origin, and year of birth (as of Spring 2016). The number of female faculty is 19 and the number of male faculty members is 23. The number of Asian Pacific, Black, and White faculty and teaching academic staff are six, three, and 33 respectively. The distribution of years of birth of the faculty are as follows: 1940s (two), 1950s (12), 1960s (12), 1970s (12), and 1980s (4).

SOIS faculty members perform both independent and collaborative research studies in various areas and topics. Collaborative efforts are reflected in SOIS publications, grant proposals, and conference presentations. A complete list of collaborative publications may be found in Appendix III-1. The three SOIS research groups and a research institute (RGIR, KORG, SSIRG and CIPR) actively collaborate with researchers and professionals in Canada, China, Brazil, India, France, Finland, Ukraine, among others. Each of the groups invites scholars to give presentations to the SOIS community. A detailed accounting of the activities of the research groups are included in Appendix III-15.

Full-time faculty members have been designated as liaisons for the dual degree programs. Working with faculty colleagues in other disciplines increases the opportunities for students to combine their academic programs. These assignments are:

- Anthropology-Henderson and Lee
- English- Henderson and Lee
- Geography-Peekhaus
- Language, Literature and Translation-du Plessis and Lee
- Health Care Informatics-Zhang
- History-Latham and Lee
- Music-Smirgalia
- Urban Studies – Henderson and Xie
- Women and Gender Studies—Latham

Working on campus and university-wide administrative committees also increases opportunities for faculty members to identify areas for interdisciplinary collaboration,

increased student involvement in related fields, and improved collegial relationships within the University. SOIS faculty members have held numerous positions on the UWM campus. The list in Appendix III-12 demonstrates the variety of responsibilities and roles taken on by SOIS faculty at different levels.

Faculty maintain close contact with the field through participation in professional organizations, service to the LIS community of practice (see Appendix III-14 SOIS Faculty's Involvement in SOIS, UWM, and Professional Committees). For example, Laretta Henderson, co-editor of *Fairy Tales With a Black Consciousness: Essays on Adaptations of Familiar Stories*, recently held a workshop, "Selecting Black Fairytales," at the Martin Luther King Library in February, 2017. She was accompanied by members of Joyce Latham's 501 course who read selected folktales to the audience. Mary Wepking regularly attends meetings of the Milwaukee Area School Librarians group to stay current on the issues of school library media specialists in the metropolitan area. She also stays current on legislation related to accreditation. Catherine Hanson and Alexandra Dimitroff have used all, or a portion of their sabbatical to work in a Milwaukee public library to update their knowledge and skills of practice. The knowledge gained from these experiences makes its way back into the classroom and is often shared with other faculty members individually or via the committee structure.

SOIS faculty members create a stimulating and participative intellectual environment through their extensive collaborative research efforts, their interdisciplinary relationships with other UWM units, and their participation in research forums and discussions at scholarly meetings. Either on campus or via distance education technology, students benefit via their interaction with faculty in the classroom; in discussions with their faculty advisors; participation in research projects, shared governance, and professional associations.

Standard III.7 *Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.*

Teaching assignments are made by collaborative decision making performed by the faculty, Executive Committee, the dean, associate dean, the directors of respective programs, and the assistant dean and are based on the strengths, competencies, and interests of the faculty and the instructional needs of our programs. Faculty and TAS teaching loads may vary from two to eight courses per academic year. Teaching loads may be reduced due to administrative duties such as chair of the Executive Committee as well as grant related duties. Faculty and teaching academic staff teach during the regular academic year from September-May, and may also teach during summer sessions. All instructional staff members are expected to teach both onsite and online courses. Appendix III-13 lists all current faculty and teaching academic staff and the courses they have taught from the Fall of 2010 to Spring of 2016.

Faculty and TAS are also expected to be active in student advisement, fieldwork supervision, and thesis advisement. Table III.15 indicates those duties.

Table III.15*Student advisement and supervision: Fall of 2010 to Spring of 2016*

Name	Independent Research	Fieldwork	Master's Thesis	Mentees	Library Practicum	Archives Fieldwork
Aman, Mohammad	1	5	0	13	0	0
Anderson, Kimberly	3	2	0	9	0	0
Babu, Rakesh	0	1	0	4	0	0
Cary, Amy	0	5	0	0	0	61
Dimitroff, Alexandra	7	28	0	36	0	0
Du Plessis, Jacques	2	1	0	7	0	0
Force, Donald	1	2	3	48	0	0
Haigh, Maria	0	0	0	2	0	0
Haigh, Thomas	2	0	0	0	0	0
Hansen, Catherine	0	32	0	42	0	0
Henderson, Laretta	9	13	2	64	0	0
Hudson, Adam	3	3	0	5	0	0
Jeong, Wooseob	16	3	0	14	0	0

Kipp, Margaret	2	2	3	37	0	0
Kozak, Nadine	2	1	0	1	0	0
Latham, Joyce	12	6	0	61	0	0
Lee, Hur-li	2	6	2	21	0	0
Lipinski, Tomas	0	0	1	0	0	0
Miller, Steven	1	36	0	14	0	0
Moyer, Jessica	4	3	1	24	0	0
Mu, Xiangming	12	0	3	4	0	0
Newell, Terrance	6	0	0	14	0	0
Olson, Hope	7	0	2	0	0	0
Peekhaus, Wilhelm	1	0	2	9	0	0
Ponelis, Shana	0	1	0	10	0	0
Schoeller, Betsy	1	0	0	4	0	0
Walker, Thomas	5	30	1	146	0	0
Wepking, Mary	1	24	0	64	43	0
Wolfram,	8	2	0	29	0	0

Dietmar						
Xie, Iris	24	15	2	11	0	0
Zhang, Jin	16	2	0	28	0	0
Zimmer, Michael	10	4	2	29	0	0

Another important aspect of full-time faculty member responsibilities are institutional and professional services. Faculty committees, including standing committees and various ad hoc committees, are the backbone of the decision making process within SOIS and are responsible for charting the course of the School. Determining the school curricula, academic program planning, faculty and teaching academic staff recruitment, faculty merit raises, and tenure/promotion decisions are just some of the issues that come before the Executive Committee. The University expects faculty to participate in faculty governance assignments at the University level as well. SOIS faculty members also actively participate in professional activities. Appendix III-14 presents each faculty member's involvement in SOIS, UWM, and professional committees.

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

Each semester, students evaluate all courses offered by SOIS faculty in which they are enrolled. These course evaluations consist of a standardized collection of questions, plus several opportunities for students to make open-ended comments. The evaluation is conducted at the end of each semester. Students remain anonymous, scores are aggregated, and any hand written comments to open-ended questions are transcribed. The Executive Committee and the dean review and assess the data and student comments for each faculty every semester. The evaluation results are given to the respective faculty member. If needed, the dean and/or Executive Committee discuss the results with individual faculty members.

Nine of the course evaluation questions evaluate instructor effectiveness (eight standardized questions and one open-ended question). The standardized questions ask students to rate their agreement based on a scale of 1 ("Strongly Disagree") to 5 ("Strongly Agree"). Table III.16 lists the instructor evaluation standardized questions.

Table III.16*SOIS course evaluation questions*

#	Question (as of Spring 2016)
1.	The course was well organized.
2.	The reading materials were helpful in furthering my understanding of the subject matter.
3.	The course assignments/activities prompted my skills and knowledge of the subject matter.
4.	My performance on assignments/activities and/or tests reflected what I learned in the course.
5.	The course met its objectives.
6.	I was satisfied with the overall quality of this course.
7.	The instructor clearly communicates the class assignment/activity expectations.
8.	The instructor graded and returned papers, tests, and/or written assignments in a timely manner.
9.	The instructor's comments on assignments, papers and/or exams were helpful and constructive.
10.	The instructor was organized and prepared for class.
11.	The instructor encouraged class participation.
12.	The instructor was accessible in-person, by phone, or by e-mail outside of class.
13.	The instructor demonstrated a thorough knowledge of the subject matter.
14.	I was satisfied with the instructor's overall teaching effectiveness.

Between 2010 and 2015, students filled out thousands of these forms. In the following table, each year's score represents the mean (scale 1-5) score for all courses for the respective questions. The scores are consistently high, which means greater than 4 of 5. Table III.17 presents mean scores for SOIS course evaluation from 2010 to 2015.

Table III.17*SOIS course evaluation mean scores, 2010-2015*

Time Period	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14
2010 Average	4.14	4.20	4.19	4.27	4.30	4.35	4.53	4.19
2011 Average	4.33	4.26	4.30	4.47	4.40	4.43	4.66	4.36
2012 Average	4.28	4.35	4.33	4.39	4.40	4.40	4.61	4.30
2013 Average	4.23	4.24	4.24	4.35	4.28	4.35	4.57	4.24
2014 Average	4.38	4.19	4.33	4.49	4.47	4.52	4.66	4.41
2015 Average	4.19	4.18	4.26	4.30	4.34	4.34	4.51	4.25

All full-time SOIS faculty undergo an annual merit review. In February of each year, faculty members submit a merit review document that documents his or her teaching, research, and service activities during the previous calendar year. The School provides the faculty with a standardized merit review template (Appendix III-17). The SOIS Executive Committee reviews the documents and recommends to the dean the share of merit distribution awards that each faculty member should receive in the coming academic year. For each faculty member, the annual merit review by the SOIS Executive Committee is an opportunity for self-appraisal. The annual merit review provides feedback that helps junior faculty stay on the proper course for their tenure reviews. Within each area of research, teaching and service, the Executive Committee comments on the individuals' strengths and weaknesses and offers constructive criticism on improvement mechanisms. The dean, the chair of the SOIS Executive Committee, and the mentor meet each junior faculty member after the merit review to offer constructive feedback.

Until the end of the program in 2014, all full-time SOIS faculty had the opportunity to participate in the Research Reward System (RRS). The RRS rewarded exemplary

research output. The objectives of RRS were to increase the research output and visibility of SOIS, to create an opportunity for faculty to have more time available to do research, to reward faculty for research, and to increase funded research. The program was discontinued due to budgetary constraints.

Every non-tenured faculty member and TAS undergoes contract renewal reviews. These occur one year before the expiration of the individual's contract. Contracts typically cover two or three years. The faculty member documents performance in teaching, research, and service for the years of the current contract. This enables both the faculty member and the Executive Committee to clearly monitor and assess the faculty member's progress towards tenure. The SOIS Executive Committee reviews the documentation, meets with the faculty member, and then makes a recommendation to the Dean on whether or not to renew the contract.

All non-tenured faculty and lecturers receive annual evaluations of their teaching. SOIS senior faculty members make classroom visits, examine course syllabi, and other course materials. The peer evaluation results are used in tenure promotion and annual review. A faculty member is able to evaluate the quality of distance education teaching by either logging in as a "guest instructor" during the course or reviewing the archived course later. Using these data, the SOIS Executive Committee provides a written teaching evaluation for each non-tenured tenure-track faculty member and lecturer.

Evaluations for tenure and/or promotion follow the procedures and evaluative criteria of a university divisional committee (Appendix III-2, Appendix III-3, and Appendix III-8). The SOIS Executive Committee and the dean implement these procedures. Currently, all SOIS faculty members work under the procedures published by the Division of Professions.

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

The School's mission states, "We are a leading and collaborative school, advancing knowledge and preparing students from diverse backgrounds to be successful information professionals within their communities." In order for the SOIS faculty members and teaching academic staff to accomplish this mission, the research, teaching, and service of the SOIS faculty have to be evaluated on a regular basis.

Research plays an extremely important role in the School's national reputation and rankings such as the [*U.S. News & World Report*](#) ranking. Both research quality and quantity are critical and essential aspects of research evaluation. The Executive Committee assesses types and quantity of research results produced by the SOIS faculty. They include papers published in scholarly and professional print and electronic journals; books, monographs and similar publications; chapters in books, conference proceedings, technical reports; research grants, research awards; and other research-related activities. The information is documented in the annual merit review self-report (See Appendix III-17, the annual review template).

Teaching is fundamental for the school. Teaching evaluation ensures that the SOIS faculty and teaching academic staff provide our MLIS students with high quality courses. The teaching evaluation can identify not only the strengths of an instructor but also the weaknesses. As a result, evaluations help the instructor to improve his/her pedagogy. Each of the faculty members and teaching academic staff is required to report the courses offered, course evaluation scores, the course enrollments, innovation and reflections of the teaching, student supervision, advising, internships, teaching grants, teaching awards, and program development in the past academic year. The data are presented in the annual merit review self-report (See Appendix III-17, the annual review template).

It is mandatory that a student evaluation for each course be conducted at the end of a semester (For the course evaluation questions, see Table III.16). The results of the student course evaluation are an important piece of evidence for faculty teaching evaluation. During the teaching evaluation, the evaluation scores of a course are compared with the School's average teaching scores to make a decision on the instructor's teaching quality. The School average teaching scores from 2010 to 2015 are shown in Table III.17, SOIS course evaluation mean scores. The detailed course evaluation scores of all courses in the 2015 spring semester are listed in Table III.18. Due to the limitation of the display space and the large amount of data, only one semester of data is illustrated. The School maintains all the course evaluation forms of all courses offered in each semester. They are archived by a designated staff member.

Table III.18

Detailed course evaluation scores of all courses in the 2015 spring semester

Class Number	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14
501	3.75	4.08	4.17	4.08	4	3.5	3.42	2.83	3.75	3.08	4.08	3.25	3.67	3.08
501	3.89	4.33	4.44	4.33	4.33	4.11	3.33	2.44	3.89	3.11	3.89	3.33	3.89	3.44
511	5	4.75	5	5	5	5	4.5	5	4.5	5	4.5	4.5	5	5
511	4.22	4.33	4.56	4.56	4.44	4.33	4.56	4.89	4.78	4.56	4.89	4.67	4.67	4.33
511	3.4	3.8	4	3.2	4	3.4	3.4	4.6	4.2	3.4	3.6	4.8	4.8	4.2
521	2.39	3.83	3.28	3.44	3.22	2.28	2.17	1.39	2.5	2.39	3.44	1.82	3.89	2.17
524	3.67	3.89	3.89	3.44	3.56	3.11	2.67	4	2.44	3.67	3.78	3.67	4	2.89
571	4.44	4	4.69	4.56	4.63	4.5	4.5	4.75	3.81	4.44	4.69	4.31	4.69	4.56

UWM Self Study, Standard III, 122

571	4.2	3.8	4	3.4	4.2	3.6	4	3.4	3.6	3.6	3.8	4	4.6	4.2
591	4.71	4.43	4.29	4.29	4.57	4.48	4.9	4.76	4.76	4.9	4.76	4.71	4.95	4.76
591	5	5	4.83	4.83	5	4.75	4.67	5	4.75	5	4.58	4.58	5	5
642	2	4	4	4	3	1	1	1	4	1	1	3	3	1
645	4	4.57	4.86	4	4.57	4.57	4.14	4.43	4.57	4.29	4.86	4.57	4.71	4.43
646	5	5	5	5	5	5	5	5	5	5	5	5	5	5
646	5	4.85	4.85	4.85	4.92	4.92	5	4.92	4.85	4.92	4.92	4.92	4.92	4.92
650	3.88	3.88	4	4	4.13	4	3.13	4.38	4	3.63	4.13	4	4.38	3.88
655	4.29	4.43	4.43	4.43	4.29	4.29	4.29	4.43	4.43	4.43	4.43	4.43	4.57	4.43
655	4.5	4.5	4.5	4	4.5	4.5	4.5	4.5	4	4.5	5	4.5	5	4.5
670	3.25	4.25	3.75	4	4	3.75	3.25	3.75	4	3.75	4.25	4.5	4.5	3.75
682	4.82	4.59	4.76	4.71	4.76	4.65	4.76	4.88	4.76	4.82	4.82	4.65	5	4.81
685	4.81	4.63	4.81	4.38	4.63	4.69	4.63	2.88	4.38	4.69	4.19	4.63	5	4.63
691	5	5	4.5	4	4.5	4.5	4	5	5	5	5	4.5	5	4.5
691	4.5	5	5	5	5	5	4.5	5	4.5	4.5	5	5	5	5
691	4.63	4.75	4.5	4.5	4.5	4.63	4.5	4.5	4.25	4.38	3.75	4.38	4.75	4.5
691	3.67	4	3.67	4.33	4.33	3.67	4.33	3.67	4	4	3.67	3.33	4.33	3.67
711	4.5	4	4.75	4.63	4.5	4.75	4.38	4.63	4.75	4.63	4.63	4.5	4.75	4.63
713	5	4	4	5	5	5	5	5	5	5	5	5	5	5
714	4.71	4.29	4.29	4.86	4.43	4.43	4.57	4.57	4.29	4.57	4.14	4.43	4.57	4.43
714	5	5	5	4.75	4.75	5	4.5	4.75	4.5	5	3.75	4.25	5	5
717	4.67	4.67	4.67	5	4.83	4.5	4.67	4.67	4.67	4.83	4.33	4.17	4.83	4.67
719	3.5	3	4	5	4	3	4	4.5	4	4	4	5	5	4
734	4.55	4.73	4.55	4.36	4.64	4.64	4.45	4.64	4.73	4.64	4.82	4.82	4.91	4.64
740	4.57	4.43	4.29	4.29	4.43	4.29	4.57	4.29	4.43	4.43	4.29	4.29	4.43	4.29
780	4.56	4	4.56	4.44	4.33	4.44	4.33	2.56	4	4.33	4.11	4.78	4.56	4.11
861	3.5	4.5	4	4.17	4.33	4	3.67	3.83	4	3.6	4.5	4.17	4.67	4.5
888	4	4	4	4	4	4	4	4	4	4	4	4	4	4
891	4	4	3.83	3.83	4	3.83	3.83	3.17	4	4.17	4	4.5	4.33	3.67
650	5	4.67	4.33	4.33	4.22	4.67	4.33	4.33	4.33	4.33	4.78	4.56	4.78	4.78

