



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

# Self Study

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Committee on Accreditation  
American Library Association

2009-2016

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# INTRODUCTION and PROGRAM INFORMATION

## a. Unit

The School of Library and Information Science (SLIS) is a unit of Wayne State University (WSU) in Detroit, Michigan.

## b. Program Presented for Accreditation by the COA

The name of the degree program being presented for accreditation by the COA is the Master of Library and Information Science (MLIS). The mission of the MLIS is to prepare professionals for leadership roles in libraries and other information organizations. By emphasizing the core principles and practical experiences of information access, organization, services, and support, SLIS educates a diverse student body for professional service to meet the various information needs of their local and global communities.

The MLIS degree requires a minimum of 36 graduate level credits distributed as follows: 18 credit hours in the Library and Information Science (LIS) professional core and a minimum of 18 credit hours in an area of professional specialization. Within the MLIS are three main pillars: Library Services, Information Management, and Archives and Digital Content Management. Currently, the MLIS degree is available online with selected classes also offered on-campus.

## c. School Administration

Sandra G. Yee, EdD  
Dean of University Libraries and the School of Library and Information Science

Stephen T. Bajjaly, PhD  
Associate Dean (Administrator of SLIS)

## d. University Administration

M. Roy Wilson, President  
Keith Whitfield, Provost

The Dean of the University Library System and the School of Library and Information Science reports to the Provost.

## e. Institutional Accreditation

Wayne State University is accredited by the Higher Learning Commission through 2017.

## f. Title and Version of Addressed ALA Standards

This Self Study addresses the American Library Association *Standards for Accreditation of Master's Programs in Library and Information Studies, 2008*.

## History and Overview of the School

The School of Library and Information Science can trace its origins to 1918, when the Detroit Normal Training School began offering courses in school librarianship to elementary teachers in the Detroit Public Schools. After the training school became the Detroit Teachers College in 1923, the library science program grew. In the 1930s, the college offered future elementary and secondary school librarians a bachelor's degree with a minor in library science. In 1940, the Teachers College became Wayne University and in 1956 it became Wayne State University.

During the 1960s and 1970s, the Library Science Department broadened and diversified its program. The American Library Association (ALA) accredited the Master of Science in Library Science (MSLS) degree in 1967. Due to budgetary concerns, it was necessary to move the Department out of the College of Education in 1984, and it began functioning under the administrative jurisdiction of the Dean of University Libraries. The name was changed to the Library and Information Science Program in 1993. The LIS Program grew from 125 students in 1987 to nearly 600 students in 2009. As a reflection of the growth of the student body and expansion of its degree and certificate offerings, the Board of Governors approved the creation of the School of Library and Information Science in 2009. Student enrollments have been declining ever since. Today, the School enrolls approximately 425 graduate students.

Since moving to the university library system, the curriculum offerings in library and information science have undergone a major change and expansion from the School's original focus training school librarians. Today's SLIS students can select from a variety of specializations that prepares them to be leaders across the evolving information professions.

In addition to the MLIS, the School offers a number of graduate and specialist certificate programs. The Graduate Certificate in Archival Administration was established in 1961; the Specialist Certificate in Library and Information Science was created in 1978. Both the Joint MLIS/MA in History degree and the Graduate Certificate in Information Management were established in 2007. The fully-online MLIS option was established in 2008. A Graduate Certificate in Records and Information Management was offered from 2009-2013. The Graduate Certificate in Public Library Services to Children and Young Adults was established in 2010.

## Organization of the Self Study

Following this introduction, the Self Study is organized by standard. The *Standards for Accreditation* are provided in italics. Each section that addresses a standard concludes with a brief summary. Each section includes a listing of supporting documentation related to the standard. Supporting documents are provided electronically on a flash drive to members of the External Review Panel (ERP). Documents not available electronically are provided on-site. The text of the Self Study ends with the Conclusion.

## Overview of the Self Study Preparation Process

The School's Planning and Assessment Committee (PAC) oversaw the development of the School's 2016 Self Study. The Associate Dean, Dr. Stephen Bajjaly, appointed Associate Professor Hermina Anghelescu to serve as Chair of the PAC and, in this



capacity, to serve as the Coordinator for the program review. Dr. Anghelescu has served on numerous External Review Panels, both as member and as Chair, so she is very familiar with the process. Dr. Bajjaly worked closely with Dr. Anghelescu to ensure all aspects of the Self Study were completed in a comprehensive and timely manner.

The Associate Dean appointed full-time faculty members to six committees, each of which was charged with evaluating how well the School is meeting one of the 2008 Standards for Accreditation of Master's Programs in Library & Information Studies. Each "standard committee" also included another full-time faculty and/or staff member plus a local and a distant student, local and distant alumni, advisory board members, and at least one adjunct. Overall composition of each standard committee was between 7 and 10 members.

The School held its annual Strategic Planning Retreat on October 1, 2015. Discussion of the accreditation and Self Study process was on the agenda. Local members of the various standard committees met in small groups to discuss their assigned standard and outline their work activities and timeline. Committee chairs connected with their distant members after the Retreat to apprise them of the committee's discussion and workload.

The standard committees undertook the following activities:

- a. Develop a plan that identifies any particular areas of focus, a time line, a review process, the participants, any source(s) of information for the committee and evidence for the External Review Panel, and an outline for the *Self Study*.
- b. Conduct a Program Review that includes the following activities:
  1. Evaluate how the standard is being achieved.
  2. Evaluate how the subject of the standard relates to the mission, goals and objectives, and the student learning outcomes.
  3. Describe the School's outcomes assessment processes and how they provide an evaluation of the School's success in meeting the standards.
  4. Indicate how the School's outcomes assessment is incorporated into the planning process.
- c. Prepare an appropriate section for the *2016 Self Study*.

## **Standard Committee Assignments**

### Standard I: Mission, Goals, and Objectives

Professor Dian Walster (chair), Peter Hook (faculty), Sandra Svoboda (local student), Maralee Carlin (distant student), Lorcan Dempsey and Kathleen McBroom (advisory board members), Beth Applebaum (alumni) and Sue Lay (adjunct faculty).

### Standard II: Curriculum

Associate Professor Kafi Kumasi and Assistant Professor Joan Beaudoin (co-chairs), Vaneitta Goines (local student), Elizabeth Measell (distant student), Heather Perrone (distant student), Lance Werner and Victor Liu (advisory board members), Kathy Irwin (local alumni), Rebecca Renirie (distant alumni), Cole Hudson (local adjunct), and Christine Illichman (distant adjunct).

### Standard III: Faculty

Assistant Professor Jen Pecoskie (chair), Barry Neavill (faculty), Amanda Gantchev (local student), Catherine Lopez and Kimberly Auger (distant students), Tim Lentz (advisory board), Cedric Hicks (distant alumni), and Jeffrey Hancks (distant adjunct).

### Standard IV: Students

Senior Lecturer Bin Li (chair), Jennifer Bondy (academic staff), LaTeesa James (Diversity Graduate Student Assistant), Melissa McLachlin and Jesse Lopez (local students), Kristin Oke (distant student) Alicia Biggers-Gaddes, Stephanie Coffey and Karly Szczepkowski (advisory board members), Beth Johns (distant alumni), and Jennifer Gustafson (practicum coordinator).

### Standard V: Administration and Financial Support

Assistant Professor Deborah Charbonneau (chair), Judith Field (professional-in-residence), Matthew Fredericks and Megan Rehahn Drulia (academic staff), Audrey Swartz (local student), Kimberly David and Akiema Buchanan (distant students), Clyde Scoles and Cathy Russ (advisory board members), Nicole Usiondek (local alumni) and Elliot Polak (local adjunct).

### Standard VI: Physical Resources and Facilities

Assistant Professor Xiangmin Zhang and Lecturer Kimberly Schroeder (co-chairs), Mike Dutkewych (IT graduate student assistant), Tracy Walker (local student), Rachel Esguerra and Shonee Hightower (distant students), Cliff Haka (advisory board member), Sandy McCarthy (local alumni), and Paul Gallagher (local adjunct).

## **Stakeholder Group Surveys**

During the spring of 2016, online surveys were conducted to provide additional data and to help inform the self study process. Email requests to complete an online survey were sent to 1127 alumni who graduated during the review period (2009-2015) and to 646 employers. Completed surveys were received and analyzed from 226 alumni (response rate: 20%) and 38 employers (response rate: 6%). As part of its ongoing operations, SLIS surveys new students each semester, continuing students annually, and graduates one year after graduation. The results of all these surveys were incorporated into the self study findings.

Committee chairs drafted reports for their chapters/standards and submitted them to the Coordinator for her review. The Dean and Associate Dean also reviewed drafts of the chapters for the Self Study.

## **Time Line for the Program Review**

September 21, 2015:	Plan due to OA and chair of External Review Panel (ERP)
October 1, 2015:	Annual SLIS Strategic Planning Retreat. This year includes review of COA-ERP review processes, timeline, and standards committee breakout session/discussion
October 15, 2015:	Chairs provide committee plans and data collection recommendations
March 11, 2016:	Standards committees' drafts of the Self Study due to Hermina Anghelescu
March 23, 2016:	Faculty meeting review/discussion of full draft of the Self Study. Section comments returned to committees for editing.
April 11, 2016:	Faculty second review of draft. Section comments to committees for final editing.
May 2, 2016	Final drafts of Self Study sections due to Hermina Anghelescu
May 23, 2016:	Draft of Self Study due to OA, chair and members of ERP
Mid-June 2016:	Revise Self Study based on feedback from OA/ERP and then distribute to faculty for comments.
Mid July 2016:	Revise Self Study based on feedback from faculty
August 8, 2016:	Final Self Study due to OA, chair and members of ERP
Sept 19-20, 2016:	Campus visit by ERP

The Wayne State University School of Library and Information Science has used the process of preparing its 2016 Self Study as an opportunity to examine and strengthen itself and to review its recent initiatives. All constituencies involved in the review process were committed to viewing the process of preparing the Self Study as an opportunity to improve the School and to evaluate procedures as well as desired outcomes.