655	5	4.78	4.22	4.67	4.25	4.22	4.44	4.78	4.44	4.33	4.67	4.33	4.56	4.78
675	5	4.54	4.31	4.23	4.38	4.46	4.38	4.54	4.62	4.31	4.62	4.69	4.38	4.69
685	5	4.57	4.39	4.83	4.74	4.74	4.61	4.7	4	4.7	4.74	4.35	4.65	4.78
520	5	4.2	4.33	4.4	4.4	4.4	4.27	4.07	3.87	4.27	4.07	4.27	4.27	4.6
736	5	3.88	4.13	4.38	4	4.13	4.13	4	3.88	4	3.88	4.5	4.13	4.38
891	4	4.14	4.57	3.57	3.71	4.43	4.14	3.14	4.57	3.14	4.43	5	4.57	4.71
501	5	4.5	4.2	4.4	4.1	4.5	4.3	4.2	4.8	4.5	4.6	4.7	4.8	4.7
691	5	3.83	4.5	4	2.58	3.83	3.75	3.5	1.75	1.92	3.5	4.67	4.17	4.58
571	5	4	3.62	3.85	3.92	3.92	3.62	3.92	3.69	3.69	4.33	4	4.08	4.54
591	5	4.73	3.91	4.36	4.36	4.64	4.36	4.55	4.64	4.45	4.82	4	4.27	4.91
511	5	4	4.38	4.38	4.33	4.25	3.94	3.63	4.31	4.25	4.19	4.5	4.5	4.75
891	5	5	4.86	5	4.86	5	5	4.86	4.86	5	5	4.86	4.86	5
603	5	4.29	4.57	4.71	4.43	4.57	4.64	4	4.21	4.57	4.5	4.5	4.57	4.79
735	5	4	3.8	4	3.6	4	4	4	4	3.6	4	4	3.8	4
904	5	5	4.33	5	4.83	4.83	4.83	4.67	5	4.67	4.83	4.83	4.83	4.83

Note: See Table III.16 SOIS course evaluation questions

Again, faculty-peer-evaluation is also part of the teaching evaluation. It offers a unique perspective for teaching evaluation in addition to the student-based course evaluation. Each academic year, a senior faculty member is assigned to visit a class taught by a junior faculty member or teaching academic staff. After the class visit, the senior faculty writes a report on the teaching performance of the junior faculty member based on his/her observation in the classroom and makes constructive suggestions. The class visit report is kept by the Executive Committee and shared with the instructor.

Service is an indispensable part of evaluation. The service evaluation covers faculty members' professional involvement at international, national, local, campus, and school levels. They include, but are not limited to, participation in professional societies and related activities; membership and leadership in SOIS and UWM standing committees, ad hoc committees, and task forces; responsibility for coordination of programs, departments, or centers; and awards and honors for service. The data are presented by faculty members or teaching academic staff in the annual merit review self-report (See Appendix III-17, the annual review self-report).

Faculty contract renewal reports and faculty tenure/promotion reports (See Appendix III-7) have the three components (research, teaching, and service), which are similar to the annual merit review self-reports. The difference between the faculty contract renewal report (or the faculty tenure/promotion report) and the annual merit review self-report is

the reporting time period. The faculty contract renewal report usually covers three years while the faculty tenure/promotion report generally considers six years.

The SOIS Executive Committee and Human Resources office maintain all the annual merit review self-reports, contract renewal reports, and tenure/promotion reports.

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

A sustainable and healthy program, to a large degree, depends on a strong and competitive faculty team. The faculty evaluation results of research, teaching, and service are utilized for faculty and teaching academic staff annual merit review, tenure/promotion, contract renewal, and salary adjustment as well. The SOIS Executive Committee is responsible for these personnel-related activities.

In the annual merit process, faculty members complete and submit their annual merit self-reports to the chair of the Executive Committee. Based on the annual merit review self-report, student course evaluation scores and comments, and faculty class observation report (if s/he is a junior faculty member), the three categories research, teaching, and service of a faculty member are evaluated and a result (Needs Improvement or Satisfactory) is assigned in each of the three categories. The Faculty annual merit review results from 2010 to 2015 are displayed in Table III.19.

Table III.19

Faculty annual merit review results, 2010-2015

Academic Year	Categories	Needs Improvement	Satisfactory
2010	Research	0	21
	Teaching	0	21
	Service	0	21
2011	Research	1	20
	Teaching	5	16
	Service	3	18
2012	Research	5	17
	Teaching	5	17
	Service	4	18

2013	Research	3	16
	Teaching	3	16
	Service	3	16
2014	Research	2	20
	Teaching	2	20
	Service	1	21
2015	Research	3	19
	Teaching	3	19
	Service	2	20

Faculty tenure/promotion, and faculty and teaching academic staff contract renewal are conducted by the Executive Committee by using a similar procedure to the annual merit review. As a result, from 2010 to 2016, seven junior faculty members were promoted from assistant professors to associate professors and two teaching academic staff were promoted from lecturers to senior lecturers. In the past five years, the annual merit review results were also used for faculty salary adjustment three times. The adjustments are necessary for current faculty retention.

The School's curricular development should be built upon a scientific method. Students' feedback on the curricular development should be considered so that the curriculum can reflect students' needs. The School has used student course evaluation data for its curricular development for a long time. The School encourages all faculty members, especially junior faculty, and teaching academic staff to initiate new courses based on their expertise and the needs of the field. It is vital for the SOIS curriculum. An instructor submits a new course syllabus to the SOIS Graduate Program Curricular Committee and the Faculty Council for approval. After approval, the course is assigned as a special topic. The School curricular system has a particular course number (691) designed for this purpose. After the new course is offered more than two semesters, the instructor can apply to convert the new course into a regular course. The SOIS MLIS Program Curriculum Committee and the Faculty Council review the student evaluation scores and comments on the course, and the course enrollments, then make a decision on whether it is forwarded to the university's Graduate Program Curricular Committee for further approval. In other words, the students' feedback provides vital evidence for decision making. After the final approval from the Graduate Curricular Committee, a permanent course number is assigned to the course and then it becomes a formal course in the curricular system. The courses converted from special topic courses to regular courses in the past five years are listed in Table III.20.

Table III.20*Special topic courses converted to regular courses*

New Course Number	Old Course Number	Course Title
656	691	Electronic Doc & Records Management
661	691	Information Ethics
674	691	The Search Engine Society
685	691	Electronic Publishing & Web Design
741	691	Multicultural Children's Lit
710	719	Comparative Bibliography
715	719	Thesaurus Construction
712	719	Resource Description for Library Catalogs

STANDARD IV: STUDENTS

This chapter demonstrates how the School of Information Studies at UW-Milwaukee serves its students throughout their education in preparation for the information professions. The School strives to be a leader in the ever changing field of library and information science, providing students with the skills and knowledge to not only adapt to but, to become leaders in the profession as it transforms to meet the needs of the future. SOIS seeks to create an environment that provides students with a diversity of knowledge, expertise, experiences, and opportunities.

The School responds to the international need for trained library and information specialists. The School extends and enhances the quality of information services and the promotion of information and technological literacy to a diverse society. Faculty members of the School are committed to excellence in instruction.

In accordance with its [mission](#), the School is defined as “a leading and collaborative school, advancing knowledge and preparing students from diverse backgrounds to be successful information professionals within their communities.” The School seeks to prepare professionals who are able to provide leadership and adapt to change in a technological and knowledge-based environment. The School enriches the library and information science profession through recruitment of students with strong academic skills from diverse cultural, geographic, and subject backgrounds. The MLIS program is designed (1) to enable students to develop specializations in the information professions; (2) to facilitate the development, provision, and evaluation of library and information services through consultation services to individual organizations and leadership in professional associations locally, statewide, nationally, and internationally; and (3) to offer opportunities for professionals and the wider community to update their skills and knowledge through certificates of advanced study for professional development offered nationally and internationally.

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

Policies and Procedures

The mission of the MLIS program “is to educate the next generation of information professionals by offering a rigorous curriculum that fosters professional knowledge and skills, professional ethics, critical inquiry, and leadership to address the needs of a diverse and global information society” [Appendix I-1 MLIS Mission, Goals, Objectives and Learning Outcomes]. The mission, goals, and objectives inform the processes and

procedures that surround the life of its students—from recruitment through graduation and employment—as described in the sections below.

The policies for admissions to the MLIS program have been formulated according to the broader policies of the Graduate School and in accordance with SOIS's mission and goals as stated above. The [admission standards and application procedures](#) are on the Master of Library and Information Science Admissions web page. Admission policies apply equally and uniformly for distance and on-campus students. Requirements for international students are also on the website. Detailed admission requirements are presented in section IV.3.

SOIS administers a range of scholarships and awards based on a variety of criteria, including financial need, academic merit, residency, diversity, intended field of study, and so on. These are made available to students via the [SOIS Graduate Scholarship website](#).

In addition to SOIS-specific scholarships, students are encouraged to apply for funding sponsored by the Graduate School as well as external funding sources. This information is also listed on the [SOIS Graduate Scholarship website](#).

In addition to financial support, the School offers resources to support students such as forms, FAQs, information on advising, IT resources, policies, student organizations, and career resources. This information may be found on the [SOIS website](#).

The emphasis on diversity stated in the SOIS mission statement is evident in the planning and recruitment for admission and education experiences within the MLIS program. Diversity is represented in many forms including, but not limited to, cultural, socioeconomic, educational, age, and geography.

Recruitment of a Diverse Student Body

Multiple approaches have been employed to recruit a diverse student body. The most powerful recruitment tool for graduate students is direct personal contact, so SOIS has focused attention on meeting prospective students in person through visits and events both locally and nationally. On the UWM campus, SOIS representatives attend the Diversity Career Fair and the McNair Scholars Conference, in addition to other events as they arise. SOIS representatives also reach out to various undergraduate programs at UWM—especially those in the humanities—to talk to students in those schools about career options in the field of library and information science. Special one-time initiatives have been undertaken over the past three years, including an open house for the Milwaukee community to learn more about library-related careers; this open house—advertised using bus shelter signage—successfully recruited a modest number of new students into the program.

Beginning in 2008 until its IMLS funding ended in 2013, SOIS participated in the LIS Access Midwest Program (LAMP) which provided insight into LIS professions to

prospective students from underrepresented groups. During those years, approximately 12 participants in each of the annual Summer Institutes were given the opportunity to connect with professionals in the field of library and information science and learn about this exciting career path. This is also described in the Financial Aid section, below.

Recruitment for the online degree program is conducted in much the same way, with SOIS representatives attending college and career fairs nationwide, especially targeting locations (e.g., Illinois) that represent diverse populations. Although they do not specifically target a prospective student population, SOIS regularly sponsors booths and displays at conferences such as ALA, the Wisconsin Library Association, the Illinois Library Association, and the Minnesota Library Association. While the interactions at library conferences are largely with already-degreed professionals, the direct contact helps to spread the word about both on-campus and on-line programs and the quality of SOIS offerings at UWM.

The expansion of distance education courses has made it possible to increase the geographic diversity of the student population, both nationally and internationally, as well as the overall numbers of students the School educates. Since 2010, SOIS has taught students in 49 states, Washington D.C., and some military bases. International students have come to campus from South Korea, China, Canada, Nigeria, Kenya, India, Germany, Switzerland, the British Virgin Islands, Portugal, Taiwan, Malaysia, the Czech Republic and Norway. SOIS has a growing number of international students taking web-based courses from Brazil, United Arab Emirates, China, Liberia, Taiwan, Switzerland, Kuwait, New Zealand, Thailand, Sweden, Australia, South Korea, India, Japan, Hong Kong, Canada, and Germany.

The School of Information Studies was awarded a Laura Bush 21st Century Librarian Program grant from the Institute of Museum and Library Services for the fostering East Asian librarianship. Dr. Wooseob Jeong, Project Director for the grant, sought to award 12 scholarships to paraprofessionals working in domestic East Asian libraries specializing in Chinese, Japanese, or Korean studies. Students received financial support in the form of tuition toward their MLIS and travel stipends.

Student enrollment in the program was staggered to admit and enroll twelve students, with ten students starting in January of 2014, one in spring of 2015, and one in fall of 2015. The original ten students have completed an average of at least two classes a semester through UWM. All students, except one, have either graduated, or remain in good academic standing. That one student was excused by the Graduate School due to a lack of satisfactory progress because of family issues.

At the end of the spring semester of 2016, six of the 10 students graduated. Remaining students admitted during the spring of 2016 have completed at least 24 credits, with over half completing at least 30 credits. In addition to their coursework, the students attended events such as the Council on East Asian Librarianship and the ALA conference. Students in the program met with mentors and supervisors two to three times a week. All the supervisors noted significant growth in students enrolled in the program.

Since 2010, despite overall decreases in enrollment Asian and Black students continue to compose comparable percentages of the overall enrollment. The enrollment of Hispanic students have fluctuated and decreased overall. The enrollment of international students increased between 2011 and 2014 but has returned in 2016 to the same level as in 2010. See Table IV.1, below.

TABLE IV.1*Enrollments by Ethnic Group Headcount*

Year	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, not of Hispanic Origin	Hispanic	White, not of Hispanic Origin	Inter- national	NA*	Total
S 2010	0	15	15	7	507	14	32	590
F 2010	1	12	15	4	510	15	28	585
S 2011	1	12	15	5	480	22	29	564
F 2011	1	11	14	8	467	23	25	549
S 2012	1	10	11	4	444	20	21	511
F 2012	0	10	9	4	432	20	14	461
S 2013	0	8	8	2	362	16	19	415
F 2013	0	3	9	4	303	13	15	347
S 2014	0	12	8	3	294	13	27	346
F 2014	0	11	12	4	293	16	24	360
S 2015	1	15	9	3	289	15	23	355
F 2015	0	15	15	2	290	10	23	355
S 2016	0	11	13	1	275	8	25	333

*The student chose not to disclose this information.

Scholarship Opportunities. The School of Information Studies informs prospective students of financial aid opportunities and sends related information to all applicants along with the standard application forms. For qualified students who self-identify on their MLIS application or otherwise make themselves known as members of an underrepresented group, SOIS advisors offer information, encouragement and assistance in securing funding.

Scholarships available or awarded to SOIS students annually during the past six years have included the:

- Allen J. McAndrews scholarship--\$1000
- Arthur and Irene Burckel scholarship--\$1500
- Dimitroff/Walker scholarship--\$2500
- Doralyn Hickey Memorial scholarship--\$1500

- Gola Family scholarship--\$1200
- H.W. Wilson Foundation scholarship--\$2500
- MLIS Chancellor's Student Award--\$5000
- SOIS Dean's scholarship--\$1000
- SOIS MLIS School Library Media Certification scholarship--Varying amounts
- SOIS MLIS STAR scholarship--non-resident tuition remission
- SOIS New MLIS scholarship--five scholarships totaling \$21500
- Ted Samore scholarship--\$2000
- Timothy L. Ericson Scholarship in Archival Studies--\$1000
- WLA Diversity scholarship--\$950
- WLA Paralibrarian scholarship--Varying amounts

The School of Information Studies also participates in local, state, and national financial aid programs. As stated previously, SOIS participated in the [LIS Access Midwest Program](#) (LAMP) from 2008 to 2013, which financially supported “students from statistically and historically underrepresented populations in LIS.” SOIS also encourages students to apply for ALA’s Spectrum scholarship. The School matches Spectrum funding. SOIS also facilitates student application to the [Advanced Opportunity Program](#) funded by the state of Wisconsin and administered by UWM to support students “from racial or ethnic populations which are under-represented among students of higher education.” SOIS advisors research less well-known funding sources to match with students’ situations.

The Wisconsin Library Association Foundation awards a scholarship (\$950) to a student of African-American, Latino/Hispanic, Asian/Pacific Islander or Native American/Alaskan Native descent who has been admitted to a Wisconsin-based MLIS program for the coming academic year. The STAR scholarship encourages and supports students who re-locate to Milwaukee from outside of Wisconsin by providing remission of non-resident tuition rates [Appendix IV-1 SOIS STAR Tuition Award for Residency]. This allows non-Wisconsin residents who want to be onsite instead of online students the opportunity to pay in-state tuition.

Student assistantships are available on a limited basis for MLIS students to work directly with faculty. Students are matched with opportunities based on their interests and how the experience will be mutually beneficial to the student and the faculty person creating the placement opportunity.

Finally, all students are directed to the university’s Financial Aid Office.

Accommodation of Diverse Needs. SOIS accommodates economic, family, employment, age, gender, and geographic diversity in a variety of ways. The School rotates courses between evening and daytime hours as well as summer and winter classes; offers distance education courses; and permits admission during fall, spring, and summer semesters.

Veterans who enroll at SOIS are linked to the appropriate resources: [Military & Veterans Resource Center](#), [Military Education Benefits Office](#), and [Onsite Department of Veterans Affairs Counselor](#). Similarly, students from specific cultural and ethnic groups (e.g. Southeast Asian, Hispanic) are also encouraged to connect with the [corresponding cultural support centers](#).

SOIS and UWM are in compliance with the Americans with Disabilities Act. With support from the Accessibility Resource Center, we offer services that meet the needs and interests of students with many types of disabilities. Accommodations are provided on a case-by-case basis. Several SOIS faculty members have even received [awards from the Accessibility Resource Center](#). Margaret Kipp won the Accessibility Resource Center Excellence Award in 2016 and Lyndsay Smanz won the 2017.

Student Retention and Career Placement

When entering the program, new students are encouraged to attend a Professional Immersion Day conducted in coordination with the New Student Orientation. This full-day session features orientation to the profession and an opportunity to meet with employers in various fields who are also SOIS alumni.

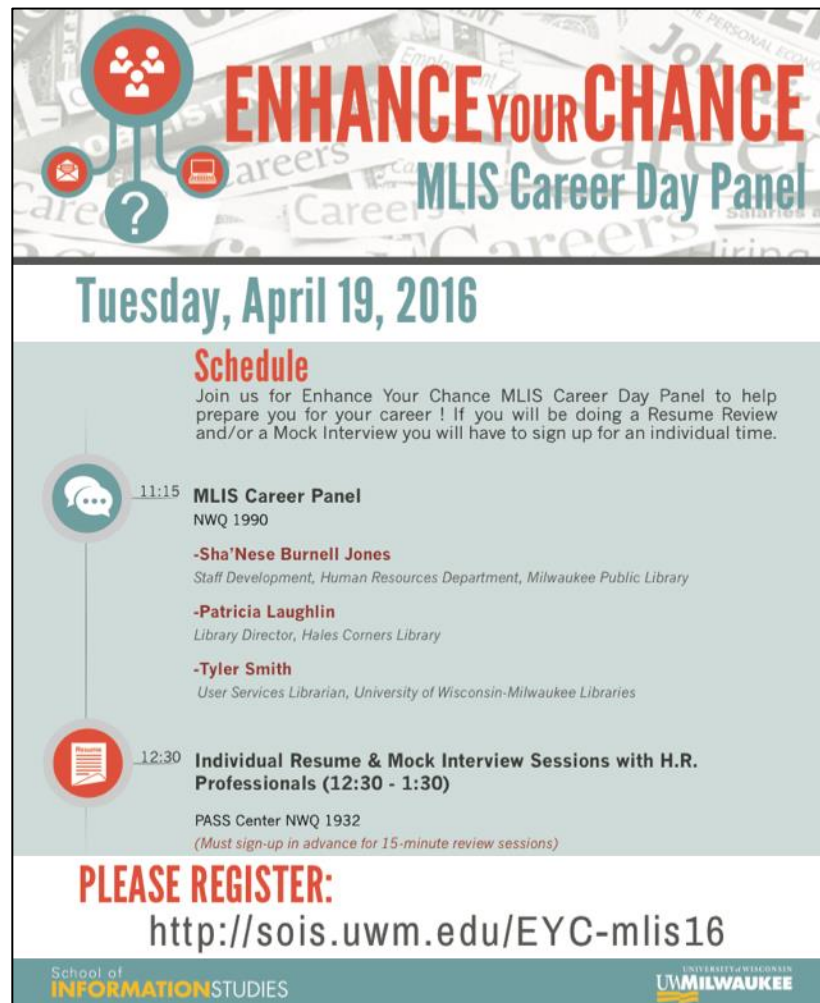
The next day we conduct the New Student Orientation so that students traveling from other cities may take advantage of both programs. The Orientation is offered before the fall and spring semesters and includes an overview of the program and associated specializations, lunch with the faculty, a tour, and an opportunity to get student identification cards and other logistics they need to begin classes. The presentations of the day are [recorded and posted online](#) to provide online students who could not make the journey to campus the opportunity to view the information

A primary factor in retention of students in the program is SOIS's diverse faculty. Another is that SOIS is one of the few MLIS-granting programs to assign dedicated academic advisors to its students on approximately a 200 to 1 ratio. Advisors assist students with admissions, registration and graduation. They also contact students with low engagement in courses when identified by faculty.

The School of Information Studies has a Career Services Advisor – Julie Walker – who assists students with finding internship, fieldwork, and job placements. She also arranges opportunities for students to meet with professionals in their field of interest and provides resources so students can successfully manage their career objectives. Job openings are shared frequently as they arise through an opt-in email listserv, and two major career events are held each year. These “[Enhance your Chance](#)” career days include panel discussions, workshops, individual resume review, and mock interviews. An example agenda and announcement can be found at Figure IV.1.

Figure IV.1

Enhance your Chance Flyer



The flyer features a header with a collage of job-related terms like 'Careers', 'Job', and 'Salaries'. On the left, a graphic shows three people icons connected by lines to a central question mark icon. The main title 'ENHANCE YOUR CHANCE' is in large red letters, with 'MLIS Career Day Panel' in blue below it. The date 'Tuesday, April 19, 2016' is prominently displayed. The 'Schedule' section lists two events: an 11:15 MLIS Career Panel with speakers Sha'Nese Burnell Jones, Patricia Laughlin, and Tyler Smith; and 12:30 Individual Resume & Mock Interview Sessions. A registration link is provided at the bottom, along with logos for the School of Information Studies and the University of Wisconsin-Milwaukee.

ENHANCE YOUR CHANCE
MLIS Career Day Panel

Tuesday, April 19, 2016

Schedule
Join us for Enhance Your Chance MLIS Career Day Panel to help prepare you for your career ! If you will be doing a Resume Review and/or a Mock Interview you will have to sign up for an individual time.

11:15 MLIS Career Panel
NWQ 1990

-Sha'Nese Burnell Jones
Staff Development, Human Resources Department, Milwaukee Public Library

-Patricia Laughlin
Library Director, Hales Corners Library

-Tyler Smith
User Services Librarian, University of Wisconsin-Milwaukee Libraries

12:30 Individual Resume & Mock Interview Sessions with H.R. Professionals (12:30 - 1:30)
PASS Center NWQ 1932
(Must sign-up in advance for 15-minute review sessions)

PLEASE REGISTER:
<http://sois.uwm.edu/EYC-mlis16>

School of **INFORMATION STUDIES**

UNIVERSITY OF WISCONSIN
MILWAUKEE

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

Vital information regarding the MLIS program and the School are made available to both students and the general public using various formats and media.

The Graduate School

The Graduate School [website](#) outlines the programs and services of SOIS and its graduate programs. It serves as an online handbook for students during their studies and is updated regularly to reflect changes in policy. Every student admitted to the program is provided with the URL of the online Graduate Bulletin. A printed version of the Bulletin can be requested from the administrative office of the School in the SOIS Front Office on the third floor of the Northwest Quadrant Building B.

The Bulletin includes detailed information about SOIS's goals, graduate faculty, courses offered, and resources available. More specifically, it addresses: admission procedures for the MLIS and the nine coordinated degree programs; degree requirements; Certificate of Advanced Study requirements for both programs; advisement and student progress; criteria for licensing such as School Library Media Certification; probation and grade maintenance; culminating experiences (INFOST 799 or thesis); course information including the course titles, course numbers, course descriptions, and prerequisites.

Furthermore, the UWM Graduate School [website](#) provides detailed information for prospective and current graduate students, including access to areas of graduate degree programs. The site includes descriptions of the UWM campus, research and technological facilities, thorough coverage of application, admission criteria, student performance, and general degree requirements for each program, financial assistance offered by the Graduate School, as well as Graduate School policies and procedures relevant to graduate students.

The School of Information Studies

The MLIS section of the SOIS website. The MLIS section of the [SOIS website](#) is a comprehensive document outlining the MLIS program, degree requirements and academic policies and procedures. It serves as a complementary addition to the Graduate School website pertaining to SOIS (see above). In addition to highlighting the various courses and degree concentrations available within SOIS, the website specifically addresses academic policies and procedures such as: degree requirements; computer literacy requirements; procedures for exemption from the core courses and transfer of credits from other institutions, probation, and grade maintenance; requirements for non-

degree candidates; fieldwork experience guidelines, structure and responsibilities; appeals of academic decisions; an overview of relevant professional organizations; and [financial assistance](#) information such as Distinguished Graduate Student Fellowships, Advanced Opportunity Program Fellowships for disadvantaged students, SOIS financial awards, Wisconsin Library Association awards, loans, and student employment opportunities.

The School of Information Studies' MLIS Handout. The MLIS Handout provides a general overview of the core curriculum courses for the MLIS program, lists the nine coordinated degree programs, degree concentrations in specific areas, and the Certificates of Advanced Study. This handout is provided to all prospective students at part of the standard application package [Appendix IV-2 MLIS Grad Packet].

SOIS Graduate Student E-mail Lists (sois-gr@uwm.edu). The SOIS graduate listserv is used to communicate important program and course information to all graduate students in an efficient manner. This is a list to which all graduate students are mandatorily subscribed and is reserved solely for program and course related announcements.

Additional School-Wide Electronic Communication. SOIS provides regular communications to students through the following options:

- SOIS News Listserv (soisnews@uwm.edu)
This is an optional distribution list to which all students can subscribe. Regular information about SOIS news and events is provided to list subscribers.
- SOIS Jobs Listserv (soisjobs@uwm.edu)
This is an optional distribution list to which all students can subscribe. Regular information about jobs and career-related opportunities is provided to list subscribers.
- Twitter ([@uwmsois](https://twitter.com/uwmsois))
Students and other interested persons can choose to receive instant updates from the School by following SOIS via Twitter. All SOIS news and events are posted to Twitter.
- Facebook (<http://www.facebook.com/uwmsois>)
The SOIS Facebook page provides another means for communication to students. In addition, it provides an important way for students to network with each other.
- LinkedIn (<https://www.linkedin.com/groups/4210667>)
- YouTube channel (<https://www.youtube.com/user/uwmsois/videos>)
Videos of streamed events such as MLIS orientation sessions, student organization meetings and other presentations are archived and made available for later viewing.

Inside SOIS. *Inside SOIS* is a magazine for students, alumni and friends of the School of Information Studies. It includes recent news, a message from the dean, student and alumni profiles, information about faculty achievements and school events. A printed copy *Inside SOIS* was distributed twice a year (winter and summer) to students,

alumni, donors, all accredited library schools, and UWM campus administrators. It was also distributed electronically to faculty, staff, current students and the UWM University Communications and Media Relations Department. Due to recent budgetary constraints publication of *Inside SOIS* has been suspended for the past year; this same information is instead distributed via e-mail and social media (see above). [Past issues](#) remain available.

Procedures to Support School Policies. Timely information is announced both through School listservs and on the website regarding admissions, degree requirements, and appeals procedures. The SOIS faculty and staff are prepared to provide students with explanations and interpretation of the School and university policies or regulations.

As stated above, orientation for new students is held twice every year. The orientation is streamed live over the internet to permit the participation of online students and onsite students unable to attend the orientation in person. This broadcast is archived and made available for on-demand viewing via UWM [SOIS YouTube channel](#).

Course syllabi are updated on a regular basis and available to students and the public via the [UWM Schedule of Classes](#) webpage. The School makes IT software and support available to students with technical difficulties, and the [University Information Technology Services Help Desk](#) is available for all students.

Standard IV.3 *Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.*

In order to enrich the library and information science professions, SOIS actively recruits students with solid academic records from diverse academic, cultural, professional, and personal backgrounds. The SOIS coordinated degree programs also encourage applications from students with varied academic interests.

The School's admission criteria are consistent with UWM Graduate School policies and consistent for the on-campus and online students. Applications are evaluated on the basis of undergraduate and postgraduate academic progress, graduate test scores, and letters of recommendation from academic or professional sources. Each student also submits a statement of goals to ensure s/he possesses the aptitude, interest, and qualifications to complete the program successfully.

An applicant must meet [Graduate School requirements for admission](#). These include an applicant's holding a four-year baccalaureate degree from an accredited institution of higher learning with at least a 2.75 GPA measured on a 4.0 scale.

International applicants whose native language is not English and who have not received a degree from an English language college or university within the past three years are required to submit a Test of English as a Foreign Language (TOEFL) score. The minimum acceptable score is 550 for the paper based test and 79 if taken online. An International English Language Testing System (IELTS) score of at least 6.5 is also acceptable to demonstrate English proficiency. International students whose command of the English language is not sufficient for beginning graduate study in SOIS may be able to take advantage of UWM's English as a Second Language (ESL) Program. ESL can be a full-time program preceding MLIS studies, or it can be a part-time program during the first semester of the MLIS program.

In addition, the GRE/MAT score, GPA and letters of recommendation criteria are considered for admission to the MLIS program. Detailed criteria presented below:

- Satisfactory scores on the verbal and quantitative aptitude portions of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Information and application materials for the GRE and MAT may be obtained from the Graduate School. The test requirement is waived for foreign students and applicants holding another master's or PhD degree, or the equivalent, or having an undergraduate grade point average of at least 3.0.
- Two letters of recommendation from persons who can testify to the applicant's likelihood of success in the MLIS program; references from former teachers or employers are preferred.

No prior coursework in library and information science is required. Applications for the MLIS program are first evaluated by the Graduate School for completeness and are then forwarded to SOIS for evaluation. The student services coordinator admits those who meet or exceed the requirements [Table IV.2 Admissions headcount, 2010-2016]. She advises students who may be eligible for future admission to the MLIS program upon satisfactory completion (B or better) of six or nine credits (determined based on student's transcript) as a non-degree seeking candidate (NDC). Their degree seeking applications are deferred until after satisfactory completion after which the student can be admitted. She denies those who fall significantly below the admission criteria. The associate dean adjudicates those who are marginal or whose application shows promise. The student services coordinator sends the final recommendation for admission to the Graduate School.

TABLE IV.2*Admissions headcount, 2010-2016*

Year	Completed Applications	Unconditional Admissions	Conditional Admissions
S 2010	142	118	
F 2010	276	249	
S 2011	158	127	
F 2011	260	214	
S 2012	93	78	
F 2012	216	190	
S 2013	90	71	1
F 2013	184	166	
S 2014	120	96	
F 2014	241	211	
S 2015	77	67	
F 2015	223	193	2
S 2016	55	52	

The enrollment data below in Table IV.3 details the demographics of the student body since 2010 (see Table IV.1 in Standard IV.1 for enrollments by ethnic group).

TABLE IV.3*Program enrollment (headcount) by gender and status, 2010-2016*

Year	Female	Male	Full-time	Part-time	Total
S 2010	470	120	137	453	590
F 2010	466	119	142	443	585
S 2011	448	116	126	438	564
F 2011	439	110	149	400	549
S 2012	407	104	132	379	511
F 2012	362	99	118	343	461
S 2013	315	100	109	306	415
F 2013	268	79	108	239	347
S 2014	260	86	88	258	346
F 2014	273	87	96	264	360
S 2015	280	75	95	260	355
F 2015	283	72	96	259	355
S 2016	265	68	89	244	333

Decreased enrollment in the MLIS program has been offset by increased enrollment in the BSIST program. We hope that the MSIST contributes to these efforts.

To attract students from a variety of undergraduate programs, the SOIS academic advisors work with undergraduate advisors across campus to actively promote enrollment of undergraduates in SOIS general education requirement courses (120, 210, and 370). These courses introduce library and information science as a career possibility for undergraduate students. The academic advisors also participate in the campus advising network for the purpose of educating all undergraduate advisors about the MLIS program. Current SOIS undergraduates are potential candidates for the MLIS program.

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

Master of Library and Information Science students are required to create a coherent plan of study at the beginning of their educational career in SOIS. After being admitted by the student services coordinator and the Graduate School. Students are invited to [student orientation](#) in which they are introduced to the School. The student services coordinator assigns each student to a faculty mentor. Students receive a letter upon admission to the program with contact information for their faculty mentor as well as have their information accessible through Panther Access to the Web (PAWS)—our online student records software. Faculty mentors assist students with career advice and course selection. Based upon the student's career goals, the faculty will suggest an array of classes. [Recommended course plans](#) for common areas of interest for students are online. These include school library media utilizing the form represented in Table II.6 *School Library Media Program Plan*. Faculty may reiterate these choices adjusting them to meet the student's interests and forward this in an email to the student to document the plan.