This Self Study documents how the School of Library and Information Science complies with both the letter and spirit of the COA Standards. By implementing an online MLIS degree option, the School has expanded its reach well beyond its traditional geographic boundary of Southeast Michigan to extend the benefits of graduate library and information science education to students across Michigan and beyond.



# Standard I

Mission, Goals, and Objectives



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE



# STANDARD I: MISSION, GOALS, AND OBJECTIVES

The Wayne State University School of Library and Information Science (WSU SLIS) has implemented a variety of ongoing processes and policies to develop, review and revise its planning and assessment methods and activities. These policies, procedures, and activities, developed over the past several years and detailed in this chapter or elsewhere in this Self Study, include:

- Annual Strategic Planning Retreats
- Annual review by the Academic Concerns Committee
- Input from the SLIS Advisory Board, alumni and employers through various means such as the Career Fair, surveys, meetings, conversations, etc.
- Surveys and questionnaires sent regularly to multiple constituencies
- Reviews by all SLIS committees and the full faculty

## Standard I.1.

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

SLIS has developed and continues to evolve its mission, goals, and objectives in support of its parent institution and graduate education in library and information science. The School's mission, goals, and objectives, first formulated at the same time that the University was developing its first strategic plan (in 2001), have been revised regularly. In 2007, SLIS developed its strategic plan for 2008-2011. In 2008, a previous COA standard committee reviewed, enhanced, changed, added, and revised the vision, mission, goal and objective statements into the ones we have today. This committee reviewed the University's *Mission and Strategic Plan for 2006-2011* and assured that its work would be supportive of the University mission and strategic plan. A updated SLIS strategic plan was later adopted for 2012-2016. When the committee's recommendations were delivered to the faculty, they also had access to the complete University documents, thus assuring School commitment to the overall University mission, goals, and objectives.

Since that time, in response to leadership from ALA/COA and the university assessment council, SLIS has maintained its overall mission, goals, and objectives but also formulated degree and certificate-specific mission statements, student learning outcomes, and assessment plans. The SLIS vision, mission, goals, and objectives provide overall guidance but now the degree or certificate mission statements and student learning outcomes guide specific curriculum review, development, and assessment of student learning.

## **SLIS Vision Statement**

We foster learning and research about information policies, information fluency, and information accessibility within the global library and information environment.

## **SLIS Mission Statement**

We combine theories with practices to educate leaders who advance the importance of information in society. We deliver accessible, high quality education incorporating professional scholarship and best practices. We focus on three pillars:

- Library Users and Services
- Information Management
- Archives and Digital Content Management

## **SLIS Goals and Objectives**

**RESEARCH:** The SLIS will foster, facilitate, and support research by faculty and students.

- The SLIS will assist students in appreciating the importance of research within practice, and for developing theoretical approaches to library and information science.
- The SLIS will foster student engagement in research, through courses and directed studies, and other independent learning opportunities.
- The SLIS will support students in presenting their research in courses, at conferences, and through publication.
- The SLIS will support faculty research and scholarly communication
- The SLIS will cultivate faculty engagement with student research experiences and skill development.

**TEACHING:** The SLIS will encourage and teach professional approaches and a service philosophy.

- The SLIS will provide the skills and dispositions for excellence in information service delivery.
- The SLIS will offer opportunities to sustain professional growth and achievement, including career mentoring.
- The SLIS will expose students to the historical, social, cultural, educational, political, and economic dimensions of information and information agencies.
- The SLIS will educate students in the history, philosophies, theories, principles, policies, and ethics of library and information science.
- The SLIS will inculcate the importance of career-long professional learning.

**SERVICE:** The SLIS will be engaged within the diverse communities and world of which we are a part.

- The SLIS will seek diversity among the faculty.
- The SLIS will seek diversity and facilitate inclusion among the student body.
- The SLIS will address the roles of library and information services in a diverse global society, paying particular attention to the underserved.

- The SLIS will facilitate student experience in multicultural and multiethnic information environments.
- The SLIS will integrate urban issues across its curriculum, activities, and provide opportunities for community engagement and professional growth.

**LEADERSHIP:** The SLIS will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.

- The SLIS will engage the library community, alumni, and employers.
- The SLIS will promote commitment and involvement in professional associations and organizations
- The SLIS will encourage involvement in the community and community organizations.
- The SLIS will support service activities and participation in leadership roles at the School, University, local, state, national, and international levels.

**TECHNOLOGY:** The SLIS will educate within and for an evolving technological world.

- The SLIS will continuously evaluate and apply technologies to its teaching, learning, research, and service programs.
- The SLIS will enable all students to assess critically the effective uses of technologies in information practice.
- The SLIS will assist students in understanding the roles of information technologies.

In order to ensure regular review of the School's vision, mission, goals, and objectives, the following procedures are in place:

- The Associate Dean charges that the Academic Concerns Committee review the statements annually for accuracy and continued relevance, and to make suggestions for revisions.
- As necessary, the Academic Concerns Committee provides its recommendations and suggestions regarding the vision, mission, goals, and objectives to the full faculty at a regular faculty meeting. This allows the School to consider changes and to plan for the future on an annual basis.
- Students contribute to this ongoing review process by being represented on the Academic Concerns Committee where they are encouraged to react to proposals and can also introduce proposals.
- Students are also represented at the faculty meetings where they, too, are encouraged to provide reaction and input to any proposed changes in the curriculum, policies, procedures, and other aspects affecting students.
- The alumni and other constituencies are also asked to review major changes in the vision, mission, goals, and objectives of the School and to suggest modifications or new concepts through email and survey requests.

## **Wayne State University Context**

As a nationally-ranked research university, Wayne State is committed to high standards in research and scholarship. Its first priority is to develop new knowledge and encourage its application. Due to this ranking, Wayne State develops and maintains strong graduate and professional programs in many fields. To maintain its standards, the University seeks to strengthen those programs that have achieved national recognition while, at the same time,

fostering programs that show promise for the future. Wayne State strives to maintain its performance ranking as measured by its funded research, the quality of its graduate programs as evaluated by national studies of graduate education, and the effectiveness of all academic programs as assessed by external evaluation.

As an urban teaching university, and because its graduates have typically continued to live and work in the area throughout their lives, Wayne State seeks especially to serve residents of the greater Detroit metropolitan area, although it enrolls students from across the State, the nation, and around the world.

In Fall 2015, Wayne State University unveiled the new Strategic Plan for 2016-2021. The School acknowledges the new vision, mission, strategic focus areas and goals below. Over the next year SLIS will work to integrate fully its own vision, mission, goals and objectives and student learning outcomes within the new university directions.

### **2016-2021 WSU Vision, Mission and Strategic Focus Areas**

**Vision:** Wayne State University will be a pre-eminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community.

**Mission:** Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

**Strategic Focus Areas:** Student Success, Teaching Excellence, Diversity and Inclusion, Community Engagement, Research, Entrepreneurship and Financial Sustainability and Operational Excellence.

The goals of the University, as stated in the WSU Strategic Plan 2016-2021, include the following:

#### **Student Success**

- Cultivate a culture of student success
- Create clear academic pathways that support progressive student success
- Increase retention, progress to degree and graduation rates for students
- Enhance academic and career training for all graduate students

#### **Teaching Excellence**

- Enhance a culture that values teaching excellence
- Identify and encourage the adoption of best teaching practices and the improved delivery of learning outcomes campus wide through the use of data
- Improve the quality of faculty-student relationships within the classroom and beyond
- Improve graduate student training and mentoring

#### **Diversity and Inclusion**

- Leverage our diversity to create an inclusive campus where every group and individual feels valued
- Implement and enhance academic programs focused on cultural, language and global competencies



## Community Engagement

- Continue to enhance our leadership in the revitalization of Detroit
- Develop innovative, meaningful, sustainable and mutually beneficial community-based service-learning experiences
- Maintain and enhance the university's institutional reputation of high-quality community engagement

## Research

- Nurture and expand the research and discovery mission
- Develop the infrastructure and processes necessary to support research, knowledge application and broad programmatic initiatives
- Grow research-based revenue
- Enhance our "Distinctively Wayne State" pipeline of student researchers
- Communicate and expand awareness of excellence in research, discovery and knowledge application

## Entrepreneurship

- Create a thriving culture where new ideas and new ventures are consistently developed and rewarded
- Simplify, coordinate and enhance the process of innovation and entrepreneurship

## Financial Sustainability and Operational Excellence

- Increase enrollment
- Develop a culture of philanthropy throughout the university community
- Diversify and enhance sources of revenue
- Achieve operational excellence in all processes
- Ensure environmental sustainability

## Correlation of School and University Goals

The table on the next page details the current relationships between the SLIS and university's goals. While there is substantial congruence, following the completion of this self study process the faculty and other SLIS stakeholders will consider how to better integrate the School's future goals to the recently-unveiled updated university goals and objectives.