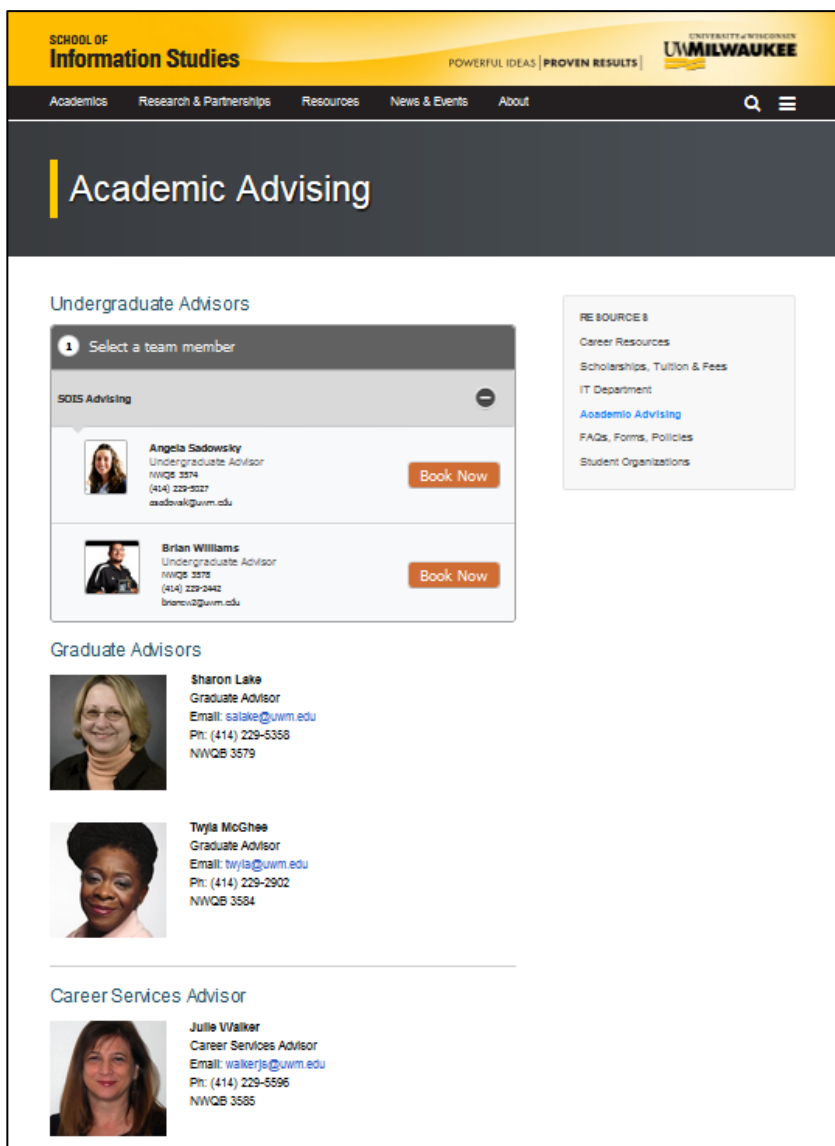
Students have access to other SOIS advisors. Graduate advisors assist students with logistics of course registration, fieldwork application, and graduation—much of which is done on PAWS. The website provides contact information and ability to schedule appointments with them as needed. The career services advisor assists with fieldwork and job placement. Faculty mentors and graduate advisors guide students in planning of their courses and help them with selecting concentrations and specializations. Faculty mentors are accessible to all students regardless of the student's physical location. For this reason a specific distance education mentoring program is not necessary. Figure IV.2 captures the SOIS Academic Advising page.

Overall, students are pleased with the advising they receive [Appendix Overview-6]. Approximately 80% of students strongly agree or agree that they received helpful responses to their inquiries to faculty and staff. Eighty-six percent of students who

responded to the survey were pleased with their overall learning experience in the MLIS program.

Figure IV.2

SOIS Advising page



The School of Information Studies undertakes significant efforts to support the student community as a whole regardless of student location. One such effort is the MLIS Virtual Lounge (Figure IV.3). Open to all members of the community—students, faculty and staff, the virtual lounge consists of five forum groups with a variety of subjects where students can ask other students questions, share information, and plan meetings. Topics

discussed in the lounge range from course recommendations to practical life advice. The virtual lounge is a vivid demonstration of inclusive SOIS student community where everybody is welcome to participate regardless of their geographical proximity.

Figure IV.3

SOIS Student Virtual Lounge Discussion Forum

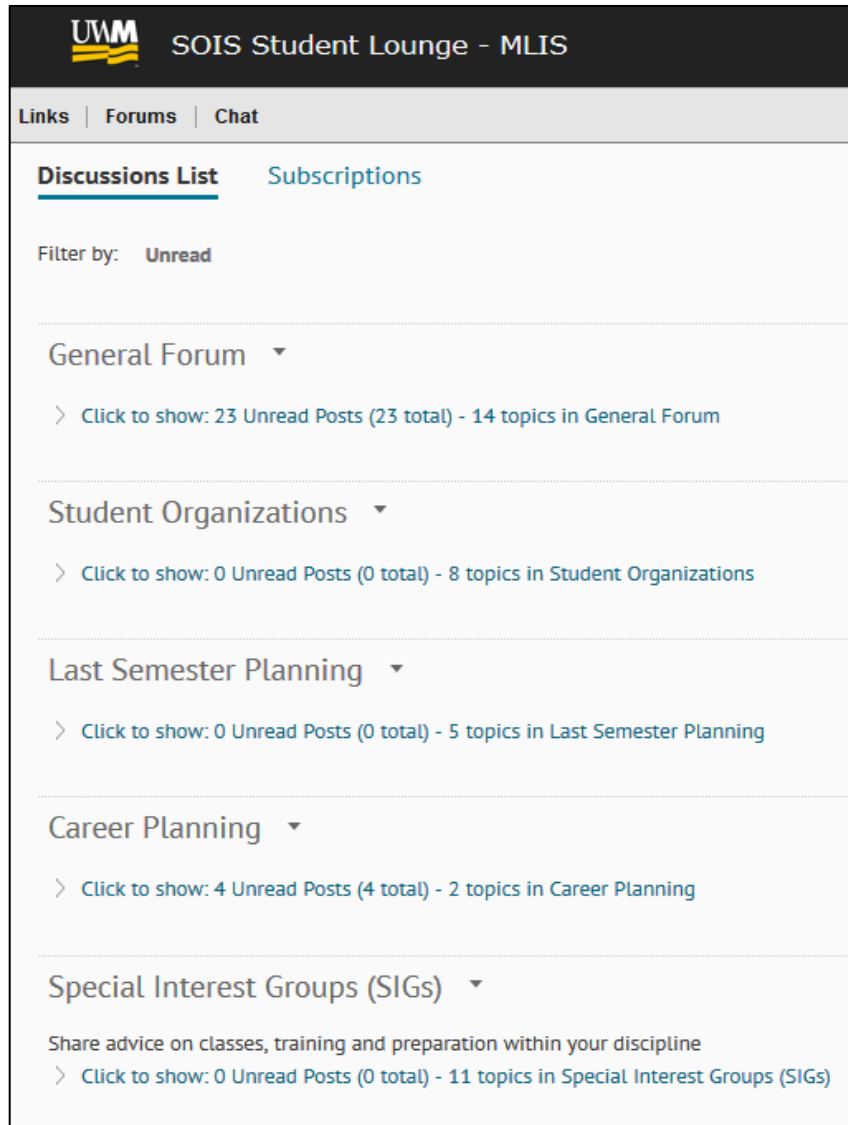


Table IV.4*Fall 2015 MLIS Student Lounge Topics Examples*

Topic	Threads	Posts
Syllabus Requests	30	130
Instructor/Course Recommendations	29	160
Tips and Tricks	5	39
I want this Class!	14	100
Logistics	12	57
I was way Excited to Learn...	0	0
This Class is Making Me Crazy...	8	80
Is this Normal?	9	34
Coffee Shop	10	21
Book Club	2	7
Meet Up!	5	11
Classifieds	3	7
Career Advice	5	20
Student Life	0	0
Student Organizations	5	8
Last Semester Planning	14	169
Career Planning	9	9
Special Interest Groups (SIGs)	5	20
Total	165	872

Systematic, Multifaceted Evaluation of Student Achievements. Students receive evaluation of their progress from several sources, in addition to the standard evaluation of academic performance in their classes. These include:

Culminating Experience. MLIS students are required to demonstrate proficiency in the field of library and information science. Current students can meet this requirement by completing one of the following two options: INFOST 799 or thesis.

As stated above, students can also select the thesis option as their culminating experience. Students choosing the thesis option must take at least three credits of thesis coursework, INFOST 898, in addition to the 36 credits required for culminating experience, making the minimum credits required for the thesis option 39 credits. However, only three credits of thesis coursework may count towards the total degree credit requirement of 39. In addition, an advanced research methods course chosen in consultation with the major professor, may contribute towards satisfaction of this requirement.

Before the fall of 2016, students could meet this requirement by taking one of the three options: proficiency exam, capstone project, or the thesis option.

The proficiency examination was offered until the spring of 2015 for all incoming students and until the summer of 2016 for those who were admitted into the MLIS with this requirement in the curriculum. Students who were admitted with this requirement could choose the capstone project if they so desired. The proficiency examination option required students to successfully pass a written examination that consisted of a list of approximately 8-12 questions from each of key subject areas in the curriculum. Students selected two of the 8-12 questions offered to answer. A student who failed the examination, defined as failing at least one question, the first time could have repeated it once. However, a student who failed the examination could not have selected the thesis option (discussed above). (See Table I.2 *Course Changes Over Time* for dates of said changes.)

Student complaints on the Student Lounge discussion board, to faculty and staff were that the proficiency exam was inadequate culminating event. That it did not allow them to adequately explain what they had learned in the program. In continued discussion with students, e.g. students spoke at Faculty Council meetings, and through normal protocol, the faculty replaced the proficiency exam with the capstone project.

The MLIS Capstone Project, offered from the spring of 2015 through the summer of 2016, involved identifying an information problem in a real-world setting and developing the means to address it. Because of the research focus of the project, only tenured and tenure-track faculty supervised this option. Students were required to have completed 60% of their work and all core courses before registering for this activity. It was available to students in fall, spring and summer terms, run over a 12 week period with guidelines and due dates. There were five phases with deadlines throughout the term. Each phase of the project required a submission to D2L which was evaluated by a professor who was assigned to oversee projects in specific sections based upon their expertise as it related to the student's research interest. Submissions were graded as either "Pass" or "Needs Improvement" (feedback and suggestions were provided). The final outcome of the capstone project was to be in the form of a poster, a webpage, a journal article, an app, or some other product as approved by the professor. Students were encouraged to submit their projects to be presented at the SOIS's Student Research Day in December or May (summer projects could have been submitted for December). This proved to be a difficult project to administer. The capstone was not considered in faculty's workload thereby reducing teaching or service expectations. Faculty volunteered advised students with similar research interest. TAS did not serve as advisors because of the research focus of the assignment. The workload quickly increased disproportionately for some of the faculty. This invisible work posed a problem for workload equity. The faculty re-evaluated its learning goals for the MLIS program and decided on using the research methods course as the culminating experience.

INFOST 799 (591): Research Methods in Information Studies is the culminating experience for the MLIS program (effective fall 2016). Students who transfer in a research methods course from another university cannot use it as the culminating

experience. They need to successfully complete INFOST 799 (591): Research Methods in Information Studies or complete the thesis to meet the requirement for the culminating experience. From their comments on the Student Lounge and to the faculty and staff, students are pleased with Research Methods as the culminating experience. They leave the program with the ability to conduct the research to address any issues that may arise in their career as LIS professionals.

Fieldwork. During their tenure in SOIS students have an opportunity to participate in fieldwork experiences in libraries and other information service organizations that provide a tangible opportunity for them to apply their newly gained knowledge in the coursework in a professional environment. The fieldwork course, taken after all the core courses have been completed, is normally taken as a culminating educational activity prior to beginning a professional position and is not intended for students with substantial previous work experience in libraries. Thirty six percent of our MLIS students who replied to our survey do not have work experience with information agencies; these students are strongly encouraged to enroll in a fieldwork placement [Appendix Overview-6 MLIS Student Survey]. Still, an experienced student who desires or needs particular experience in a different type of librarianship would also be encouraged to enroll. This latter situation may also occur for past graduates who are enrolled in the Certificate of Advanced Study programs. These students have had at least two years of experience after obtaining a master's degree, but may be changing professional direction. The students must complete all prerequisites listed prior to beginning the fieldwork. Fieldwork offers the student an opportunity to test theory in practice, to work with people in everyday situations, and relate coursework to library experience, and it can help bridge the gap between the classroom and the job.

Structure of the fieldwork experience. A single placement involves 50 to 150 contact hours. One credit hour is awarded for 50 contact hours, two credit hours for 100 contact hours, and three credit hours for 150 contact hours. Ten hours work per week for as many weeks as needed for the correct total is a practical norm, although the number of hours can be compressed to a shorter time period if this serves the purposes of the library and the student. Expansion into a longer time is also possible, but the student must complete the work within a semester.

The convenience of both the student and the field supervisor is considered in setting work hours. In general, a student will not be scheduled to work during a time in which no professional supervisor is present. This means that the student must negotiate with the field supervisor to find a mutually acceptable schedule. Any violation of the agreed-upon schedule should be reported to the student's faculty advisor for the fieldwork.

The fieldwork experience should have the basic characteristics of professional level work in a particular type of library or relevant setting. The student should be permitted to observe and participate in a wide variety of library activities. In no case should the student be used as a substitute for the employment of a professional librarian, a library technical assistant, or a library clerk. The student's work should constitute a learning experience with as much breadth as possible in the limited time available; no student

should be assigned merely to a single task during the entire period of the field experience, nor should the student be given exclusively clerical work to do. At the onset of the field experience, the field supervisor and the student should agree upon the nature of the assignment, and the basic work schedule. Any violation of this agreement should be reported to the faculty advisor. At the end of the placement, the field supervisor completes and evaluation form that they submit to the faculty supervisor (see Appendix IV-3A Field Supervisor Evaluation of Student Fieldwork).

Students in the specialized areas may have additional special courses required or recommended based upon their subject area. The course INFOST 690: School Library Practicum is a required element of the 901 license program for school media certification. The course INFOST 759: Fieldwork in Archives and Manuscripts is an element of the archives concentration. The course INFOST 990: Fieldwork in Library and Information Services is highly recommended especially for students without library experience and for experienced students who wish to investigate a new area of library and information services.

A recent SOIS student survey taken in October 2016 showed that even though only 36% of our MLIS students have no experience in the field, 50% are either currently or are planning to enroll in a fieldwork placement in the near future. Over eighty percent (83.33%) of the respondents consider fieldwork a valuable learning experience. Below in Table IV.5 is the enrollment in the fieldwork course since our last self-study. Appendix IV-3B Fieldwork Sites offers a list of all the fieldwork students and their placements from 2010-2016. These steady numbers ensure better career prospects for SOIS graduates.

Table IV.5

Enrollment in the Fieldwork Course, 2010-2016

Semester	Enrollment
Fall 2010	23
Spring 2010	31
Fall 2011	16
Spring 2011	23
Fall 2012	24
Spring 2012	32
Fall 2013	16

Spring 2013	27
Fall 2014	9
Spring 2014	9
Fall 2015	8
Spring 2015	8
Fall 2016	18
Spring 2016	11

Again, students who do not have experience with information agencies are strongly encouraged to pursue three credits of fieldwork. This may be increased under unusual circumstances to six credits, so as not to minimize theoretical and conceptual coverage found in academic courses. Internships may be undertaken at any time, but cannot be used for credit towards the MLIS degree. SOIS provides an excellent support for student fieldwork experience and further career placement. The SOIS career services advisor provides necessary help for locating fieldwork experience and assisting with job placement.

Access to Continuing Opportunities for Guidance, Counseling, and Placement Assistance. Career Services at SOIS assists MLIS students with career guidance and placement assistance by providing a variety of services and resources such as job announcements and workshops (listed below). Students receive assistance in preparing high-quality job seeking materials that highlight skills that get noticed by today's tech-savvy recruiters. Students can schedule individual counseling and resume review sessions with Julie Walker, School of Information Studies Career Services Advisor. And, as mentioned above, SOIS Career Services organizes regular student events. These include:

- **Enhance Your Chance** is a SOIS Career Day that offers both online and onsite students an opportunity to participate in workshops on hiring trends, networking and more. Additionally, students can sign up for one-on-one resume review and mock interview appointment with a hiring manager with expertise in recruiting today's information professionals.
- **Presentations** on resume writing and utilizing LinkedIn as a job search strategy are presented in the classroom setting by the Career Services Advisor.
- **SOIS Career Services** has developed a list of resources (job boards, websites, webinars, books, etc.) to share with students and alumni who request help with their job search.

- **Job Announcements:** Part-time job, internship and fieldwork announcements for library science-related positions of interest to our MLIS students are emailed to the UWM MLIS student listserv.
- **Graduating students** and alumni seeking employment can receive current job postings by signing up for the MLIS Jobs Listserv. On average, 25-30 new job opportunities throughout the U.S. are posted each month.
- **Library Tours**--SOIS arranges site visits to local public, academic and special libraries to introduce students to a variety of establishments that utilize the talents of MLIS-trained professionals
- **Meet & Greets**--SOIS Career Service has organized informational sessions with alumni and other professionals visiting the area.
- **Welcome Back Event**--Occurring at the beginning of the fall semester, SOIS hosts a Welcome Back event. In addition to games, food and prizes, businesses and other organizations, including Milwaukee Public Library, are invited to sponsor the event and meet SOIS students and faculty.
- **Professional Immersion Day**--To expand on the SOIS MLIS Orientation Program, SOIS Career Services offers new and continuing students a half-day of programming related to preparing for a career as a Library Information Professional. Highlights include panel presentations on internship, fieldwork and mentoring programs and round table discussion sessions with MLIS professionals representing six to eight different career paths students might explore as they prepare for a career as Information Professionals.
- **WLA participation**--SOIS students are provided opportunities to attend the Wisconsin Library Association Conference. At this event, students can attend workshops, visit the exhibit hall, attend career services events, have their resume reviewed and attend the SOIS-sponsored networking happy hour event with SOIS alumni.

Students also have access to [UWM's Career Planning and Resource Center](#) and the services they offer. These include career assessment, counseling and career fairs.

Contact with the Profession. In addition to services offered within the curriculum, such as fieldwork placements, and through student services such as those offered by the Career Services Advisor, students encounter many information practitioners in guest presentations in SOIS classes. One benefit of the use of streaming audio and video as part of the web-based classes has been the ability to include guest speakers from outside of the metropolitan Milwaukee area.