**Table I.1: Correlation of SLIS and University Goals and Objectives**

Current SLIS Goals	Reflected in University Goals and Objectives
<p><b>Research</b></p> <p>The SLIS will foster, facilitate, and support research by faculty and students.</p> <ul style="list-style-type: none"> <li>• The SLIS will assist students in appreciating the importance of research within practice, and for developing theoretical approaches to library and information science.</li> <li>• The SLIS will foster student engagement in research, through courses and directed studies, and other independent learning opportunities.</li> <li>• The SLIS will support students in presenting their research in courses, at conferences, and through publication.</li> <li>• The SLIS will support faculty research and scholarly communication</li> <li>• The SLIS will cultivate faculty engagement with student research experiences and skill development.</li> </ul>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Nurture and expand the research and discovery mission</li> <li>• Develop the infrastructure and processes necessary to support research, knowledge application and broad programmatic initiatives</li> <li>• Grow research-based revenue</li> <li>• Enhance our “Distinctively Wayne State” pipeline of student researchers</li> <li>• Communicate and expand awareness of excellence in research, discovery and knowledge application</li> </ul>
<p><b>Teaching</b></p> <p>The SLIS will encourage and teach professional approaches and a service philosophy.</p> <ul style="list-style-type: none"> <li>• The SLIS will provide the skills and dispositions for excellence in information service delivery.</li> <li>• The SLIS will offer opportunities to sustain professional growth and achievement, including career mentoring.</li> <li>• The SLIS will expose students to the historical, social, cultural, educational, political, and economic dimensions of information and information agencies.</li> <li>• The SLIS will educate students in the history, philosophies, theories, principles, policies, and ethics of library and information science.</li> <li>• The SLIS will inculcate the importance of career-long professional learning.</li> </ul>	<p><b>Teaching Excellence</b></p> <ul style="list-style-type: none"> <li>• Enhance a culture that values teaching excellence</li> <li>• Identify and encourage the adoption of best teaching practices and the improved delivery of learning outcomes campus wide through the use of data</li> <li>• Improve the quality of faculty-student relationships within the classroom and beyond</li> <li>• Improve graduate student training and mentoring</li> </ul> <p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>• Cultivate a culture of student success</li> <li>• Create clear academic pathways that support progressive student success</li> <li>• Increase retention, progress to degree, and graduation rates for all students</li> <li>• Enhance academic career training for all graduate students</li> </ul>
<p><b>Service</b></p> <p>The SLIS will be engaged within the diverse communities and world of which we are a part.</p> <ul style="list-style-type: none"> <li>• The SLIS will seek diversity among the faculty.</li> <li>• The SLIS will seek diversity and facilitate inclusion among the student body.</li> <li>• The SLIS will address the roles of library and information services in a diverse global society, paying particular attention to the underserved.</li> <li>• The SLIS will facilitate student experience in multicultural and multiethnic information environments.</li> </ul>	<p><b>Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Leverage our diversity to create an inclusive campus where every group and individual feels valued</li> <li>• Implement and enhance academic programs focused on cultural, language and global competencies</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Continue to enhance our leadership in the revitalization of Detroit</li> </ul>

<ul style="list-style-type: none"> <li>• The SLIS will integrate urban issues across its curriculum, activities, and provide opportunities for community engagement and professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop innovative, meaningful, sustainable and mutually beneficial community-based service-learning experiences</li> <li>• Maintain and enhance the university's institutional reputation of high-quality community engagement</li> </ul>
<p><b>Leadership</b></p> <p>The SLIS will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.</p> <ul style="list-style-type: none"> <li>• The SLIS will engage the library community, alumni, and employers.</li> <li>• The SLIS will promote commitment and involvement in professional associations and organizations</li> <li>• The SLIS will encourage involvement in the community and community organizations.</li> <li>• The SLIS will support service activities and participation in leadership roles at the School, University, local, state, national, and international levels.</li> </ul>	<p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Create a thriving culture where new ideas and new ventures are consistently developed and rewarded</li> <li>• Simplify, coordinate and enhance the process of innovation and entrepreneurship</li> <li>• Financial Sustainability and Operational Excellence</li> <li>• Increase enrollment</li> <li>• Develop a culture of philanthropy throughout the University community</li> <li>• Diversify and enhance sources of revenue</li> <li>• Achieve operational excellence in all processes</li> <li>• Ensure environmental sustainability</li> </ul>
<p><b>Technology</b></p> <p>The SLIS will educate within and for an evolving technological world.</p> <ul style="list-style-type: none"> <li>• The SLIS will continuously evaluate and apply technologies to its teaching, learning, research, and service programs.</li> <li>• The SLIS will enable all students to assess critically the effective uses of technologies in information practice.</li> <li>• The SLIS will assist students in understanding the roles of information technologies.</li> </ul>	

## School of Library and Information Science Context

The Wayne State University Board of Governors approved the creation of the School of Library and Information Science, effective Spring/Summer 2009, to incorporate the existing Library and Information Science (LIS) Program. The academic oversight and degree-granting authority for the LIS Program were transferred from the Graduate School to the new School in May 2009. The Dean of University Libraries and Library and Information Science, Dr. Sandra Yee, continues to serve as the Dean of the new School of Library and Information Science. In 2010 the title of Director was changed to Associate Dean.

The vast majority of students attending the School come not only from all parts of Michigan, but also from southwestern Ontario and northern Ohio and across the U.S. In addition, there is a small international contingent of students. A regional compact allows students coming from specific counties in Ohio and Ontario to attend Wayne State University and pay in-state tuition. The School's commitment to the state led to the development of a distance education program that began in 1987 and that included faculty traveling to distance sites within Michigan,

satellite transmission, and now online delivery of course content. Students in the online only MLIS pay in-state tuition, regardless of their residency.

In Fall 2008, the School launched its fully online master's program. The online students, including those from other states and countries, further enhance the diversity of the School. This online master's program has not only added students to the School; it also fostered new course development and an expanded course schedule. Currently, 38% of students reside in the Detroit metro area; 30% are Michigan residents; 30% come from other US states (non-Michigan); and 2% are international students. Prior to the online program, 99% of the students were Michigan residents.

One of the processes SLIS uses to engage with constituencies is hosting an annual day-long strategic planning retreat in the early fall. This event enables the School's faculty and staff to connect and consult with students, adjunct faculty, advisory board members, alumni, and employers to consider changes within the library and information professions and then discuss how these changes should be reflected in the School's curriculum and services to students. Each retreat has a particular theme that forms the basis for discussion and results in an updated action plan as the outcome.

The themes of the retreats have included:

2011: SLIS "SWOT Analysis" and MLIS Student Learning Outcomes

2012: MLIS Curriculum Concentrations/Specializations

2013: Student Learning Outcomes and Transferable Skills

2014: Preparing Students; Engaging Alumni

2015: Re-envisioning the MLIS and the Role of Accreditation

All faculty members take part in these annual retreats. Adjunct faculty and advisory board members are invited to join. In addition, general announcements are made to the student body and students are invited to participate. Attendance was as follows: 2011: 23 attendees, 2012: 38, 2013: 18, 2014: 24, and 2015: 52.

## **Program Planning and Evaluation**

The SLIS maintains an ongoing, systematic process of program planning and evaluation. During this review period two SLIS strategic plans were applicable:

- 2008-2011 SLIS Strategic Plan
- 2012-2016 SLIS Strategic Plan

### **2008-2011 SLIS Strategic Plan**

The 2008 - 2011 was created in October 2007. At its regular monthly meeting, the faculty, staff, and additional students (beyond those who regularly attend), engaged in a SWOT analysis to ascertain the current strengths, weaknesses, opportunities, and threats facing the School. As a result of these activities, the SLIS Strategic Plan 2008-2011 was formulated.

The goals for the 2008-2011 SLIS Strategic Plan were:



- To enhance the prominence and reputation of the School on campus, regionally, nationally, and internationally.
- To deliver innovative academic programs that draw upon the unique strengths of the University and its surrounding environment in order to more fully meet the graduate educational needs of the library and information science community locally, regionally, nationally, and internationally.
- To recruit and retain a more diverse student body that is more fully prepared to compete for the available employment opportunities locally, regionally, nationally, and internationally.
- To recruit and retain an expanded and more diverse faculty and staff.
- To enhance the infrastructure and administrative services to be more responsive to the teaching, research, and service needs and priorities of the School of Library and Information Science.

The objectives necessary to achieve each strategic goal plus an indication of the responsible unit within the School, the time line for completion, and the current status of each objective are outlined within the 2008-2011 SLIS Strategic Plan document.

## **2012-2016 Strategic Plan**

The goals for this strategic plan are:

- To enhance the prominence and reputation of the School on campus, regionally, and across the LIS profession.
- To deliver high-quality, innovative academic programs that draw upon the unique strengths of the School and the University in order to meet the educational needs of the library and information science community locally, regionally, and nationally.
- To recruit and retain a diverse student body that is fully prepared to compete for the available employment opportunities locally, regionally, nationally, and internationally.
- To enhance the infrastructure and administrative services to be fully responsive to the teaching, research, and service needs and priorities of the School of Library and Information Science.

One of the first tasks following the completion of the reaccreditation preparation and site visit will be to update the School's strategic plan and to fully merge its plan with the University's plan.

## **Standard I.2.**

*I.2. Program objectives are stated in terms of student learning outcomes and reflect:*

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

- 1.2.2. the philosophy, principles, and ethics of the field;*
- 1.2.3. appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;*
- 1.2.4. the value of teaching and service to the advancement of the field;*
- 1.2.5. the importance of research to the advancement of the field's knowledge base;*
- 1.2.6. the importance of contributions of library and information studies to other fields of knowledge;*
- 1.2.7. the importance of contributions of other fields of knowledge to library and information studies;*
- 1.2.8. the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;*
- 1.2.9. the role of library and information services in a rapidly changing technological society;*
- 1.2.10. the needs of the constituencies that a program seeks to serve.*

## **MLIS Student Learning Outcomes (SLOs)**

SLIS provides two levels of student learning outcomes that are publicized on the website for students and other stakeholders: (1) degree or certificate wide, and (2) course-specific student learning outcomes. Student learning outcomes assessment is also a two-tiered process: each course has specified assessment activities that focus on its learning outcomes and the culminating experience, the electronic portfolio, assesses the extent to which each student achieves the degree or certificate-wide learning outcomes.

SLIS began requiring e-portfolios of all MLIS students beginning fall 2009. MLIS student learning outcomes, designed to reflect the requirements of Standard I.2, were first formulated in 2009 and were revised/expanded in 2014. At the direction of the university's Assessment Council in 2014, separate mission statements, curriculum maps, student learning outcomes, and assessment plans for each degree and certificate were required to be developed. Certificate e-portfolio requirements become effective for students who matriculate as of January 2016. The supporting documentation for Standard II, Curriculum, provides complete details about the development and implementation to date of our student learning outcomes assessment processes and results.

Our current MLIS Student Learning Outcomes indicate that students who successfully complete the Master of Library and Information Science degree at Wayne State University will be able to:

1. Critically evaluate, synthesize, and disseminate information.
2. Understand how complex interactions between diverse users, societal factors, and information environments affect professional situations.
3. Facilitate access to, and use of, information resources between users and communities.

4. Apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.
5. Articulate and advocate for the foundations of the profession and its basic values and ethics such as intellectual freedom, information access and dissemination, and apply these principles to the advancement of the profession.
6. Determine the significance of intellectual property, security, and privacy issues.
7. Assess, adopt, and utilize the most relevant information technologies.
8. Utilize current management and leadership theories and practices in the workplace.
9. Evaluate and apply library and information science research to problems of professional practice by employing theories, best practices, and assessment strategies to the range of information functions.
10. Practice professional engagement through leadership, service work, lifelong learning and community involvement.

The table below summarizes how the MLIS Student Learning Outcomes (SLOs) relate to the specific subparts of Standard I.2 and to the current SLIS Mission, Goals, and Objectives.

**Table I.2 Correlation of COA Standards and MLIS Student Learning Outcomes**

Standard	MLIS Student Learning Outcomes	SLIS Goals/Objectives	Represented in Core Classes	Other
1.2.1 Essential character of LIS	<ul style="list-style-type: none"> <li>• SLO 1</li> <li>• SLO 2</li> <li>• SLO 3</li> <li>• SLO 4</li> <li>• SLO 6</li> <li>• SLO 7</li> <li>• SLO 8</li> <li>• SLO 9</li> </ul>	LEADERSHIP: The SLIS will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.	LIS 6120 LIS 6210 LIS 7040 or LIS 7310	Student Associations: ALA
1.2.2 The philosophy, principles, and ethics of the field	<ul style="list-style-type: none"> <li>• SLO 5</li> <li>• SLO 6</li> </ul>	The SLIS will educate students in the history, philosophies, theories, principles, policies, and ethics of library and information science.	LIS 6010 LIS 6080 LIS 6120 LIS 6120	
1.2.3 Appropriate principles of specialization	<ul style="list-style-type: none"> <li>• SLO 2:</li> <li>• SLO 9</li> <li>• SLO 10</li> </ul>	The SLIS will encourage and teach professional approaches and a service philosophy.	SLIS elective classes	
1.2.4 The value of teaching and service to the advancement of the field	<ul style="list-style-type: none"> <li>• SLO 3</li> <li>• SLO 10</li> </ul>	<p>TEACHING: The SLIS will encourage and teach professional approaches and a service philosophy.</p> <p>SERVICE: The SLIS will be engaged within the diverse communities and world of which we are a part.</p>		

1.2.5 The importance of research to the advancement of the field's knowledge base	<ul style="list-style-type: none"> <li>• SLO 9</li> </ul> <p>Additionally, students encouraged to publish. Faculty encourage them to publish their quality papers or results.</p>	RESEARCH: The SLIS will foster, facilitate, and support research by faculty and students.	LIS 7996	
1.2.6 The importance of contributions of library and information studies to other fields of knowledge	<ul style="list-style-type: none"> <li>• SLO 2</li> <li>• SLO 3</li> <li>• SLO 7</li> <li>• SLO 8</li> <li>• SLO 9</li> <li>• SLO 10</li> </ul>	LEADERSHIP: The SLIS will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.		Certificate Programs: Information Management and Archives School Library Media Endorsement
1.2.7 The importance of contributions of other fields of knowledge to library and information studies	<ul style="list-style-type: none"> <li>• SLO 2</li> <li>• SLO 3</li> <li>• SLO 7</li> <li>• SLO 8</li> <li>• SLO 10</li> </ul> <p>Knowledge from outside fields permeates these five Learning Outcomes and is routinely adopted by the field of library and information studies.</p>		Across all core classes: LIS 6010, 6080, 6120, 6210, 7040/7310, 7996 And electives particularly	Student Associations: SAA, NDSA, Child/Youth,
1.2.8 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups	<ul style="list-style-type: none"> <li>• SLO 2</li> </ul> <p>Detroit, the physical home of Wayne State University SLIS is a multi-cultural, diverse, urban environment. In addition to having a diverse student body, many of our students are already paraprofessionals serving in libraries that cater to diverse ethnic and racial populations, as well as economically disadvantaged communities.</p>	SERVICE: The SLIS will be engaged within the diverse communities and world of which we are a part.	Across all core classes: LIS 6010, 6080, 6120, 6210, 7040/7310, 7996	Student Associations: FLID IMLS Grant: Transferable skill: Cultural competence
1.2.9 The role of library and information	<ul style="list-style-type: none"> <li>• SLO 7</li> </ul>	TECHNOLOGY: The SLIS will educate within and for	LIS 6080	Digital Media Projects Lab

services in a rapidly changing technological society		an evolving technological world.		
1.2.10 The needs of the constituencies that a program seeks to serve	<ul style="list-style-type: none"> <li>• SLO 2</li> <li>• SLO 3</li> <li>• SLO 10</li> </ul>	LEADERSHIP: The SLIS will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.		

## E-Portfolio Process

For students that began the MLIS degree after September 2009, e-portfolios are required in order to graduate. This process requires all students to reflect upon and demonstrate that they have achieved at least three of the MLIS Student Learning Outcomes. This graded process requires four items: (1) a reflective essay, (2) sample artifacts or assignments of high quality for each of the six core classes, and three elective classes, (3) evaluative statements for each sample artifact, and (4) a professional resume.

In the reflective essay, students demonstrate their competency in obtaining at least three of the ten MLIS Student Learning Outcomes. Furthermore, they analyze the contribution of included artifacts to the students' professional development, and describe the student's beliefs regarding the professional responsibilities of a LIS professional. The reflective essay specifically calls for the student's stance on or philosophy of the information profession. In this manner, all students are actively required to reflect upon the philosophy, principles, and ethics of the field in addition to the exploration of these items in almost each course offered at SLIS.

The evaluative statements portion of the e-portfolio process are brief explanations of the motivation for and circumstances under which the item was produced, and its relationship to overall patterns of personal development. Students can indicate in the evaluative statement what the item represents in terms of personal and professional growth or learning outcome, its relationship to a professional knowledge base, or its meaning as to why it was included in the e-portfolio. In this manner, SLIS assesses whether the Student Learning Outcomes have been achieved.

## Standard I.3.

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

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

The School employs a variety of assessment tools and techniques, both formal and informal, which allow for evaluation of the operations and activities of the School and provide a multitude of ways for the School to remain apprised of changes in the profession. Formal surveys are conducted annually with new students and graduating students each semester and with all students, alumni, and numerous employers in advance of reaccreditation.

The Dean and Associate Dean, faculty, and staff are regular participants and presenters at state, national, and international professional conferences. The School holds alumni receptions at major state and local conferences. The School hosts the "Annual Recognition Ceremony" for graduates and scholarship and award winners. The Dean currently serves on the boards of OCLC and ARL.

The results of these assessments and intelligence-gathering activities lead to a regular re-examination and refinement of the curriculum and the development of updated vision, mission, goals, and objective statements. The School also monitors changes in the University's goals and objectives to assure that they remain in agreement. The School proceeds with its planning activities as a way of continuously improving its quality.

At the course level, SLIS has developed course profiles for each course in its catalog. Each profile details the rationale for including the course in the curriculum, student learning outcomes, course content, teaching methodology, basis for evaluating student performance, and the course text/resources. These profiles are designed to give prospective students a broad overview of what the course will cover and also provide varying instructors with a general outline that each instance of the course should follow.

We continue to develop our e-portfolio process to ensure students can demonstrate how they meet or exceed the MLIS learning outcomes while at the same time allowing for facilitated grading and feedback by the faculty reviewers. Our e-portfolio submission/review system is now incorporated into our learning management system (Blackboard). Over time we have seen improvements in the percentage of MLIS students who complete the e-portfolio successfully on the first pass. SLIS maintains publicly-accessible data on student achievement on the SLIS website.

Many alumni are also employers of our students and graduates. Employers provide input via the evaluations the School solicits when they host a practicum student. Employers who participate in the annual career fair are invited to participate in a focus group with the Associate Dean. Members of the School Advisory Board are, in many cases, also employers of library and information professionals so the School benefits from their advice and counsel as well.

## **Annual Evaluation Calendar**

The following details events and activities directly related to providing assessment and evaluation materials for SLIS.

**Table I.3: Monthly SLIS Assessment and Evaluation Activities**

Month	Activity
January	<ul style="list-style-type: none"> <li>• Dossiers for tenure and promotion due to Dean</li> </ul>
February	<ul style="list-style-type: none"> <li>• Call for winter term Student Assessment Review (SAR) of students</li> </ul>
March	<ul style="list-style-type: none"> <li>• Student e-portfolio review</li> <li>• Applications/student awards</li> <li>• Student Assessment Review (SAR)</li> <li>• Career Fair</li> </ul>
April	<ul style="list-style-type: none"> <li>• Faculty dossiers due / annual evaluation</li> <li>• Promotion and Tenure / Salary Committee meetings</li> <li>• Review e-portfolio performance data; recommend changes</li> </ul>
May	<ul style="list-style-type: none"> <li>• May graduation certification</li> <li>• Academic staff dossiers due</li> </ul>
June	<ul style="list-style-type: none"> <li>• Student spring term e-portfolio review</li> <li>• Call for SAR students for summer</li> </ul>
July	<ul style="list-style-type: none"> <li>• Spring/summer term SAR</li> </ul>
August	<ul style="list-style-type: none"> <li>• Student summer term e-portfolio review</li> <li>• Charge Academic Concerns Committee with review of vision, mission, goals, and objectives</li> <li>• Implement any changes to e-portfolio outcomes assessment process</li> </ul>
September	<ul style="list-style-type: none"> <li>• Annual Strategic Planning Retreat</li> <li>• Call for outcomes assessment reviews by committees</li> </ul>
October	<ul style="list-style-type: none"> <li>• Call for fall term SAR</li> </ul>
November	<ul style="list-style-type: none"> <li>• Student fall term e-portfolio review</li> <li>• Review dossiers of faculty who are being evaluated for promotion and tenure</li> </ul>
December	<ul style="list-style-type: none"> <li>• December graduation certification</li> </ul>

## Summary

The School of Library and Information Science meets the standard for Mission, Goals, and Objectives through its implementation of ongoing, systematic, strategic planning and outcomes assessment activities and through the ongoing involvement of the School's multiple stakeholders. Assessment results indicate that our various constituents agree that the School is meeting its mission to educate leaders who advance the importance of information in society. The School uses the results learned from its self-study and ongoing assessment of student learning to build upon its strengths and to address uncovered shortcomings in a process of continual improvement.