Table IV.6 shows a sample of guest speakers in the MLIS program.

Table IV.6*Sample of Guest Speakers in SOIS Classes*

Yea	Course	Topic	Speaker
2010	501: Foundations of Library and Information Science	Golda Meir Library	Raina Bloom
		Visiting Professor	Peter Lor
	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
2011	501: Foundations of Library and Information Science	Golda Meir Library	Raina Bloom
		Visiting Professor	Peter Lor
	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
2012	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
2013	501: Foundations of Library and Information Science	English, Archives and writing	Liam Callanan
	655: Information and Records Management	Data Classification	Herb Foster
	714: Metadata	HIVE (Helping	Jane Greenberg
	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
		Children's Services	MPL Librarians
2014	501: Foundations of Library and Information Science	QZAP	Milo Miller
	Information Science	Barnard Zine Librarian	Jenna Freedman
	740: Information Literacy	Information Literacy	Kate Ganski
		Archival Literacy	Abigail Nye

	753: Preserving Information Media	A/V preservation	Michael Doylen
		Preservation of photographs	Christel Maass
	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
2015	501: Foundations of Library and Information Science		
	Information Science	QZAP	Milo Miller
		Director, Madison Public	Greg Mickells
	655: Information and Records Management	University records manager	Brad Houston
	745: Library Services for Children & Young Adults	Children's Services	MPL Librarians
		Teen Services	MPL Librarians
		Summer Reading Program	MPL Librarians
	740: Information Literacy	Archival Literacy	Abigail Nye
		Information Literacy	Kate Ganski
	750: Arrangement & Description	Using social network analysis for arrangement & description of social media information	Jennifer Stevenson
	891: Advanced Archival Appraisal	Appraisal of social media	Jennifer Stevenson
2016	753: Preserving Information Media	A/V preservation	Michael Doylen
		Preservation of photographs	Christel Maass
		Sound preservation	Charles Hosale
	501: Foundations of Library and Information Science	CCBC, Madison	Megan Schleisman

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

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

The School of Information Studies encourages active student involvement in the school shared governance process. Both undergraduate and graduate students have their own student organizations. Student organizations elect officers annually and recommend students for participation in School governance. Representatives from each group participate in policy formulation affecting academic and student affairs on relevant committees. Through participation in the governance of their organizations and work on SOIS committees, students gain the experience of managing change by organizing people and resources to resolve issues to set and attain goals. As part of shared governance, students have representatives on the following SOIS committees:

- Academic Planning Committee
- Diversity and Equity Committee
- Faculty Council
- Grievances and Appeals Committee
- MLIS Program Curriculum Committee
- Research Committee
- Search and Screen Committees for faculty and staff
- Ad hoc committees

Standard IV.5.2 *Participate in research.* Students have an opportunity to learn about various aspects of research in many classes as well as through the MLIS culminating experience. SOIS MLIS students participate in the annual SOIS Student Research Day (see figure IV.4 <http://uwm.edu/informationstudies/research/resources/student/>). Students present at annual WLA and ALA conferences. See section IV.4.

Figure IV.4*SOIS Student Research Day Flyer*

Publication awards were offered to students to encourage their participation in research. Peer reviewed journal articles, chapters, and papers/posters published in conference proceedings with 2000 words were eligible to apply. Each paper was awarded \$300. If there were multiple authors, \$300 was distributed evenly by the number of authors. The awards were discontinued in 2015 because of budget cuts. While there may have been surpluses in our budget, because of the University-wide budgetary crisis, we were not allowed to spend our surpluses. They were instead used to meet the deficits of other Schools and Colleges in the University.

Standard IV.5.3 *Receive academic and career advisement and consultation.* Students have access to their academic faculty mentors and to SOIS Career Services. See section IV.4

Standard IV.5.4 *Receive support services as needed.* The School provides extensive support for MLIS students through its own [Information Technology \(IT\) department](#). Students receive support in the form of, among other things, computer labs, software

applications and hardware regardless of their geographic location. SOIS IT is open every day including Sundays to help onsite and online students with their technological needs. In the October 2016 student survey, students ranked very highly SOIS IT support and facilities [Appendix Overview-6 MLIS Student Survey].

Standard IV.5.5 *Form student organizations.* Students in SOIS formed and participate in student organizations of several varieties. The School's students participate in UWM Graduate Student Organization. Every year SOIS students elect a SOIS graduate program representative to UWM Student Organization. The program representative communicates student concerns to the assigned UWM academic senator. A recent student survey showed that the vast majority of students responded positively about their opportunity to participate in student organizations [Appendix Overview-6 MLIS Student Survey].

Standard IV.5.6 *Participate in professional organizations.* The School encourages participation in professional societies by sponsoring [student chapters of professional organizations](#). The American Library Association and SOIS have established an ALA Student Chapter. The chapter is comprised of students in the Student Organization. This group sponsors colloquia and other presentations. It facilitates attendance at ALA meetings, and it encourages membership in other ALA groups, such as the New Members Round Table.

Wisconsin Chapter and Student Chapter of the Association for Information Science and Technology (ASIST). This chapter of student and regular ASIST members in Wisconsin holds several panel sessions and other presentations every year. Session leaders and participants are area information professionals whose common interests include information technology.

Student Chapter of the Society of American Archivists (SAA). The purpose of this organization is to provide students with a link to the Society of American Archivists through networking opportunities, tours of local repositories, assistance for students to attend conferences, and a variety of other activities for both on-site and distance education students.

The School sponsors the annual Ted Samore Memorial Lecture. The lecture is another opportunity for students to connect with important issues of the profession. Students are encouraged to attend the annual Ted Samore Memorial Lecture. Table IV.7 shows Ted Samore Lectures since spring 2010.

Table IV.7*Ted Samore Lectures Spring 2010–Current*

Date	Topic	Featured Speaker
4/27/2010	More Than Information: the Public Library as a Center for Reader Development	Mary K. Chelton
4/9/2011	I Am The Corn: Relationality in Native American Knowledge Organization	Cheryl Metoyer
4/14/2012	The Future Ready Information Professional	Cindy Romaine
4/27/2013	Creating Meaning, Shaping Learning: Information Literacy in a Multicultural Context	Clara Chu
5/3/2014	Libraries for Life-Creating the Community Living Room	Carol Collier Kuhlthau
4/17/2015	Copyright and Memory	Jonathan Band

Standard IV.6 *The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.*

UWM Graduate School Program Review

Each graduate program at UWM is reviewed at least every ten years by a committee of graduate faculty and two external evaluators from the discipline. All constituencies served are involved in the evaluation process of students. In response to the report filed by the associate dean, the deans, faculty and students are interviewed by the committee. In addition, data regarding students is collected from the University's data warehouse. The committee's report is then shared with the Graduate School and the Dean of said department. The idea is that they would use this to improve the program.

School-based Assessment

The School collects data and elicits feedback from its students and recent graduates to evaluate the MLIS program as described in the Assessment Plan of the School of Information Studies [Appendix Overview-6 MLIS Student Survey and Appendix Overview-7 Alumni Survey]. Formal channels for collection of evaluation data and feedback include the following.

Course evaluations are filled out and submitted by students in each course at the end of each term, both the onsite and online versions of which are in Appendix IV-4 Online Student Course Evaluation and Appendix IV-5 Onsite Student Course Evaluation. The evaluation involves responses to closed and open-ended questions for each course/instructor. Instructors receive copies of their own evaluations so that they can make adjustments to their courses based on student feedback. The chair of the Executive Committee and the dean of the School also receive copies of the evaluations for assessment purposes. They become part of the faculty personnel records and may be used by the SOIS Graduate Curriculum Committee for planning purposes. The annual review of the course evaluations also makes it possible to identify and recommend areas for instructor and program improvement.

In addition, students are surveyed periodically, and survey results are shared with the deans of SOIS. If feedback indicates the desirability of modifications, such information is shared with the Graduate Curriculum Committee to assess the issue and implement changes as needed. These may include, for example, alterations to pedagogy, content, curriculum, facilities, and/or instructional technology.

Likewise, alumni are also surveyed periodically to assist in building the alumni database and program assessment. The database informs efforts to promote the quality and versatility of our graduates and alumni as well as guiding curricular and programmatic revisions and enhancements. Input from alumni are instrumental in shaping strategic plans for the School's continued growth and development.

Practitioners participate in three key ways. First, internship and fieldwork evaluations of students and the annual placement survey of alumni offer opportunities for input from practitioners on how well SOIS students are prepared to cope with and manage change in the workplace. Second, members of the MLIS Advisory Council, which provides feedback on the programs the School offers, makes it possible for the profession to address higher level issues of student preparation to enter the profession. Finally, employer feedback from surveys provide an indication of what skills and knowledge are most valued in MLIS graduates as they enter the profession (see Appendix Overview-7 for additional information).

In a less formal but more frequent manner, faculty and academic advisors and other SOIS staff listen and react to comments on logistics and requests for assistance. For example, student comments have led the information technology support staff to create tutorials on system use and to send email to students regarding helpful resources such as the FAQ page or various support services. SOIS virtual lab was created based on students' and alumni's feedback for students to be able to utilize licensed software remotely (See Appendix Overview-6 MLIS Student Survey and Appendix Overview-7 Alumni Survey Results).

Prior to the competency-based programmatic assessment plan using learning outcomes, the student, alumni and employer surveys are examples of programmatic evaluation. As

stated in IV.5, student representatives participate in relevant SOIS committees, in particular the Graduate Program Curriculum Committee and Academic Program Committee. Faculty members, student representatives and staff in these two committees can offer their input for MLIS curriculum and program changes.

These efforts have resulted in SOIS having among the highest retention rates in the University. We have consistently retained an average of 80% of our MLIS students while graduating 30% of the student body each year. We are rightfully proud of our 80% graduation rate in the MLIS program

TABLE IV.8

SOIS MLIS Graduation and Retention 2010-2015

	Graduated	Retained	
2010	32.60%	82.70%	
2011	33.70%	89.00%	
2012	41.70%	85.70%	
2013	38.60%	83.10%	
2014	32.50%	77.80%	
2015	28.20%	80.40%	

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

Overall Assessment

As part of its commitment to excellence in instruction, SOIS regularly and systematically evaluates its curriculum to ensure it continues to foster a rigorous learning environment that delivers the student learning outcomes necessary to educate and train the highest caliber of information professionals. These assessments of program learning outcomes, as well as individual student learning, are informed by data collected from all relevant stakeholders from within and beyond the school, including students, recent graduates, professionals in the field, faculty and teaching staff, and advisors.

All students are provided the opportunity at the end of each semester to participate in written evaluations of each of their courses. In addition to Likert-type scale questions

that ask students to rate how well the course and instructor met the stated learning objectives and outcomes, students are offered the opportunity to elaborate on these quantitative assessments by providing open-ended responses about things such as strengths and weaknesses of the course and instructor, as well as suggestions for improving future iterations of the course.

As part of their annual merit reviews, which are conducted by the SOIS Executive Committee, faculty and teaching staff are required to draw on the student evaluations to inform their self-evaluations of teaching and, where appropriate, to revise course content and/or delivery mechanisms to ensure student learning objectives and outcomes are being met.

SOIS also regularly collects data from its current students and recent graduates through surveys designed for each group to evaluate the MLIS program. Relevant committees comprised of faculty, staff, and administrators periodically review and, as necessary, revise these surveys to ensure they continue to capture the data required to facilitate assessment of student learning outcomes. Among other things, these surveys ask current students whether they are afforded adequate opportunity to evaluate individual courses (74% of respondents from the Fall 2016 survey agree or agree strongly) and former students about whether the program equipped them with the skills and knowledge necessary to succeed in a changing LIS environment (77% of alumni respondents agree or agree strongly). All of the pertinent data from these surveys are systematically reviewed by administrators and members of relevant committees (e.g., MLIS Program and Curriculum Committee, Academic Planning Committee, Faculty Council) when engaging with curriculum decisions.

Beyond self-assessments by students and faculty, SOIS also solicits feedback from student fieldworker supervisors about how well the students placed in their organizations are equipped to effectively discharge the responsibilities of an information professional. Student fieldworkers are also asked to complete a self-assessment of their fieldwork experience and the current student and alumni surveys contain a question about whether the fieldwork provided a valuable learning experience (92% of student respondents and 95% of alumni respondents agree or agree strongly). Moreover, employer feedback from discussion with the career services advisor and the dean at events such as the Employer Immersion Day, and annual employer surveys offers evidence about the professional caliber of SOIS graduates. Informal feedback from employers to the SOIS Career Services Advisor, Julie Walker, consistently indicates high levels of satisfaction with SOIS-educated employees and corresponding eagerness to promote new opportunities with the school in hopes of finding new employees with similar skill sets. All of these data feed back into curriculum and program development decisions through relevant standing and ad hoc program/curricular committees.

All curriculum decisions are made through appropriate shared governance mechanisms and are documented through relevant Graduate Program and Curriculum Committee, Academic Planning Committee, MLIS Advisory Committee, and Faculty Council documents, including year-end reports that outline curricular changes made and their

rationale.

Assessing Program Learning Outcomes

Beginning in academic year 2016-17, the programmatic learning outcomes for the MLIS core courses (See Table II.1 MLIS curriculum map: Required courses) will be assessed annually by the MLIS Assessment Committee to determine whether or not the learning outcomes are being met. The committee will be composed of a full, associate, and assistant professor and the associate dean with one of them coming from the MLIS Program Curriculum Committee. Each year an array of learning outcomes clustered by type of content, skill, and concept will be evaluated with all of the programmatic learning outcomes assessed within a five-year cycle. The faculty members conducting the assessment of the learning outcomes will use a rubric developed by the Faculty Council to assess students' assignments randomly selected from courses designated to address the learning outcomes under evaluation. At least five random assignments will be selected from multiple sections of the course, both online and onsite, to assure that the assessment is comprehensive. As stated above, each learning outcome is addressed in at least one of the core courses for the MLIS program.

The MLIS Assessment Committee will use a rubric to evaluate, compile and present the results of their assessment to the Graduate Program Curriculum Committee along with their recommendations. Based upon annual assessments and trends over a three to five-year period, the Graduate Program Curriculum Committee will use this information to suggest revisions of courses, the curriculum, and/or the learning outcomes, if necessary, to the Faculty Council to assure that SOIS graduates can perform as outlined in ALA Standards Section One, the School's vision, and the mission statement for the MLIS program. If, for example, the faculty assessors learn that less than 80% of the students successfully meet the learning outcomes, the Graduate Program Curriculum Committee may decide to request that the lead faculty members for the course revise the curricular materials, their pedagogy, and/or the assignments to align them more closely with the relevant learning outcome. In extreme cases, faculty members may be encouraged to attend training sessions in the Center for Excellence in Teaching and Learning to fine-tune their pedagogy. In other cases, the faculty subcommittee may recommend curricular changes to the Graduate Program Curriculum Committee if it is determined that the failure to meet the learning outcome is more systematic.

The dean will take this same report and the MLIS Program Curriculum Committee's recommendation to the MLIS program Advisory Board, a body of LIS constituents [Appendix Overview-4 MLIS Advisory Board 2016]. As part of its response, the MLIS program Advisory Board may determine, that changes in curriculum specific courses, pedagogy, assessment tool, or the learning outcome should be made. Finally, the associate dean will take all of this information to the Faculty Council for their adjudication. Such continual assessment assures that SOIS graduates meet the learning outcomes and, thus, enter the market as competent LIS professionals.

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

In pursuit of its commitment to equipping students with the requisite skills and knowledge to become successful information professionals in an environment characterized by almost constant change, SOIS places heavy emphasis on deploying the lessons learned from the various data sources collected and analyzed under sub-standard IV.7.

Most recently, SOIS has engaged in an exhaustive effort to revamp the culminating experience Master's students must complete as part of the university's degree requirements. Consistent feedback from students and various faculty and academic staff indicated that the comprehensive examination was not completely fulfilling its purpose of providing an assessment mechanism that allowed students to articulate concepts and issues covered in the MLIS curriculum and that impact the profession. The MLIS Culminating Event Ad Hoc Committee conducted an environmental scan of best practices among peer institutions and undertook a systematic and exhaustive analysis of alternative options for the student culminating experience. These options were vigorously debated by faculty, teaching staff, and advisors at multiple sessions of the school's Faculty Council. The capstone project option received the majority of support and it was subsequently adopted as of fall 2014 to replace the comprehensive examination as one of the culminating experience options. The capstone project was designed to provide an opportunity for students to demonstrate mastery of research methods, analysis, problem-solving, critical thinking in research, project production, or the creation of a technical application. The second option, a thesis, remained. Students enrolled in the program prior to this change were permitted to write the comprehensive examination, if desired.

Because the assessment of the capstone was not figured into faculty workload, making the work invisible, the capstone project did not prove as fruitful as originally anticipated. Therefore, MLIS Culminating Event Ad Hoc Committee researched new alternatives and conferred with the Graduate Program and Curriculum Committee to develop the most recent option, which was brought forward for extensive debate within and subsequently approved by Faculty Council in spring 2016. The new culminating experience, which took effect in fall 2016, requires students to complete INFOST 799(591): Research Methods in Library and Information Studies. The term project for 799, involving the development of a research proposal on a topic of interest to the student parallels many of the features and learning outcomes of the earlier capstone project. Student surveys have been revised to include questions about the culminating experience. Data collected will help inform future assessments of the new culminating experience.