## **Supporting Documentation**

Faculty Meetings: Agenda, minutes, attachments

Strategic Planning Documents

- SLIS Strategic Plans

- Strategic Planning Retreats

- WSU Strategic Plans

# Standard II

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## Curriculum



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

## STANDARD II: CURRICULUM

It is the mission of the Wayne State University (WSU) School of Library and Information Science (SLIS) to combine theories with practices to educate leaders who advance the importance of information in society. We deliver accessible, high-quality education incorporating professional scholarship and best practices, focused on three pillars: library users and services, information management, and archives and digital content management. As a result of our ongoing strategic planning and assessment processes, SLIS has instituted several data-driven innovations to the content and delivery of the curricula since the 2009 *Program Presentation*. To meet our stated mission, we evolve the curriculum to ensure that the School prepare students for the career opportunities that exist today, that we provide educational experiences that provide students with foundational skills of value throughout their careers, and that we continually strive to provide good returns for the time, money, and energy our students expend on their graduate education with us.

Highlighted below are some of the major changes in the School that directly and indirectly shape Standard II: Curriculum. Some of the activities mentioned are discussed at greater length in other chapters but are included here to provide context for understanding the evolving SLIS curriculum more broadly.

The activities and changes affecting curriculum include:

- Transitioned to mostly online course offerings; over two-thirds of students now take classes exclusively online.
- Redefined the MLIS curriculum into three pillars, or areas of specialization: Archives and Digital Content Management, Information Management, and Library Services.
- Developed MLIS student learning outcomes to align with ALA's Core Competencies for the profession.
- Implemented the e-portfolio as a graduation requirement in order to provide an overall assessment of student learning that evaluates how well each student demonstrates mastery of the MLIS Student Learning Outcomes and articulates his/her philosophy of the profession.
- Developed mission statements, student learning outcomes, and an e-portfolio outcomes assessment process for each certificate program.
- Articulated the rationale behind and suggested course sequences for each MLIS pillar.
- Identified the extent to which common 'transferable skills' are taught in each of the core courses. "Transferable skills" are defined as the set of skills in which each SLIS student should gain more competence during his/her time in the SLIS, without regard to course content.
- Involved all full-time faculty in ongoing curriculum planning activities in order to provide strategic direction and coordination to each of the 3 curriculum pillars.
- Created more opportunities for students to engage in career planning and job readiness preparation activities.

- Created additional professional association student chapters and experiential learning opportunities.
- Gathered data annually from students on their experiences throughout the master's degree program.
- Updated the health sciences librarianship track to the Health and Scientific Data Management specialization.
- Added the Digital Content Management specialization.
- Revised the Graduate Certificate in Archival Administration; preparing to offer it online starting Winter 2017.

## **Standard II.1.**

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

SLIS engages with diverse and multicultural people and organizations. The School's curriculum offerings reflect the needs of students, employers, alumni and the professional communities that SLIS serves. Whether it be vision, mission, goals, objectives, competencies or outcomes, each are infused throughout the SLIS curriculum and courses through planning, implementation and evaluation processes. More specifically, the SLIS vision, mission and goals drive the overall direction of the curriculum and affect the development of new programs, certificates and courses.

Emanating from the School's mission to "combine theories with practices to educate leaders who advance the importance of information in society," in 2010 the SLIS faculty developed a set of student learning outcomes (SLOs) expected of all students who successfully complete the Master of Library and Information Science (MLIS) degree. In 2014, these student learning outcomes were expanded as part of the curriculum review process and were vetted through external stakeholders who gave feedback during the open revision process. These learning outcomes reflect what students should know, be able to do, believe or value upon completing the MLIS program. The sources of evidence faculty use to evaluate how well students meet the learning outcomes are provided through the required e-portfolio process, which is described later in this section. Through this e-portfolio process, each student must submit class artifacts and write a reflective essay showing how they have met the MLIS student learning outcomes.

The MLIS Student Learning Outcomes, stated below, are publicly available on the SLIS website.

Students who successfully complete the Master of Library and Information Science degree at the Wayne State University School of Library and Information Science will be able to:

1. Critically evaluate, synthesize, and disseminate information.
2. Articulate how complex interactions between diverse users, societal factors, and information environments affect professional situations.
3. Facilitate access and the use of, information resources between users and communities.
4. Apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.
5. Advocate for the foundations of the profession and its basic values and ethics such as intellectual freedom, information access and dissemination.
6. Summarize the significance of intellectual property, security, and privacy issues.
7. Properly utilize the most relevant information technologies.
8. Integrate current management and leadership theories and practices in the workplace.
9. Apply library and information science research to problems of professional practices.
10. Practice professional engagement through leadership, service work, lifelong learning and community involvement.

## Curriculum Planning

The School employs an ongoing, systematic planning process to review the curriculum that includes reviewing course profiles at regular intervals, considering curriculum-related concerns presented by various stakeholders (e.g., students, employers, faculty, adjuncts, alumni, employers), and taking a holistic view of the curriculum to ensure that the curriculum overall responds to the School's mission and goals. Curriculum planning and evaluation are primarily the responsibility of the full-time faculty, under the direction of School's academic and administrative officer, the SLIS Associate Dean.

The Academic Concerns Committee – composed of faculty, staff, and students – is charged with five areas related to the academic functioning of the School. These areas are: admissions; curriculum; assessment and retention; research educational policies and standards; and LIS instructional resources. The Academic Concerns Committee meets approximately once per month during the academic year to develop policies and procedures, to review new course/curriculum proposals and changes to existing courses/curriculum, and to formulate recommendations that are then presented and acted upon by the full faculty at the monthly faculty meetings.

Modifications to the curriculum occur on a continuing basis. Proposals for new courses and degree/certificate programs, revisions to existing courses and programs, and the discontinuation of courses and programs are considered first by the Academic Concerns Committee. This committee currently consists of four faculty members, one academic staff member, and two student members. Curriculum recommendations from the Academic Concerns Committee are presented to the entire faculty for a vote.

Review and changes to current offerings including degrees, certificates and courses also may be initiated by any interested party at any time and proceeds through the Academic Concerns



Committee. Most SLIS –approved course/curriculum changes are reviewed by the University's Graduate Council and then the Dean of the Graduate School. Adding new degrees or certificates, discontinuing degrees or certificates, and other major changes require the approval of the University's Board of Governors.

Faculty hold regular advising sessions primarily so students can consult on courses to take or to discuss problems they are having in current courses. Any predominant issues that come out of these sessions are discussed at faculty meetings and, where appropriate, are referred to the Academic Concerns Committee.

Two significant planning and outcome assessment activities that the School has undertaken since the last accreditation period include: 1) the implementation on an MLIS e-portfolio outcomes assessment process for all students enrolled as of Fall 2009 and 2) the identification of transferable skills taught in every course offered in the School.

**E-portfolio Process.** Beginning Fall 2009, all students entering the MLIS degree program are required to complete an e-portfolio successfully in order to graduate. This outcomes assessment measure asks students to provide representative materials from each of their core classes and from three elective classes. Summary statements regarding how each sample reflects personal and educational development are part of the e-portfolio as is a summary essay analyzing the student's professional growth over the course of the degree program. We continue to evolve our e-portfolio process to ensure students can demonstrate how they meet or exceed the MLIS learning outcomes while at the same time allowing for facilitated grading and feedback by the faculty reviewers. Our e-portfolio submission/review system is now incorporated into our learning management system, Blackboard. Over time we have seen improvements in the percentage of MLIS students who complete the e-portfolio successfully on the first pass. SLIS maintains publicly-accessible data on student achievement on the SLIS website. (See details on e-portfolio under IV.7-IV.8).

**Transferable Skills.** In 2012, in response to decreased enrollment and an increased narrative across academia that, perhaps, graduate school was failing to provide sufficient value to students, the School's faculty began to consider how the MLIS degree is good preparation for employment not only in libraries and other information organizations but to a wide variety of work settings. The faculty then developed a list of "transferable skills" that we felt each SLIS student should gain more competence during his/her time in the degree program, irrespective of the particular course content. For example, we believe that all SLIS students, regardless of the particular courses they take, should have better, more refined research skills at the end of their program than they did at the beginning.

After a pilot test in the Winter 2015 semester, the School surveyed all course instructors to determine the extent to which these various "transferable skills" are currently covered in SLIS courses.

The complete list of transferable skills that were enumerated in the survey include:

1. Research: Students with research skills effectively search for and evaluate information in order to find that which meets their needs and context. They apply research methods for critical analysis, effective problem solving, and decision making within their professional sphere.

2. Communication: Students with communication skills ensure their message is presented effectively to the intended audience. This includes communicating through a variety of media: written, oral, multimedia, etc.
3. Analysis and Reflection: This transferable skill helps to further the conception of new knowledge. Students with these skills effectively problem solve and make decisions based from their reflective thinking.
4. Learning Agility: Students who are learning agile effectively study, comprehend, and analyze new situations and problems. They ask questions, think critically, and are engaged in lifelong learning.
5. Advocacy: Students with advocacy skills understand the benefits and consequences of actions taken in support of causes or on behalf of institutions, including but not limited to, lobbying opportunities and to securing media coverage to spread messages.
6. Cultural Competence: Students who are culturally competent have an awareness of different worldviews, engage with multiple and diverse perspectives, and have the ability to communicate effectively across cultural lines.
7. Technology Literacy: Students who have technology literacy are able to use and maintain a personal computer and use information technology / computer applications to accomplish their educational activities.

Each instructor was asked to rate the extent to which each transferable skill was covered in their course using the following levels: basic, advanced, and expert, what method(s) they employed to teach the particular transferable skill, and what they might do differently in the future to enhance the teaching of that particular transferable skill.

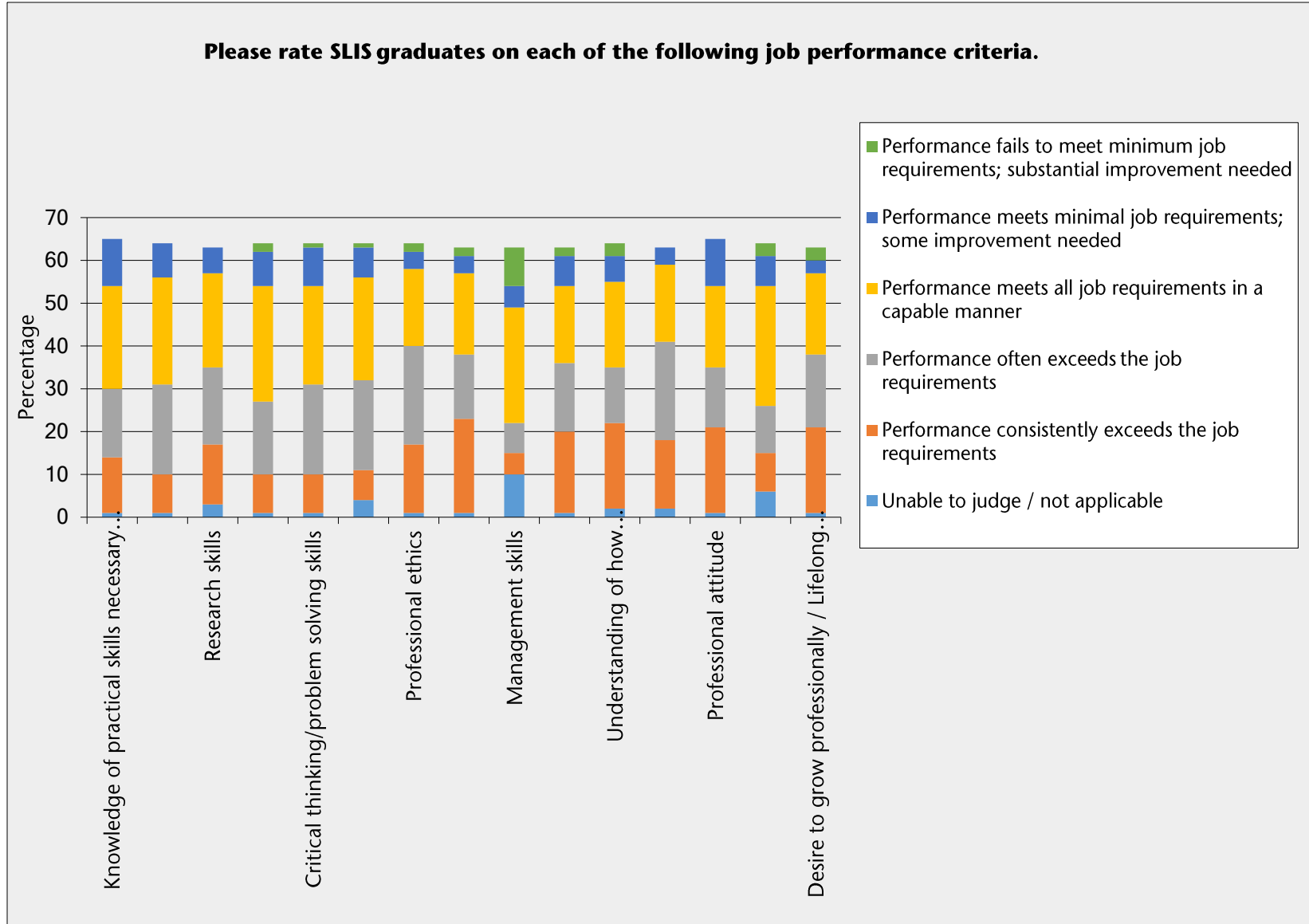
The Academic Concerns Committee collated all the survey data and presented its summary report to the faculty in April 2016. For example, with regard to the research transferable skill, the survey results indicate that 9/9 of the core courses and 43/45 of the elective courses marked yes that the skill of research is being taught. In drilling down further into the data for the research skill, the instructors employ a variety of methods to have students explore / improve / fulfill the RESEARCH transferable skill.

These data will inform the next phase of the curriculum review process, where the faculty, staff, and administration will review the report's recommendations and develop an action plan for ensuring that ALL courses more fully integrate activities that lead to expanded competence of each transferrable skill.

Information from the transferable skill survey has also been worked into the employer survey. The employer survey asks respondents to rate SLIS graduates on a set of job performance criteria, which now includes all seven transferable skills outlined previously. The results of the 2016 employer survey indicate that our graduates are mainly meeting or exceeding performance in the criteria areas outlined on the survey and featured in the results below.



**Figure II.1: Employers' Assessment of SLIS Graduates' Job Performance**



## Standard II.2.

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

The School provides a variety of educational experiences for the study of the theory, principles, practice, and values necessary to provide services in libraries and other information organizations. Against a backdrop of the automotive industry, fine and performing arts libraries, museums, schools and school districts, and nationally recognized archives and historical societies, SLIS builds its curriculum on the foundation of remarkably diverse resources, faculty, students and community. Local students may draw from and practice in a number of highly-regarded library and information agencies. As the School has evolved to encompass more non-local students through its online program, outreach efforts to include non-local libraries, museums, archives, and other organizations have intensified.

SLIS currently offers one accredited degree, the MLIS, as well as a joint degree with the Department of History (MA in History/ MLIS), four graduate certificates, and the school library media (SLM) teaching endorsement.

**Table II.1: SLIS Degree, Certificate and Endorsement Programs**

Formal Program of Study	Types of Offerings
Graduate degrees	Master of Library and Information Science Joint: MLIS/MA in History
Graduate certificates	Archival Administration Information Management Public Library Services to Children and Young Adults Specialist Certificate in LIS
Teaching endorsement	School Library Media

These offerings constitute programs of study for students from urban, suburban and rural areas who encompass a wide range of multicultural and socioeconomic backgrounds. The faculty who teach the courses are as diverse as the students who take the courses. In addition, faculty and students are able to choose from a variety of library and information agencies and organizations.

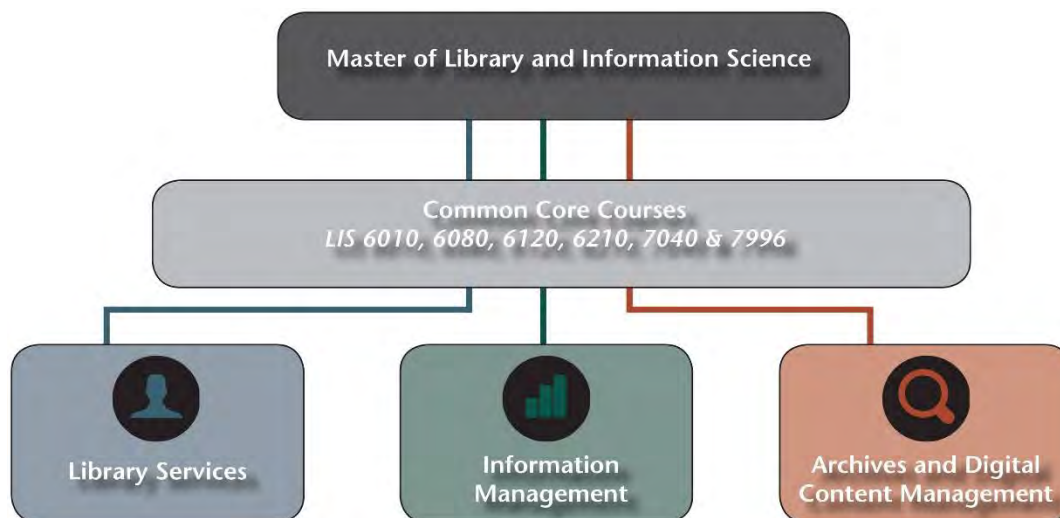
## Master of Library and Information Science (MLIS)

The foundation on which the SLIS curriculum is built is the 36 credit hour MLIS degree. Eighteen of the 36 hours are required or core classes. These core classes ensure that all students graduating with the MLIS have similar skills, knowledge and understandings. As outcomes to our strategic planning process, we decided to update one MLIS concentration and add one new concentration in 2012 in response to changes in the workplace and the preponderance of job opportunities for new LIS graduates. We updated the former “health sciences librarianship” into “health and scientific data management” and added a concentration in digital content management (DCM).

Upon further review during 2012-2013, SLIS faculty decided to re-envision how we present the MLIS since more and more of our students obtain satisfying, professional positions across a variety of industries and work locations. We felt the need to communicate more clearly how transferable and flexible the MLIS degree actually is. In the end the faculty voted to make no changes to the makeup of the curriculum but to re-structure how we describe the curriculum to prospective and current students and all other stakeholders.

The faculty and staff met regularly to develop a more streamlined connection between the existing course offerings, traditional career pathways and emerging job titles and descriptions. The result was the creation of the three curriculum pillars within the MLIS. The pillars are intended to be recommended guideposts that help students determine a career pathway in library and information science. Students are free to select one of the three “pillars” and then to focus within a particular track and specialization.

**Figure II.2: MLIS Curriculum Pillars**



The six core classes with brief descriptions are listed below.

<b>Table II.2: SLIS Required Core Courses</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Description</b>
LIS 6010	Introduction to the Information Profession	Assists in the development of a conceptual framework of the role of libraries (and librarians)...and promotes a personal philosophy of professional librarianship. Includes technology, professionalism, ethics, intellectual freedom, information theory, etc.
LIS 6080	Information Technology	Reviews information technology vocabulary and skills including computing technologies and develops professional skills for information management, web-design, and productivity tools.
LIS 6120	Access to Information	Analyzes and provides understanding of reference services and communication skills, explains various forms of print and electronic resources and enhances searching skills.
LIS 6210	Organization of Knowledge	Overviews description and organization to facilitate the retrieval process including the fundamental principles and concepts that underlie providing access to information-bearing objects.
LIS 7040	Library Administration and Management	Introduces students to basic principles of management and provides them with opportunities to develop analytical skills and how they are used in the operation of libraries and information centers.
LIS 7310*	School Library Media Programs	Orients students to the major facets of managing a school library media program including planning, implementing, budgeting, personnel and evaluation.
LIS 7996	Research in the Information Professions	Demonstrates the importance of research and the utility of research methods from the perspective of producer and consumer.

\* Students in School Library Endorsement take LIS 7310 as an alternative to LIS 7040. A teaching certificate is required for course enrollment.