Student survey revisions also included the addition of questions about strengths and weaknesses of SOIS, including the curriculum and whether any courses or knowledge areas should be added or deleted. Similar questions were already included in the alumni survey. The MLIS Program Curriculum Committee, Academic Planning Committee, and

administrators review these data, among other sources, as part of their oversight of the MLIS program. Any program decisions made by these bodies go through appropriate shared governance channels for approval, all of which is systematically documented in the relevant committee records.

STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES

The School of Information Studies has enjoyed the status and autonomy of a separate academic unit since the early 1970s. This autonomy has allowed the School to take advantage of opportunities that benefit both the program and the students. The School has remained stable in its enrollment and instructional staff as it has grown in program offerings while maintaining a healthy student-lecturer ratio and at the same time maintaining the high quality of teaching and research.

The School operates within a sound professional environment and the organizational structure is supported by policies and procedures that promote the mission of both SOIS and UWM. The School's governance is codified within the SOIS Policies and Procedures [Appendix Overview-3 SOIS Policies and Procedures]. These policies and procedures are used in support of the overall planning process within the School and outline the roles and functions of each committee. This document is continuously under review and changes are made where appropriate.

Standard V.1 *The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives*

Administrative Infrastructure

SOIS is one of 14 independent schools and colleges within UWM led by a dean who reports directly to the Provost/Vice Chancellor. While the School maintains relationships with the UWM administration and other units, it is autonomous in its administration of curriculum, programs, and personnel, with equal representation on faculty-wide governance bodies as any other school or college on campus. The School is also well represented on campus-wide governing bodies [Appendix III-14 SOIS Faculty Committee Involvement]. SOIS faculty and academic staff serve on campus-wide committees such as the Faculty Senate; Division of Professions; Executive Committee; Graduate Faculty Council; and other major campus-wide Governance committees. The dean of the SOIS is a full participant in the campus Council of Deans. The SOIS 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 committee structure within SOIS addresses each of these Standard areas. Each committee, unless otherwise stated, is comprised of three faculty members and a student member from the student organization. Recommendations stemming from committee

deliberations must be approved by SOIS Faculty Council. Depending on the nature of the additions or modifications, higher campus level support may also be needed [Appendix Overview-3 SOIS Policies and Procedures]. There are separate committees to oversee MLIS curricular content and governance (MLIS Program Curriculum Committee), PhD (Doctoral Program Committee) and undergraduate content issues (Undergraduate Program Committee). These committees are responsible for governing the curriculum and policies related to their respective programs. Their recommendations are adjudicated by the Faculty Council. Initiatives related to program development or major changes are first addressed by the SOIS Academic Planning Committee. Curricular input and program assessment is also sought from practitioners through the SOIS Advisory Board. A new advisory board of alumni, employers and other constituents was recently organized by Dean Lipinski [Appendix Overview-4 MLIS Advisory Board 2016].

Selection and Promotion of Faculty

The selection of faculty members is handled by ad hoc Search and Screen committees, which are constituted as needed and consist of three or four faculty members plus a student member. Karen Masseti-Moran, Assistant Dean of Human Resources, conducts anonymous surveys of individual's preferences which she forwards to the dean. The Executive Committee makes recommendations to the dean of who they would like to see hired. Faculty personnel issues regarding annual evaluation, contract renewal, promotion and tenure are handled by the School's Executive Committee, which consists of all tenured faculty members. Membership size varies depending on the number of tenured senior faculty each year. At present the committee consists of thirteen faculty members. Promotion and tenure considerations are based on criteria that have been established by the School [Appendix III-2A Promotion and Tenure Criteria]. If decisions are positive, candidates must also undergo review by a Divisional Executive Committee. This divisional committee consists of seven senior tenured faculty members from the division in which the SOIS candidate is a member (either the Division of the Social Sciences or the Division of the Professions). Promotion and tenure criteria for the Division of the Professions are available [online](#).

Admissions of Students

The School maintains two academic advisors for the MLIS program, one of whom is a recruiter as well, to address the queries of prospective MLIS students. Two other advisors are allocated for undergraduate students. As stated in section IV.2, the policies for admissions to the MLIS program have been formulated according to the broader policies of the Graduate School and in accordance with SOIS's mission and goals. The [admission standards and application procedures](#), are on the Master of Library and Information Science Admissions web page. Admission policies apply equally and uniformly for distance and on-campus students. Requirements for international students are also on the website.

No prior coursework in library and information science is required. Applications for the MLIS program are first evaluated by the Graduate School for completeness and are then

forwarded to SOIS for evaluation. The student services coordinator admits those who meet or exceed the requirement. She denies those who fall significantly below the admission criteria. The associate dean adjudicates those who are marginal or whose application shows promise. The student services coordinator sends the final recommendation for admission to the Graduate School.

The student services coordinator forwards applications of a small number of students who do not meet the formal academic criteria (undergraduate grade point average is below 2.75) but show evidence of academic promise to the associate dean for an admissions decision. These students may be eligible for future admission to the MLIS program upon satisfactory completion (B or better) of six or nine credits (determined based on student's transcript) as a non-degree seeking candidate (NDC). Such students' degree seeking applications are deferred until after satisfactory completion after which the student can be admitted.

Applications are reviewed on a rolling basis and students are admitted three times a year (fall, spring, and summer) by the student services coordinator.

Resources and Administrative Support from the Parent Institution

The UWM Graduate School supports the School in a number of ways. First, they host recruitment events e.g., the [Graduate School's Open House](#), offer tours and employ a public relations coordinator and a recruiter devoted to attracting graduate students to the university. Next, they oversee all graduate program admissions, providing support through program assistants who evaluate all applicant academic records to ensure they meet the minimum standards for the University. The University maintains a centralized database of all current students and applicants. These databases are accessible to appropriate SOIS faculty and staff members who may query the data warehouse, or may request that specialized searches be performed. As mentioned in section IV, the Graduate School offers various types of funding such as travel awards, [fellowships and assistantships](#). They offer [professional development opportunities](#) available to all graduate students. One of these includes a variable topics course taught by graduate faculty from around the university. This course is coordinated by the associate dean of the Graduate School. In addition to governing the [policies and procedures](#) for graduate students, they oversee the graduation process. In coordination with SOIS, they accept applications for graduation, conduct graduate audits and maintain transcripts. Finally they also sponsor job fairs.

In coordination with the Graduate School, the [Center for International Students](#) (CIE), recruits, conducts transcript evaluations, and assists with the admissions for degree and non-degree seeking international students. The CIE's International Student and Scholar Services office provides visa services and immigration status advising for UWM's community of international students, visiting scholars, foreign national employees, and academic departments. They also work with UWM students and faculty who seek to study or do research abroad. They assist with [international partnership agreements](#). Finally, they offer academic advising related to their services.

The [Office of Financial Aid, Student Employment and Military Benefits](#) processes students' FAFSA forms and subsequent financial awards. The [Office of Career Planning and Resource Center](#) supplements the School's Career Services Advisor with assessments, counseling, job placement information and career fairs. Overall, the School is well-supported by the university structure while maintaining its autonomy in regards to admissions, curriculum, and human resources.

Standard V.2 *The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.*

Faculty, staff, and students all have opportunities to participate in campus governance. Campus-wide participation of the faculty and staff enhances their understanding of the campus environment and provides a means for our non-SOIS colleagues to acquire a heightened awareness and understanding of SOIS. For example, SOIS faculty serve on the [Graduate Faculty Committee](#). Composed of Graduate School faculty, academic staff, and graduate students, the committee advises “the Dean of the Graduate School on administrative issues that pertain to graduate education, such as those listed below and including priorities for resource allocation. Formulating and reviewing policies concerning the graduate programs of the University. . . .” Appendix III-14 SOIS Faculty Committee Involvement demonstrates the variety of committees which the faculty have joined or been elected to and the roles they assume. Academic staff also have opportunities to participate in University governance through [campus-wide faculty standing committees with representation from academic staff](#) and/or in those solely related to their role such as the [Academic Staff Senate](#).

MLIS students are encouraged to participate in [SOIS](#) and campus-wide student governance bodies. These have included the ALA Student Chapter—which sends representatives to the SOIS faculty governance committees such as the Academic Planning Committee and the Graduate Curriculum Committee, both of which suggest curricular changes, policies and procedures to the Faculty Senate. Students may also engage in the UWM Student Association or be a SOIS Program Representative to the Student Senate from which the dean of Student Affairs often recruits members for search and screen and other committees where student representation is required.

See Standard V.6 for a discussion of funding allocation for SOIS in relation to other Schools and Colleges at the University.

Standard V.3. *The administrative head of the 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 administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Since 1976, the deans of the School have, with varying degrees, enjoyed the same status, salary, and authority accorded to heads of schools and colleges at the University of Wisconsin-Milwaukee. As per the [organization chart](#), s/he reports to the provost and vice chancellor for Academic Affairs on campus. The present dean's salary is comparable to that of other deans of comparable SOIS size within the University and with those of other deans/directors of LIS accredited programs nationwide. All deans are reviewed by faculty and campus administration every five years.

The dean works closely with faculty and staff to provide the intellectual climate necessary for program success. These efforts range from articulating a vision and strategic plan for the school, conducting highly structured activities (e.g., [monthly faculty meetings](#), committee meetings, performance evaluations, and the like) to the unstructured (e.g., participation in extracurricular and social events of the School, for example). The current dean and past deans have participated in student-centered activities by teaching a minimum of one course per year, serving on dissertation committees, and serving as a liaison with student and alumni organizations, including the SOIS Alumni Organization and the Beta Phi Mu honor society. The office of Academic Affairs assesses the dean and associate dean's performance every five years, with input from the Faculty Senate.

The dean 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. As such, he encourages interdisciplinary collaboration, which is evidenced through faculty co-publications, the interdisciplinary Center for Information Policy Research, and the [coordinated degree programs](#) with several other units at UWM, partnership with the [Wisconsin Center for the Book](#), and [study-abroad programs](#) in places such as Austria, South Korea and South Africa.

As can be seen from his CV in Appendix III-1 SOIS Faculty, Johannes Britz served as Dean of the School from 2005-2010. Britz came to the position with a Doctor Divinitatus from the University of Pretoria and later received a DPhil from there in 2007. He is a full professor having been promoted to that position at the University of Pretoria in 2002 and then at UWM in 2005. As you can see from his CV in Appendix III-1 SOIS Faculty CV, he has published more than 70 peer reviewed articles in national and international journals. He co-authored *Information, Ethics and the Law* in 2006 with M. Ackerman through Van Schaik Press from Pretoria. He has co-edited six books and published 11 book chapters among many other achievements. From 2010 to 2012 he served as the interim provost.

Disruption to the internal governance of the School was minimal. Hope Olson, associate dean of the School for the previous two years, took on the role of interim dean. Olson was granted full professorship at UWM in 2003 and the University of Alberta in 2002. She has published over 30 articles, two monographs and one co-authored book and over 30 book chapters. She received over two million dollars in grants and either chaired or was a member of multiple doctoral students in the US and abroad. Most recently, she is the 2017 recipient of the Margaret Mann Citation from Association for Library Collections and Technical Services for outstanding service to the cataloging profession.

Britz was subsequently installed as provost and vice chancellor of UWM in 2012. Olson retired in 2011 and Dietmar Wolfram served as interim dean from 2011-2012. Awarded full professorship in 2003, Wolfram is a key researcher in information retrieval (IR), specifically in the areas of applied informetrics, information retrieval systems and design and evaluation, and modeling and stimulations of IR systems, among other areas. He has published approximately 60 peer-reviewed journal articles, authored or co-authored three books, and received over a million dollars in grant funding. In addition, it was he and Olson who initially conceived, proposed and administered the PhD program through SOIS and University adjudication.

Associate Professor Wooseob Jeong served as interim dean from 2012-2014. His tenure in this position was marked with increased recruitment and enrollment of international students, Memorandums of Understanding with South Korean universities, and a half million IMLS Laura Bush 21st Century Librarianship Grant for fostering East Asian librarianship. He has published 13 articles and four chapters in books.

During this time the School conducted a world-wide search for a permanent dean. Unfortunately the 2012 search failed.

Tom Lipinski was hired as dean of SOIS in 2014. His, as seen in Tomas A. Lipinski's CV in Appendix III-1 SOIS Faculty CVs, are appropriate to the appointment as professor and dean. Prior to this he served as executive associate dean in the School of Library and Information Science at Indiana University--Purdue University Indianapolis (2011-2012); director of the School of Library and Information Science at Kent State (2013); professor in the School of Library and Information Science at Kent State (2014). Lipinski was awarded the status of full professor at UWM in 2008. He has served as visiting professor at universities in de Nord, France (2013), Pretoria, South Africa (summers of 1999-2003), and the University of Illinois at Urbana-Champaign (1998-2013). He has over 30 professional publications in journals, (co)authored four books, and published almost 20 book chapters. His area of teaching and research includes legal and government information and services; information law and policy; legal issues affecting libraries; and archives and educational entities. Lipinski has provided SOIS with the leadership, [exposure](#), and continuity needed following a series of interim dean appointments.

Standard V.4 *The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.*

Supporting the Mission and Goals of the School

The School's administrative team meets monthly with the entire Faculty Council during the school year, September through May. In accord with the "Policies and Procedures" manual the faculty council includes as voting members the tenure track faculty, students and teaching academic staff who have attained "indefinite status" [Appendix Overview-3 SOIS Policies and Procedures]. These meetings anchor the development of policies and budgets through various committees' participation during the same period. The monthly faculty council meetings are augmented with two full staff retreats during the school year, one in mid-August and the other in January.

Faculty committees are essential to the governance function at UWM. The dean and the chair of the Executive Committee consult to determine committee appointments. The specific process is detailed in the "Policies and Procedures" document. Faculty members are involved in the budget process as well. Annually, the School submits a strategic plan to the Provost that identifies the projected fiscal resources needed. The SOIS Academic Planning Committee (APC) which is composed of faculty, academic staff members, the associate dean (ex-officio), and student representatives, assist the dean, associate dean and assistant deans to plan and prepare the strategic plan. As part of that process, the dean and APC solicit extensive faculty and staff input, as well as consider program initiatives and the strategic plan.

Since the last COA site visit, SOIS has expanded its administrative and support staff to accommodate the School's growth in the number of students. Even with the retirement, resignation, and promotions of four tenured faculty members, we still have sufficient staff to meet the needs of our students. The Executive Committee addresses human resource issues related to instructional staff. This includes assisting in the creation of new instructional lines, recommending candidates for positions to the dean, conducting annual reviews and contract renewals, as well as adjudicating the tenure and promotion process. Jacques DuPlessis, Chair of the Executive Committee, receives a course release and 1/9th additional salary to chair and staff the meetings.

Academic staff members participate as non-voting members on all SOIS standing committees except those that deal with curricular issues, which is a faculty responsibility. Relevant staff members are also invited to participate in standing committee meetings where their input is sought and valued (e.g., advising staff and the program assistant responsible for student applications provide feedback for admission deliberations).

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 school policies and procedures outline the requirements for its governing bodies and committee structures. The school's main governing body is the Faculty Council, which meets once a month. At these monthly meetings, the faculty discuss issues impacting the School. Any changes to programs or faculty documents require approval at Faculty Council meetings. Attendance at FC meetings is open to anyone but voting is reserved only for faculty members. The School's current Policies and Procedures are reviewed on a regular basis and as needed. One such change has been the elimination of the MLIS Proficiency Committee because we no longer have proficiency examinations or the capstone experience. Another has been changing the name of the Graduate Program and Curriculum Committee to the MLIS Program Curriculum Committee to differentiate it from the MSIST Curriculum Committee. Any changes to policies and procedures require a majority vote by members of the Faculty Council. Changes to policies and procedures are also reviewed by the Secretary of the University.

Nurturing Students and Faculty

As to socialization of students into the library and information science field, the School participates in and encourages faculty involvement in student activities that range from meetings of student chapters to involvement in alumni activities. There is funding available for students and faculty to attend professional conferences—the amount varying through the years as impacted by the budget. In the past we sponsored bus trips to the American Library Association conferences in Chicago and the Wisconsin Library Association (WLA) meetings. Most recently we hosted a [50th Anniversary Reception](#) during the Annual WLA Conference (2016) in which all past and present SOIS alumni, students, faculty, staff and friends were invited to attend. Forthcoming at the June, 2017 conference of the American Library Association, we will host a [similar event](#) to appeal to a national audience of SOIS alumni, students, faculty, staff and friends.

Specifically, on the state-level, the dean presented a paper entitled, “[3D Printing: Intellectual Property Concerns and Beyond](#)” at the 2015 conference of the Wisconsin Association of Public Librarians, a conference that many of our students attend. His international involvement is exemplified by his participation in the [World Intellectual Property Organization \(WIPO\) Standing Committee on Copyright and Related Rights](#) in Geneva, Switzerland in 2016. The dean participates in formal orientation programs for students by welcoming students to the School. The previous dean set aside time to meet with students through “coffee hours.” The administration encourages and supports an alumni mentoring program that matches practicing information professionals with students who share a similar focus. Staff and faculty are encouraged to participate in events such as the MLIS Career Day (see Standard IV section IV.2) and SOIS Research Day (see Standard IV section IV.5.2), an event that attracts both SOIS students and students from other academic units who are curious about the career opportunities in the information sciences.

The dean supports the [coordinated degree programs](#) that enrollment in allied degree programs for those whose career or personal goals lie at the intersection of multiple

Master's degree programs.

As discussed more thoroughly in Standard IV.4, students have fieldwork and paid internship opportunities at local libraries, research and development and other special libraries along with academic libraries, public libraries and school libraries assisted by SOIS's Career Services Advisor, Julie Walker.

After completing the core courses, students who have not worked in the LIS field or who are interested in pursuing work experience in a different specialization in LIS are encouraged to take either the INFOST 990 Fieldwork in Library and Information Science Services or INFOST 759 Fieldwork in Archives and Manuscripts, if they are in the archives program. The courses offer fieldwork experience of 50 to 150 hours under faculty and field supervisor guidance for between one and three credits. Those in the School Library Media program take INFOST 644 School Library Practicum, a Field experience of 210 hours in elementary and secondary school library media services under faculty and field supervisor guidance. See Table IV.4 for the enrollment numbers for the fieldwork courses since our last self-study. Approximately 50% of current student plan to enroll in a fieldwork course [see Appendix Overview-6 MLIS Student Survey] to supplement their classes. Ninety-six percent of alumni strongly agreed or agreed when asked if the "fieldwork experiences in the program were valuable learning opportunities" [see Appendix Overview-7 Alumni Student Survey]. Appendix IV-3B Fieldwork Sites offers a list of all the fieldwork students and their placements. These steady numbers ensure better career prospects for SOIS graduates.

The School's [global initiatives](#) facilitate the exchange of students, faculty and scholars to explore the world of LIS under the auspices of the School with 13 universities from around the world for which the dean offers funds as the budget allows. Those faculty whose teaching and/or research interest are allied with another field may seek a course buyout from the Executive Committee and dean to teach in another department. Most recently this includes Nadine Kozak in the [Center for 21st Century Studies](#).

Standard V.5 *The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.*

The SOIS is fortunate to have built a dedicated and competent faculty, academic and support staff who fulfill their responsibilities in a dedicated and admirable fashion much to the satisfaction of everyone on campus and our students and alums in particular. This is evidenced by our ranking in [US News and World Report](#), [national awards received by our faculty](#), [among others](#). The SOIS Faculty Council and the Executive Committee regularly evaluate the School's policies and procedures and make recommendations for improvements. Annually the Executive Committee evaluates faculty teaching and research performance as part of the salary merit distribution exercise. See Standard III.2 for a more detailed discussion of this process.

Existing administrative and staff positions in 2016 that directly or indirectly support the MLIS program are listed in the table below.

Table V.1

SOIS Administration and Staff

Position Title	Name	Time Allotment to SOIS if less than 100%
Dean	Tomas A. Lipinski, Ph.D.	
Associate Dean	Laretta Henderson, Ph.D.	75% Associate Dean/25% faculty
Assistant Dean	Chad Zahrt	
Interim Assistant Dean for Finances	Jarad Parker	30%
Interim Assistant Dean for Human Resources	Karen Massetti-Moran	20%
Development Director	Richard Kessler	50%
Dean's Secretary/HR Manager	Laura Meyer	
Human Resources Assistant	Kelce Gold	30%
Student Services Coordinator	(Mary) Linda Barajas	
Graduate Advisor	Twyla McGhee	
Graduate Advisor	Sharon Lake	
Career Services Advisor	Julie Walker	
Coordinator, School Library Media	Mary Wepking	80% lecturer/20% Coordinator, School Library Media

Archives Program Specialist	Shaun Hayes	75% Archives Program Specialist/25% instructor
Information Technology Specialist	James Schultz	
Tech Office Supervisor	Dustin Schultz	
Student Technicians	Uny Vue Ernesto Thiel-Hernandez Faraji Starks Jacob Simon Matthew Pitts Jack Bumgarner Ryan Sablay	20% each
Web Development & Marketing Director	Rebecca Hall	75% Web Developer/25% instructor
Multimedia Graphics Designer	Claire Schultz	
Student Web Developer	Sam Goerke Zack Price	20% each
Front Office Staff	Jack Ceschin Yolanda Thao Jan Brooks	25% 25% 30%

The relationship between these staff members is illustrated in the [SOIS Organization Chart](#).

Since the dean's duties were discussed above, this section will address the responsibilities of the remainder of the administration and staff.

The Associate Dean, Laretta Henderson, reports directly to the dean and is primarily responsible for management of the academic programs of the School of Information

Studies. This includes: program development; maintenance of academic policies, procedures, and systems; maintenance of course offerings and schedules; and assisting oversight of instruction, faculty workloads, and committee assignments. The associate dean has primary responsibility for accreditation requirements, the assessment and evaluation of academic programs, and joint program development and course offerings with other academic schools and divisions within the university. She serves as an ex-officio member on numerous faculty committees and teaches at least one course per year. She also supervises Shaun Hayes, Archives Program Specialist.

As the Assistant Dean, Chad Zahrt is responsible for maintaining the major technical and administrative functions of SOIS. He supervises the technical and administrative staff and assists the dean and associate dean with internal and external operations, personnel and relationships. Jarad Parker, Interim Assistant Dean for Finances, provides leadership in the planning and implementation of financial strategies in support of the mission of the School. The areas of responsibility for this position include fiscal resources and general administration. This position also acts as the Unit Business Representative and is shared with the School of Architecture & Urban Planning. The School shares a Development Officer, Richard Kessler, with the School of Social Welfare. The development officer is responsible for executing prospect identification, cultivation, solicitation, closure and stewardship activities, which have as their objective the development of short and long-term philanthropic support of the University.

Positions which report to the assistant dean include: Marketing Director, Rebecca Hall, who coordinates and develops outreach services assisted by Multimedia Graphics Designer, Claire Schultz and two student web developers; IT Systems Coordinator James Schultz, who works on the SOIS servers, labs and instructional support installations and is supported by Tech Office Supervisor Dustin Schultz and the student workers from the BSIST program who all report directly to James Schultz. All of the front desk staff report to the assistant dean.

Two staff, Sharon Lake and Twyla McGhee, serve as graduate student advisors. McGhee also serves as the recruiter for the MLIS program. Julie Walker has the role of career services advisor and alumni relations. As such she assists students with finding internship, fieldwork, and job placements as well as maintains a relationship between the School and its alumni. Student Services coordinator (Mary) Linda Barajas manages the student's records and processes curricular changes with the Graduate School.

Laura Meyer, the dean's secretary, coordinates scheduling and activities of the dean. Under the supervision of Interim Assistant Dean for Human Resources Karen Massetti-Moran, as Human Resources Manager, Meyer oversees the human resource records for the School. Meyer is assisted in this work by Kelce Gold, Human Resources Assistant. Richard Kessler works with the dean to fundraise for the School.

The school's two undergraduate program advisors, Angela Sadowsky and Brian Williams, do not participate directly in the administration and staffing of the MLIS program. The job responsibilities/duties associated with the administrative and support

positions that directly and/or indirectly impact the MLIS program are included in Appendix V-1 Position Descriptions.

Staff members are an integral part of the School's mission and are accessible to the students. As such performance reviews are conducted annually for all staff. The dean is reviewed every five years by a subcommittee of the Faculty Senate on behalf of the Provost. Responses to the self-study survey indicate that students and alumni found members of the administration to be accessible and helpful [Appendix Overview-6 MLIS Student Survey, Appendix Overview-7 Alumni Survey].

Standard V.6 *The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.*

The School of Information Studies receives a base budget from its parent institution (from state funds), tuition revenue from both face to face and online courses), from federal grants and contracts, and from other sources such as endowments, gifts, and in-kind contributions. The dean meets with the provost monthly to discuss management and budgetary issues as they arise. In December the dean, provost and the vice president for finance assess the status of SOIS's expenditures and revenue. The provost and vice president for finance introduce the University's budget in February. Each School and College gets their specific budgets in late spring. From this SOIS's dean and business manager create a School budget based upon the revenues, expenditure caps if any, and the School's goals.

On a biennial basis, the State of Wisconsin allocates funds to the University which in turn allocates funds to the School for its operations. The fiscal year 2016/17 budget for the School for all funds was \$5.4 million. The School has benefited significantly from the development of the Distance Education MLIS program. Charging a fee in lieu of tuition for online courses generates discretionary funds for an account/fund entitled 189. In fiscal year 2016/17, the School retained 80% of the on-line charge.* SOIS remains on solid financial footing despite campus-wide financial difficulties and is one of a handful of schools with both a structural and operating surplus at the end of fiscal year 2015/16. Fiscal year 2015/16 closed with Fund 189 having a cash balance of \$245,713. Fund 101, our base-funding includes onsite tuition and general monies from the state, had a closing balance of \$393,158. Other funds such as those from extramural grants are generally smaller, but all have a positive balance. For information on the current SOIS budget see Appendix V-3 SOIS Budget. Complete financial information will be available to the external review panel at the time of the visit or by request prior to their visit.

*It should be noted that even though online courses are more lucrative, courses are scheduled to meet student's needs. The profitability of offerings are not considered.

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

The UW-System and UW-Milwaukee adopted a [Compensation Philosophy](#) in 2015 under the newly enacted University Personnel System. Faculty salaries upon hire are determined based upon area of expertise and national market data from the [Oklahoma State](#) and [College and University Professional Association \(CUPA\) Salary](#) surveys. The survey data along with the faculty member's education, experience and rank at hire will determine their salary. Additional information about the faculty and dean's salaries will be available during the site visit.

During the annual budget cycle, if merit is available, the School's Executive Committee determines merit for faculty based upon performance in the areas of teaching, research and service [Appendix III-17 SOIS Annual Review Template V2]. These recommendations are given to the dean and provost for their review and input. The weight assigned to each merit portion allocated by the different contributors varies with each university budget cycle. Normally, the Executive Committee's portion accounts for the largest share. Promotion to higher ranks is accompanied by an increase in salary ranging from four to eight thousand dollars, dependent upon rank. Additionally, during the budget process, if the budget permits the School will seek to adjust faculty salaries based upon compression, equity and market factors to ensure we remain competitive. Finally, the UW-Milwaukee chancellor has discretion to reallocate a portion of the pay plan dollars towards highly productive faculty as a retention measure.

There are six university staff employees in the School filling both paraprofessional and professional level positions (human resources assistant, accountant, dean's secretary, office support and information technology support). These salaries are determined by the scope of responsibility, assigned duties and the experience the individuals bring to the positions.

We have Academic staff, primarily advising, instruction and administrative program support (academic and career advisors, instructional academic staff, archives program specialist) whose base rate of pay is determined based upon the position duties, comparable positions on campus and market data from the CUPA salary survey data. Pay increases administered via the budget process are determined by a merit-based system or as an across the board increase if dictated by the UW-Milwaukee pay plan. The supervisor or executive committee, in the case of instructional academic staff, assesses individual performance and provides constructive feedback to these academic staff in order to determine merit pay. Outside of budget and pay plan cycle, the School may determine there is a need (i.e., equity) to make a salary adjustment. Academic staff per

UW-Milwaukee guidelines also has promotional guidelines within an employee's title to progress in their career and receive an incremental adjustment between two and four thousand dollars.

The leadership or dean's direct reports include the associate dean, Executive Committee chair, the assistant deans for student services, finance and human resources, as well as the faculty. These salaries are determined according to the responsibilities, scope of the position and the qualifications of the incumbents appointed.

The most recent projections on faculty salaries for UW Milwaukee are that we are 13.41% behind that of peer institutions.³ As budgets permit, individual units, including SOIS, may seek equity or market adjustments for their staff due to concerns related to inequities, compression or salary inversion with faculty or staff and their peers.

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

Faculty

UW-Milwaukee, UW-System, and the State of Wisconsin all offer funding opportunities for faculty. The University of Wisconsin-Milwaukee, University of Wisconsin-Madison, University of Wisconsin System, and State of Wisconsin all provide grant opportunities to stimulate research and instructional activities, as well as professional development as investments through Intramural Programs. Most of the opportunities, such as professional development funds, are offered on a regular basis without significant change from year to year.

SOIS internally re-allocates from its own sources travel and professional development funds for each junior faculty and faculty member to be used at their discretion. The annual amount is generally in the range of \$1,500-\$2,000 per faculty member based on available funds. The School's financial support contributes to research efforts, particularly for junior faculty who are in the process of establishing research agendas and a presence in the library and information science education community (Appendix V-3 SOIS Budget—Professional Development Funds).

According to the [Sabbatical Policy](#), fully or partially paid sabbaticals are available to all tenured faculty in the school, subject to [university policies and procedures](#). All eligible faculty at the university are afforded the same opportunity. Funding for the sabbatical experience comes from the faculty member's school or college.

³ Based upon the 2013-2014 Salary Data and UW accountability dashboard (<https://www.wisconsin.edu/accountability/faculty-and-staff/>)

Table V.2*Faculty Sabbaticals, 2010-2016*

Year	Faculty Member (Semester)
2010-2011	Wooseob Jeong (Fall 2010) Jacques DuPlessis (Spring 2011)
2011-2012	Hope Olson (Spring 2012)
2012-2013	Maria Haigh (Spring 2013) Thomas Haigh (Full Academic Year) Xiangming Mu (Spring 2013)
2013-2014	Laretta Henderson (Spring 2014) Hur-Li Lee (Full Academic Year) Iris Xie (Fall 2013)
2014-2015	Jin Zhang (Fall 2014)
2015-2016	Joyce Latham (Fall 2015)
2016-2017	Mohammed Aman (Spring 2017) Michael Zimmer (Fall 2016)

Students

Student financial aid from the parent institution is available on the same basis as in comparable units of the institution. Students have the opportunity to apply for and receive financial aid from the university as other graduate students. In addition, the SOIS has scholarship funds available for its students through funds from various private donors and corporate foundations. The [Graduate School](#) and the [University](#) both maintain websites for financial assistance.

Major scholarship opportunities available to graduate students include the Distinguished [Graduate Student Fellowships](#) for graduate students with exceptional academic records and the [Advanced Opportunity Program Fellowships](#) which is for disadvantaged students and members of underrepresented groups. Since 2010, approximately five of our MLIS students have received awards from the Graduate School. Most of these have been the AOP Fellowship.

The School awards [internal and promotes external scholarships](#) and assistantships to MLIS students. These include the Chancellor's Scholarship and the Dean's Scholarship. In addition, the campus has allocated funds to each campus unit to attract and retain highly qualified graduate students through the availability of Chancellor's Awards. For 2014-2015 SOIS dispersed \$25,000 to six MLIS students in Chancellor Scholarships. See the Table V.2 below for an overview of the funding the School has awarded.

Table V.3*MLIS Awards*

Academic Year	Amount of Funding Awarded by SOIS	Number of Students who Received Funds
2011-12	\$86,210	18
2012-13	\$131,430	47
2013-14	\$313,825	88
2014-15	\$297,700	76
2015-16	\$183,700	46

See Appendix V-2 MLIS Student Funding for a more detailed reporting of the funding awarded for the MLIS program since 2011.

Scholarships and awards sponsored by professional organizations such as the Wisconsin Library Association, American Library Association, and Society of American Archivists are disseminated via the School's mail reflectors and are posted in public areas. Combining SOIS's and outside funds, in 2014-2015 SOIS awarded over \$400,000 of scholarships.

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

The SOIS enjoys state-of-the art technological facilities both within its own physical facilities in the B building of the Northwest Quadrant's first, second and third floors but also the myriad of additional instructional facilities available on campus. We have three study lounges—one on each floor--equipped with several dozen computers, wireless internet, printing, charging stations, group work areas, and digital signage. We have two new physical computer labs and a mobile laptop cart lab which are utilized exclusively by the school. On the 2nd floor of the Northwest Quadrant the school has its own usability lab which uses specialized eye tracking equipment and a two-way mirror to conduct research and usability experiments. These facilities are commonly available whenever the [buildings are open](#), typically 6:30 a.m.-10:00 p.m.

In the virtual realm SOIS also has a large presence and houses its own state of the art datacenter to support our various website and virtual technologies. Our virtual presence includes a virtual computer lab which offers all of our students regardless of their

location access to our lab software. Students are able to run applications such as the Adobe CS or Microsoft suite on nearly any device such as a mobile phone. We also have many course specific systems which are used for our courses such as a virtual OS X lab for iOS application development, project management servers, and much more.

Outside of the datacenter we provide our faculty, staff, and students a wide array of cloud services and access to download licensed software. These resources include but are not limited to Microsoft Office, Windows 10, VMware, and Lynda.com.

Printing facilities are available in the labs and in several areas of campus, not to mention the wide-ranging library facilities available in the UWM Libraries. The latter houses the nationally-renowned American Geographical Society (AGS) Collection, the Shakespeare Collection Library, the Curriculum Collection and the Music Collection.

The UWM [Center for Excellence in Teaching and Learning](#) (CETL) offers support for online and onsite instruction as they “foster a campus culture in which excellence in teaching and attention to student learning are understood and legitimately pursued as scholarly, intellectual work” (<https://uwm.edu/cetl/>). They offer [teaching programs](#) to support content development such as the [Course Design Institute](#), a two-part workshop that guides faculty into creating a syllabus and assessment for a course; and the [UWM Online and Blended Teaching Program](#), a four-week program that helps faculty convert from onsite to online pedagogy. They also offer orientation programs to D2L, the classroom management tool we use at UWM, and other classroom-based technology. The CETL also houses [tech support for D2L](#). SOISTech and UWM IT Services supplement their services with technical support for hardware and other software needs.

On the student side, the Learning Technology center offers [online tutorial](#) on D2L. [SOISTech](#) offers a myriad of services to online and onsite students which include a help desk most commonly used by MLIS students for assistance with D2L. UWM’s IT services also help students with things like logins and password changes. Thus, faculty and students have assistance with learning, using the hardware and software that SOIS uses to teach.