Beyond the core, the MLIS is articulated into 3 main pillars that encompass several areas of specialization. Over the course of the 2014-15 academic year, a significant focus of the faculty meetings was geared towards streamlining the MLIS curriculum into these three main curriculum pillars. The three pillars are Library Services, Information Management, and Archives and Digital Content Management. These three pillars are further delineated into specializations featuring recommended courses that correspond to the skills required for future employment. Specializations are not specifically listed on the diploma so there is no minimum requirement for the number of courses to take in each pillar. Students are encouraged to decide, in consultation with their academic advisor, which of the recommended courses will provide them with the knowledge and skills needed to reach their individual career goals.

The Library Services pillar is designed for any student who wants to work in any type of library (academic, public, special), school library media center, or information agency. Students can learn how to engage actively in specialized library services such as collection development, reader's advisory, cataloging, scholarly communications, library instruction, or community outreach. Another option for students is to specialize in the technology systems that provide the foundation for the library services provided today. Articulated specializations within this pillar include library users and communities, library tools and resources, and library systems and infrastructure.

The Information Management pillar is designed for students who want to focus their studies on technology and work in technology-intensive applications within or beyond a traditional library environment. This pillar is further delineated into several specializations that provide a solid grounding for the types of tech-enabled jobs our students currently seek: software tools, web-based information services, health informatics and data management, data analytics, and user experience.

The Archives and Digital Content Management pillar is designed for students interested in providing access to, processing, managing, and preserving hand-written manuscripts, old films, cassette tapes, and photographs as well as digital materials that are held in archives, libraries, historical societies and other information organizations. Students in this pillar discover how to properly care for, handle, manage, and preserve cultural materials in their various formats. Within this pillar are two specializations: archives and digital content management (DCM). Until recently, the archives specialization has been restricted to campus-based students while the DCM specialization is open to any SLIS student. Starting Winter 2017, SLIS has received approval to offer archives courses in an online format. This will enable online-only students to take enough archives-related courses to complete the graduate certificate in archival administration, although not all archives electives will be offered online.

For many years, students were encouraged to organize the time lines for their programs of study based on the course sequencing numbers (i.e. take 6000, then 7000, then 8000 level courses) and to adhere to the pre-requisites for courses. However, no concerted policies or procedures were in place to enforce these suggestions. As more knowledge, complex skill-building, and technology literacy have been integrated into the curriculum, the need for greater control over course sequencing and pre-requisite policies has become essential. This has resulted in the following changes to aid the development of sound pedagogy across programs of study:

- Pre-requisite requirements for all courses have been reviewed by faculty and are now strictly enforced through the University's course registration and management system. Students may not enroll in a course if they have not completed the pre-requisites.
- Core classes are sequenced through both pre-requisites and a policy that requires students to complete LIS 6010 and LIS 6080 before taking any other courses in the program. This creates a pedagogical opportunity for these courses to embed needed foundational skills, knowledge and understanding that can then be used and built upon by more advanced courses in the curriculum.

Each course syllabus lists the student learning outcomes covered in the course. In addition, the School has created a [course template](#) to help students plan their schedules. The template lists all the courses in the School's catalog and indicates which term(s) the courses are scheduled to be offered face-to-face in Detroit and/or online.

## Graduate Certificates

SLIS currently offers four graduate certificates:

- Graduate Certificate in Archival Administration (15 credits). One of the oldest archival programs in the country, the GCAA was established both for individuals entering the archival profession and for those with experience in the field to provide a professional education to individuals wishing to identify, preserve, and make historical records accessible for use.
- Graduate Certificate in Information Management (15 credits). The GCIM uniquely prepares students and information professionals to be successful in data-intensive and user-centric environments by supporting data-driven problem-solving and decision-making in diverse fields.
- Graduate Certificate in Public Library Services to Children and Young Adults (15 credits). The PLSCYA was developed in response to the growing shift in public libraries towards creating children and youth services departments staffed with dedicated professionals who have a specific knowledge and skill set in this area. This certificate educates professionals to serve the diverse literacy needs of children and young adults through culturally responsive, age-appropriate materials and programming.
- Specialist Certificate in Library and Information Science (30 credits). The SCLIS equips practicing professionals, who already have a master's in library and information science or a similar degree, with specialized competencies and problem solving abilities in a particular area of librarianship or information studies chosen from the wealth of courses offered by the School.

The three graduate certificates require a bachelor's degree in order to be admitted and may be completed as standalone certificates or, more commonly, concurrent with the MLIS or another graduate degree. Current MLIS students who register for a SLIS graduate certificate are eligible to apply 9 MLIS credits towards the required 15 credits, meaning they only need to complete an additional six credits beyond the MLIS to obtain the certificate. The specialist certificate is a post-master's-only certificate.

SLIS has discontinued the following graduate certificates since the last program review:

- Graduate Certificate in Arts and Museum Librarianship (approved Fall 2009)
- Graduate Certificate in Records and Information Management (approved Fall 2008)
- Graduate Certificate in Urban Librarianship (approved Fall 2011)

The rationale for formal deletion is that none generated sufficient enrollment to be ongoing, viable offerings for the School. Despite great enthusiasm by the professional community and market analyses indicating strong enrollment potential, neither the Arts and Museum nor the Urban Librarianship certificates generated enough student interest to ever be offered. The RIM Certificate was offered for five years but enrollment never exceeded a handful of students.

Even though the certificates were deleted, most of the courses remain in the SLIS catalog. Effective Fall 2016, the School has received approval for a new certificate, the Graduate Certificate in LIS, that is designed to equip pre-master's students (e.g. current library paraprofessionals), current MLIS students and MLIS graduates with specialized competencies



and problem-solving abilities in a particular area of librarianship or information studies chosen from the wealth of courses offered by the School. SLIS envisions using the new GCLIS to offer a cohort of students a five-course series in various specialized areas. SLIS also envisions using the GCLIS for important, cutting-edge specializations devised in the future. This open-ended, generic GCLIS will not have any absolute requirements so students will be able to draw upon the full catalog of courses in the School. As such, this new certificate can be used to recreate the course sequences formerly provided in the discontinued certificates.

## Standard II.3.

### *The curriculum*

- 3.1. fosters development of library and information professionals who will assume an assertive role in providing services*
- 3.2. emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields*
- 3.3. integrates the theory, application, and use of technology*
- 3.4. responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups*
- 3.5. responds to the needs of a rapidly changing technological and global society*
- 3.6. provides direction for future development of the field*
- 3.7. promotes commitment to continuous professional growth.*

The table below shows how the subsections of Standard II.3 correlate to the MLIS Student Learning Outcomes (SLOs), which we have mapped to our curriculum. The curriculum maps, contained in the supporting documentation, indicate the extent to which each degree/certificate student learning outcome is covered in each course. As explained in Standard II.1, all course profiles and syllabi include a list of the course-level student learning outcomes addressed in the course.

**Table II.3: Correlation of Standard II to MLIS Student Learning Outcomes**

<b>ALA Standard II.3: Curriculum</b>	<b>WSU SLIS Learning Outcomes</b>
<i>3.1 fosters development of library and information professionals who will assume an assertive role in providing services</i>	<p>SLO3. Facilitate access and the use of, information resources between users and communities.</p> <p>SLO5. Advocate for the foundations of the profession and its basic values and ethics such as intellectual freedom, information access and dissemination.</p>

	SLO6. Summarize the significance of intellectual property, security, and privacy issues.
<i>3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</i>	SLO1. Critically evaluate, synthesize, and disseminate information.  SLO9. Apply library and information science research to problems of professional practices.
<i>3.3 integrates the theory, application, and use of technology</i>	SLO7. Properly utilize the most relevant information technologies.
<i>3.4 responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups</i>	SLO2. Articulate how complex interactions between diverse users, societal factors, and information environments affect professional situations.  SLO4. Apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.
<i>3.5 responds to the needs of a rapidly changing technological and global society</i>	SLO7. Properly utilize the most relevant information technologies.  SLO8. Integrate current management and leadership theories and practices in the workplace.
<i>3.6 provides direction for future development of the field</i>	SLO10. Practice professional engagement through leadership, service work, lifelong learning and community involvement.
<i>3.7 promotes commitment to continuous professional growth.</i>	

### Standard II.3.1 LIS Professionals as Assertive Service Providers

The SLIS faculty consistently work to prepare LIS professionals for the future through all of the courses they teach. However, the management course (LIS 7040) is perhaps the most directly related to developing future leaders in the field. The management course enables students to explore their leadership styles, practice difficult decision making processes, evaluate employee performance, and analyze budgets. The management skills taught in 7040 (and 7310 for school library students) are essential to helping position SLIS students as future leaders. Courses that have a specific focus on leadership, management, and advocacy include, but are not limited to the following:

- **Library Administration and Management (LIS 7040)**- Library as an organization in various settings; functional diversification, staffing patterns, program planning, budgeting, performance evaluation, communication and public relations. Core Course - 3 credits
- **Academic Libraries (LIS 7060)**- Development of topics introduced in LIS 7040; history, organization, and function of the academic library within educational and research institutions; development of management and personnel concepts necessary to academic librarianship. 3 credits
- **Special Libraries and Information Centers (LIS 7070)**- History, organization, and functions of various types of special libraries and skills necessary to deliver a wide range of services. 3 credits
- **Project Management (LIS 7415)** - By weaving together theory and practice, this course introduces students to the principles of project management, and an integrated view of the concepts, skills, tools, and techniques involved in project management. 3 credits
- **Administration of Historical Agencies (LIS 7885)** - The operation of public and private historical agencies, archives, and museums. Determination of agency priorities, problems of staffing and finance, governmental regulations, community relations, and professional ethics. 3 credits
- **Advanced Administration and Management for Libraries (LIS 8040)** - This course is designed to prepare students for success in upper-level management positions. It builds upon skills acquired in LIS 7040 to give students greater expertise in both the theory and practice of management in libraries, information centers, records and information management environments and archives. Students apply theoretical understandings to a specific organization such as libraries, corporate records management units, an academic libraries, government and non-profit agencies, etc. 3 credits
- **Seminar in Information Policy (LIS 8000)** - This course analyzes information policy issues confronting information professionals and the effect of these policies on the economic, social, ethical and technical decisions made by individuals, organizations and governments. 3 credits

Our seminar classes are also designed to respond to issues and trends that are occurring on the job and based on feedback from various stakeholders including alumni, advisory board, and job titles that come through the School's job and career listserv. These courses allow our faculty and students to become thought leaders in new and expanding areas of the field.