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

The School is fortunate to have various spaces available on each of its three floors to be used by students, faculty and staff for relaxing, individual study or group study and meetings. There is also a coffee shop on the first floor of the building where students and faculty could meet informally. Throughout the Northwest Quadrant SOIS has a strong presence as the first, second, and third floors are lined with digital signage and promotional materials for the school. In the Northwest Quadrant, Bolton Hall, and library SOIS provides several branded charging stations which incorporate our school’s

digital signage and allow students to charge mobile phones and other devices.

The School has access to an abundance of school-managed conference rooms and classrooms. Several rooms, including two computer labs, are located in the Northwest Quadrant first, second, third and sixth floors. Administrative offices and the front office are both located on the second floor (see Appendix V-5 Maps of SOIS office space).

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

The School's faculty, staff, and students are fortunate to have unlimited and free access to information sources and services through its well supported UWM Libraries, including a well-equipped Media Center on the second floor of the Library. There are ample computers available throughout the Library as well as in the student dorms and the Union. Each faculty member has a desktop computer in her/his office as well as a laptop and this makes production of media easily available for faculty who wish to produce their own power point presentations, audio, graphics, announcements, printouts, etc. There are also copy machines on the 2nd and 3rd floors for faculty to produce paper copies, or scan for e-distribution of class materials. Students are also given a limited number of free copies to make on the School's printers.

Internet connectivity is available through UWMWiFi, the campus wireless network. UWMWiFi is available throughout the Northwest Quadrant and the entire Kenwood Campus in addition to facilities like the Hefter Center and Continuing Education. Faculty, staff and students have access to D2L (Desire 2 Learn), the course management software utilized by the UW-System. The Learning Technology Center supports training of faculty and staff, student tutorials and instructional design, while UITs (University Information Technology Services) provides 24/7 support in conjunction with the UW-System. D2L provides a place for content, discussion, chats, grading and e-portfolios.

Faculty and staff also have access to OneDrive and SharePoint, virtual file storage and management systems that allow file sharing through a virtual environment.

The School of Information Studies has a dedicated server room for specific faculty requests for research and teaching. INFOST 787 Library Automation, as an example, is a course that requires a dedicated server to host KOHA, the ILS used in the course.

Instructional Space

The School of Information Studies has primary ownership and scheduling authority over six rooms in the Northwest Quadrant: four rooms are on the first floor; one is on the second floor; one on the third floor. All are mediated in that they have computers, projectors and monitors.

Northwest Quadrant 1990 is a computer lab with 36 computers. Northwest Quadrant 1885 is a smaller computer lab with 24 computers. Both rooms have instructor stations with projectors. Northwest Quadrant 1405 has 8 computers and is used for the School's Nonprofit program. In addition SOIS has a portable laptop cart with 36 laptops that can travel to other rooms as-needed.

The School has two drop-in student lounges, one each on the 2nd and 3rd floors of the Northwest Quadrant. Together these lounges provide over 24 computers, a printer, and group work areas for all of our students.

All computers at SOIS are higher-end to accommodate the needs of our course software.

The School of Information Studies has a 50-seat virtual computer lab that supplies distance and hybrid students access to all of our lab software. In addition much of the software is available for students to download directly at no cost through agreements with various vendors.

The School also has three seminar and meeting rooms. Northwest Quadrant 3511, 2450, and 1521.

Northwest Quadrant 2450 has been equipped with a state of the art video conferencing system that is used for hybrid courses, videoconferencing and synchronous courses (on the PhD level exclusively). Because of the large, communal table and intimacy of the room, it serves as a center for PhD students.

Resources for Research

The UWM Libraries maintain several resource to support faculty's teaching and research. They include a [number of databases related to LIS research](#) which include, but is not limited to, Library Literature & Information Science Index Full Text. Information Studies Expert and SOIS MLIS alumni, Molly Mathias, maintains a number of [Information Studies Guides](#) that direct students to resources for a topic or course in LIS.

Faculty and students also have access to the Information Intelligence and Architecture Lab. This is a space utilized for usability studies. Serving as a hub for research and education of new information technology design and evaluation, the lab is a research entity that provides interdisciplinary and international collaboration in the areas of information analysis, system design, digital libraries, data mining and application, and usability studies.

The School of Information Studies also provides faculty, adjunct, staff and students portable equipment on an as needed basis. 8 Laptops are available for loan along with 3 projectors. Also available are digital cameras, digital video cameras, webcams, microphones, and portable storage.

The UWM Library staff is committed to making their physical and digital services

available to all faculty, students and staff, irrespective to their levels of ability as outlined in their [Accessible Services and Resources website](#). These services include accessible computers, distraction free rooms, and described video. Library staff is poised to meet any needs not addressed in their resource page.

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

The staff and management of the UWM Golda Meir Library are very supportive and responsive to the needs of the faculty and students with regard to acquisition of library materials in any format. This ranges from employing our MLIS students as interns, student workers, and professional staff as well as providing library services to online students by sending them books and articles via regular or email.

The campus IT administration and staff are equally responsive to requests for IT upgrades and improvements in services and products. The extended [hours of the school's IT staff](#) were found helpful to part-time and evening students and faculty who teach these late hour classes. The campus maintains the [Accessibility Resource Center](#) for students with special needs and they work closely with the school's faculty to ensure that students with special needs are given all the support needed to ensure their success in the program.

UWM Libraries

The [UWM Libraries](#) are a central campus resource housed in the Golda Meir Library building which is home to the resources, services, and expert staff providing support for research and teaching at the University. It is a modular, open access facility located in the heart of the campus. It includes the [Daniel M. Soref Learning Commons](#), which offers flexible workstations, study spaces to accommodate collaborative and group learning, and two classrooms. In addition, the UWM Libraries have several other study areas and instructional spaces. During the academic year, the Learning Commons provides 24/5 access for students and faculty Sunday through Friday (138 hours). The remainder of the building is open 91 hours a week with over 1.2 million visitors in person and over 2 million virtual visits to the website annually. Reference assistance is provided in person 81 hours per week; it is also available by telephone, email, and chat. Online reference is available 24/7 via the Library's website. The Interlibrary Loan Librarian, Ask a Librarian services staff, and 24/7 interactive chat reference service provide assistance to distance education students. Access to the UWM Library's website and these resources is available from any authenticated Internet connection, 24/7. Our students and faculty can borrow materials in person or through a rapid delivery system.

The UWM Libraries currently employ 80 full time equivalent staff plus over a 100 student employees, eight SOIS internships and numerous SOIS fieldwork students.

Librarians with subject specialization and advanced degrees in academic disciplines are available to assist UWM faculty, staff, and students. Librarians provide reference service and instruction for subject areas relevant to their academic expertise.

Over 700 instructional sessions are conducted annually for thousands of students, teaching basic and specialized library searching skills using subject specific resources. Students can register individually and instructional staff can request these services for class. The UWM Libraries Contacts Program assigns a librarian to regularly update each academic department regarding events, instruction sessions, new databases, and relevant information. Tiffany Thornton serves as the UWM Libraries Contact for the School of Information Studies. In addition, designated faculty from each UWM academic department liaise with the Libraries and work closely with the Assistant Director for Collections & Resources to develop resources in her/his department. Joyce Latham serves in this role for SOIS.

Over the last decade the Libraries has been converting paper to electronic resources which is the format for the vast majority of their purchases and additions. The holdings are over 5.3 million physical resources of titles and volumes in the cataloged collections plus Archival holdings which total 8,000 cubic feet of records documenting the cultural, social, and political history of the Milwaukee region.

In addition the UWM Libraries holds an extensive array of electronic resources which are purchased as well as over \$1.5 million of additional resources made accessible through consortia agreements with all the University of Wisconsin Libraries. UWM users have access to a large array of virtual holdings, including over 340 electronic databases, over 300,000 electronic journals and books, as well as over 200 online tutorials and user guides. The digital collections include over 100,000 photographic images, maps, and books drawn from the collections of the American Geographical Society Library, the Archives, Special Collections, and the Curriculum Library. The Libraries are also active participants in national and international online initiatives such as Digital Public Library of America, World Digital Library, Recollecting Wisconsin, and the University of Minnesota's Umbra project.

The UW System is a participant in the Association of American Colleges and Universities *Liberal Education and America's Promise* ([LEAP](#)) project. From this project, UWM has adopted a set of Essential Learning Outcomes. These learning outcomes are used as an assessment framework for departments and programs across campus. Information literacy is included among the "effective communication skills" that students should develop. UWM librarians reach almost all freshmen through information literacy sessions, online tutorials or course integrated sessions. The online information literacy tutorial was accepted into the ACRL peer reviewed tutorial repository Primo.

American Geographical Society Library. The [American Geographical Society Library](#) (AGSL), one of the premier collections of its kind in North America, contains over 1.3 million items supporting instruction, research and outreach at the University of Wisconsin-Milwaukee and around the world. The collection contains maps, atlases, books periodicals, film media and digital data files. Its scope is worldwide with coverage

from the 15th century to the present. Its resources have been used to produce an ongoing series of digital collections, including an award winning website on Afghanistan, a comprehensive site on world transportation, and collections featuring unique photographic documentation of such places as Tibet, the Republic of Georgia, Korea and World War II Poland. The AGSL offers scholarly programs for the campus and local community throughout the year and welcomes visiting scholars from across the US and the world. The campus GIS center is available through the AGSL.

Archives and Area Research Center. The [Archives Department](#) has the two-fold mission of documenting the history of UWM and providing access to primary sources, largely from the metropolitan Milwaukee area, that have long-term research and instructional value for UWM academic programs. They also respond to the information needs of researchers worldwide, provide instruction sessions for UWM courses, host an annual lecture on local history, and display their holdings on campus and in the community. Through a unique, only in Wisconsin initiative, the Wisconsin Historical Society's extensive archives are available for loan to every Area Research Center via an Interlibrary transfer. The Archives supports dual degree students in history as well as hosts numerous interns and fieldwork students doing the archival specialization. Focus has been on curating collections on diversity, racial equality, underrepresented populations, and historical development of the archives profession in the U.S.

Special Collections. This is the premier public collection of rare books and special printed materials in southeastern Wisconsin. [Special Collections](#) consists primarily of rare and special printed materials that hold long-term, historical research potential for UWM academic programs. These collections support a broad range of research and teaching activities in the arts, humanities, and social sciences and also hosts programs, physical and digital exhibits. Libraries throughout the region utilize these resources for their classes since they are so unique

Music Library & Curriculum Collections. On the second floor east of the Library are the Music and Curriculum collections. Both are subject expertise and extensive collections to support students and faculty's research and teaching. The Curriculum Collection contains both instructor copies and an extensive collection of award winning children's and young adult literature in support of the teaching and research of faculty and students from SOIS, the School of Education, and the English Department. The Music Collection contains a vast collection of music and reference materials for Music and Theater majors. Listening devices allow them to access streamed and hard copies of music.

Media Library. The Media Library is an active area which provides free loans of cameras, laptops, iPad, and provides thousands of DVDs, video games, audio books and streaming video, as well as including newspapers and microtext collections. Staff provide instruction and tools for video recording. The Audio Recording Booth and Media Viewing Room are used by students for class projects.

UWM Digital Commons, a service of the UWM Libraries, is a virtual showcase for UWM's research and creative profiles. Members of the UWM academic community can contribute their completed scholarship for long-term preservation and worldwide electronic accessibility in an open access platform. In addition, the Commons provides a peer-reviewed module for hosting online open-access journals. SOIS faculty [host a site](#) within the [Digital Commons](#).

The UWM Libraries Digital Humanities Lab, launched in Fall 2013 as a collaborative effort between the UWM Libraries, the Center for Excellence in Teaching and Learning (CETL), and the College of Letters and Science, is an interdisciplinary, collaborative space aimed at bringing together faculty, academic staff, and advanced graduate students from across campus to explore the digital humanities, investigate ideas for new projects, and contribute to ongoing projects. A SOIS faculty, Tom Haigh, served on the DHL Advisory Committee for 2015-16. Assistant Professor Nadine Kozak is currently a member of their Advisory Committee.

The UWM Libraries are active participants in the intellectual life of the University community. They sponsor and co-host dozens of exhibits and public programs in a variety of disciplines which are free and open to all. The Libraries also support several opportunities for faculty research grants, fellowships for visiting researchers, and scholarships for UWM graduate students. The UWM Libraries also provides support for research through Data Services around data management plan consultations and data management training.

The UWM Libraries values its collaboration with SOIS on a number of international exchanges of students, recently with National Taiwan Normal University, and the Carnegie Mellon program through the University of Pretoria. Furthermore, the UWM Libraries provide outstanding opportunities for fieldwork placements and internships plus offers its staff and data for students to conduct research on libraries.

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

The SOIS faculty discuss program and policies at the monthly meetings of the Faculty Council which includes non-faculty, announcements are also made by support staff as to new additions to the SOIS resources and entertain requests from faculty for additional resources to support their instruction and research. Copies of all monthly minutes of faculty meetings are accessible and available for review, under the [Wisconsin Open Records Law](#). The last three years of our committee meeting minutes are available [online](#).

All students registered in online and onsite courses provide feedback on resources on

the course evaluation form (Appendix IV-4 Online Student Course Evaluation and Appendix IV-5 Onsite Student Course Evaluation). The Center for Excellence in Teaching and Learning can also request feedback from workshop participants. Faculty and staff have a direct line to request physical resources through the systems administrator or the assistant dean. James Schultz, SOIS Systems Administrator and Information Technology Director, assures that our technology is current and discusses any needs with the assistant dean. He asks faculty and teaching staff to provide feedback regarding hardware and software in labs each semester. And before the start of each semester, he asks faculty members for their requirements for lab images and software requests. This assures that faculty have the technology they need for their teaching and research.

Nevertheless, SOIS IT has set a three to four year life cycle for hardware. This includes that which is used by faculty, staff and in SOIS labs. Continual upgrades of hardware and software occur as needed.

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

All records of [faculty and staff meetings](#) are kept and archived. The school has in place the required rules, policies, procedures and regulations as well as appropriate staff expertise in budget and HR whose tasks are to review and report to the faculty for approval/disapproval any suggested changes in policies and procedures, including evaluations of administration, finances and resources. Minutes of faculty and staff meetings document such deliberations by appropriate faculty committees and any votes taken at the monthly faculty meetings. After the faculty's vote, the Associate Dean administers the decision making sure that the required documentation and procedures are followed to apply the decision.

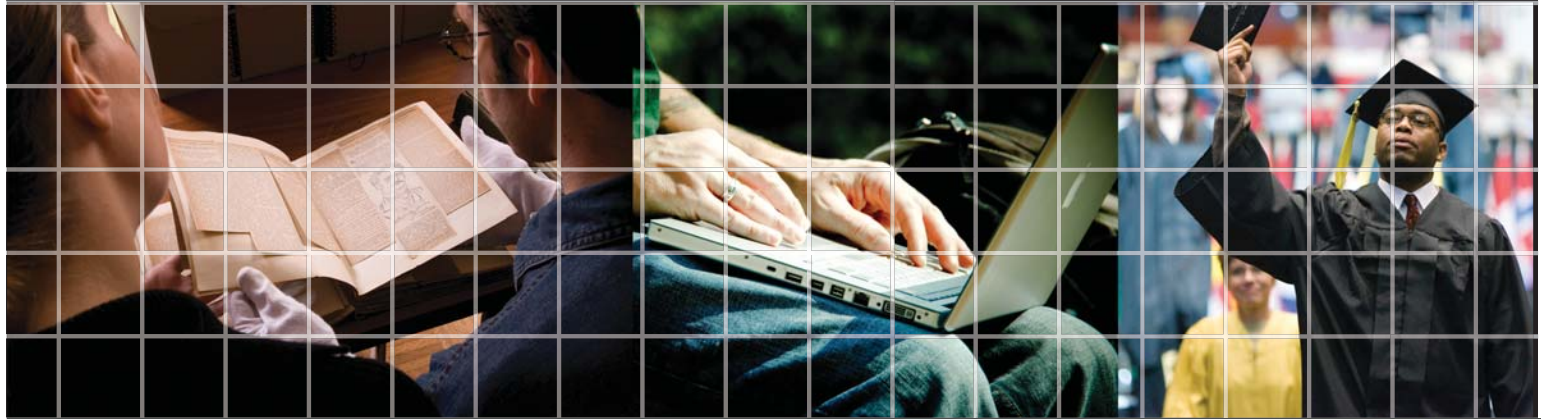
Standard V.15 *The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.*

The UWM provost/vice chancellor meets individually with the dean of the SOIS on a regular basis to review progress and challenges facing the School. There is also the annual budget meeting during which the two discuss the school's annual planning document. At one such meeting, the provost discussed strategic position control plan for the [university as a whole](#) and for SOIS individually (Appendix V-4 SOIS Position Control). These monthly and annual meetings serve to alert the campus administration to the School's present and future plans and activities.

Conclusion

The School enjoys the support of the UWM campus administration and receives more than adequate support from various campus support services such as the Graduate

School, the UWM Libraries, campus IT facilities and support, and many other auxiliary academic and non-academic services and programs on the UWM campus and as appropriate from the UW System administration. Even in light of the State's budget cuts, the School is well positioned to enjoy continued growth in enrollment and corresponding, albeit modest, increase in financial resources. We continue to reduce expenses without sacrificing quality education and research, and student-centric support.



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