The seminar classes offered in the School include:

- **Issues in Librarianship** - Critical analysis of library research, socio-technological trends, implications for the profession. Topics to be announced in the Schedule of Classes. 1 - 3 credits (maximum 9)
- **Seminar in Information Policy** - This course analyzes information policy issues confronting information professionals and the effect of these policies on the economic,

social, ethical and technical decisions made by individuals, organizations and governments. 3 credits.

- **Information Issues and the Digital Environment** - Fundamentals of production, dissemination, storage, preservation and use of digital records; policy issues. 3 credits.
- **Cultural Competence for Library and Information Professionals** - The basic premise underlying this course is that library and information science professionals must understand the socio-historical emergence of multiple user communities as a prerequisite for integrating library services into these communities. 1 credit
- **Topics in Information Management** - Current topics and issues affecting information management systems and services. Topics to be announced. 1 - 3 credits.
- **Specialist's Research Seminar** - Advanced research methods and application. 3 credits

## Standard II.3.2 Knowledge of LIS Research

Students are exposed through their coursework to the fundamental research that has shaped the discipline. Each of the core courses introduces students to the foundational literature of the discipline, with the remaining courses offering students a more in-depth look into the research that has been done focusing on particular topics. One core course in particular, LIS 7996 - Research in the Information Professions, exposes students to the current research processes in the LIS field. In this class, students design and write an original research proposal complete with data collection and analysis methods. The full-time faculty who now regularly teach the research course are Drs. Charbonneau and Kumasi. They have coordinated their efforts to ensure breadth and depth of coverage in various qualitative and quantitative approaches by choosing textbooks that reflect both research traditions. In addition to teaching the research methods course these professors have written in the area of research literacy, which they define as "the ability to effectively find and critically evaluate reports of research." Their 2013 article, "Theory talk in the library science scholarly literature: An exploratory analysis", was published in *Library & Information Science Research*, which is a top journal in the field. This research article reports on a study they conducted on the use of theory in contemporary LIS scholarly literature. In publishing this type of scholarship, our SLIS faculty are providing students in the School with an opportunity to expand their knowledge of various theories and helping students make informed decisions about how to skillfully integrate theory in their research.

Students enter the research class with a multitude of backgrounds, interests, and plans to work in diverse library settings. As a result, students in the research class are exposed to literature in subjects in which their peers are pursuing research, which lends to a robust learning experience. In addition to what students learn in the research course, they encounter research articles in their elective classes.

Lastly, faculty in the School are constantly conducting research in their areas of expertise and sharing their findings not only in publications, but also with students and their colleagues in brown bag colloquiums and through regularly updated course readings lists. Students can also stay abreast of faculty research publications through Wayne State's institutional repository, Digital Commons, where some of the SLIS faculty publications are archived and available in full text.

## Standard II.3.3 Technology Application and Use

With current university support for student technology approximating \$40,000 annually, we ensure all SLIS students, regardless of physical location, receive a high-quality, engaged learning experience that enables them to be prepared to compete for the jobs available today. As detailed in Standard VI, SLIS provides faculty and staff with synchronous meeting tools and asynchronous content delivery through Adobe Connect. Connect is used by the majority of SLIS faculty to deliver online materials to their students in conjunction with Blackboard, the university-provided learning management system. SLIS Connect also is the primary means in which SLIS faculty conduct online office hours and other meetings that require real time interactions between on-campus faculty/students and online students.

The Digital Media Projects Lab, consisting of four high-end workstations for students to learn hands-on how to digitize analog media, came online in Fall 2012. The lab allows for the digitization of audio, video, and still-image analog formats. In the adjacent Purdy Library, the School created two soundproof recording rooms for SLIS faculty and other university personnel to record online lectures and other course materials. Support for the curriculum is also provided through various software and systems (e.g., CINDEX, Wiki, DSpace, CONTENTdm, etc.). There is also an Annex with three additional computers loaded with digital preservation and archival tools.

The School offers the following technology-oriented courses:

- **Information Technology (LIS 6080)** - Reviews information technology vocabulary and skills including computing technologies and develops professional skills for information management, web-design, and productivity tools. 3 credits
- **Producing and Evaluating Technology Based Instructional Materials** - (IT 5140) - Technological applications to education, training and instruction within educational, industrial and human services settings. Students examine, develop and/or evaluate unique instructional programs. For educators and non-educators interested in exploring technological applications in education. 4 credits
- **Software Productivity Tools** (LIS 7410)- Concepts and skills for application and use of productivity tools in contemporary information environment. 3 credits
- **Website Design** (LIS 7420) - Skills for creating and publishing websites on various platforms in compliance with the current web standards, particularly HTML and cascading style sheets (CSS). Focuses on the advanced features of mark-up and scripts in website design. 3 credits
- **Building Web-Based Information Services (LIS 7430)** - Principles of system administration, file supervision and local networks, Internet and the World Wide Web for library and information science and archives environments. 3 credits
- **Scripting Languages** (LIS 7440)- Basic skills in using scripting languages to program and manipulate data structures for text information in library applications such as databases and websites. 3 credits
- **Database Concepts and Applications** (LIS 7460) - Fundamentals of database design and basics of database implementation; Related and current database management technologies used in hands-on experiences. 3 credits

### **Standard II.3.4. Responsive to the Needs of a Diverse Society**

The University and School affirm diversity as an ideal and as an institutional imperative. Libraries can help bridge gaps between those with means to access literacy and information and those who are otherwise disenfranchised. As society becomes increasingly diverse, it is critical that the library workforce better reflect this demographic reality. Whether it relates to recruiting and retaining students and faculty of color or to diversifying the curriculum to reflect socio-cultural awareness across multiple positionalities, diversity is an imperative for the School.

SLIS supports this value and strives to build a culture that encourages diversity and inclusion. SLIS is part of one of the most racially and culturally diverse campuses in the country. Even though a majority of our courses are online and most of our students reside beyond campus, we strive to infuse a sensitivity to diversity throughout the curriculum. One of our MLIS students learning outcomes directly addresses this issue. We expect our MLIS graduates to be able to “understand how complex interactions between diverse users, societal factors, and information environments affect professional situations.” As detailed in the curriculum maps provided in the supporting documentation, this SLO is substantially fulfilled in five core courses (LIS 6010, LIS 6120, LIS 6210, LIS 7040, and LIS 7996) and in 31 of SLIS’s elective courses. This SLO is partially fulfilled in 43 SLIS electives. So, all SLIS students are exposed to diversity-related issues throughout the curriculum. In an analysis of our e-portfolio data, one-third of our graduating students chose this SLO to include in their reflective essays, further reinforcing the importance placed on this learning outcome.

### **Standard II.3.5 Responsive to Changing Technological / Global Society**

One of the three pillars underlying the MLIS is “information management.” All MLIS students take LIS 6080, Information Technology, as their second course (or waive out of it) to ensure that they have the necessary technology capabilities to be successful throughout the rest of the degree program. SLIS offers nearly twenty technology-related electives. We encourage all MLIS students to take as many technology courses as they can fit into their schedules since we know that career opportunities are abundant for those with advanced technology capabilities. Graduates who possess significant technology competencies are more competitive for any information-related position available today. Within the IM pillar are five specializations: software tools, web-based information services, health informatics and data management, data analytics, and user experience. Each specialization includes multiple IM electives. Within the Library Services pillar, we offer another specialization, library systems and infrastructure, which educates students in the high-tech systems that make libraries function best.

As a predominately online program, the SLIS faculty, staff and students are all well-positioned to fulfill this Standard because of the inherently fluid nature of teaching and learning online. Technology mediates the interactions of the SLIS community in a range of areas from course delivery, faculty advising, student organization meetings, guest speakers, interviewing faculty candidates and more. Due to the geographic diversity of our student body, faculty are constantly considering the local and global influences (e.g. time zone difference) on teaching and learning.



## Standard II.3.6 Direction for the Future Development of the Field

In addition to a rich catalog of full-semester electives, SLIS prepares students for future developments in the field by offering one-credit electives on trending topics that position students at the forefront of inquiry and action around these areas. The lists of one-credit courses that have been offered in the past review period are featured below. Several of these have been developed into regular courses based on domain need and student interest (e.g., LIS 7900 Digital Libraries, LIS 7910 Metadata).

- Winter 2013 - Social Media Awareness for Information Professionals (LIS 7850)
- Winter 2014 - Humanities Information Services and Resources (LIS 7110)
- Fall 2014 - Social Sciences Information Services and Resources (LIS 7130)
- Fall 2014 - Introduction to Copyright and Intellectual Property for Information Professionals (LIS 7850)
- Winter 2015 - Introduction to Copyright and Intellectual Property for Information Professionals (LIS 7850)
- Fall 2015 - Primary Historic Research for Information Professionals and Archivists (LIS 7850)
- Winter 2016 - Intellectual Property for Information Professionals (LIS 7850)

## Standard II.3.7 Commitment to Continuous Professional Growth

*Professional Growth.* Many opportunities are provided for students to support their professional growth and development. The School sponsors annual competitions for awards honoring areas such as professional development and research papers. A number of courses require students to attend professional meetings as part of their class experience. Multiple student associations (affiliates of ALA, SLA, ASIST, SAA and an overarching School association) are available for student participation. Faculty regularly discuss and provide examples of their professional experiences and research activities through their formal classes, participation in student association activities, and School website announcements.

*Reflective Learning.* The e-portfolio outcomes assessment measure asks students to analyze their professional growth over the course of the degree program in a reflective essay and evaluative statements about each course.

*Community Engagement.* One form of professional growth is community engagement. The Alternative Spring Break, which started in 2013 is a community engagement activity modeled after science based service disciplines like nursing, takes place in Washington, D.C. and at presidential libraries around the country. The goal is to give students a chance to take their classroom theory into cultural institutions. As a service based discipline, it is critical that our students have the ability to conduct themselves in a professional manner and that working for a greater good is part of their ethos. The 28 student projects over the last four years have assisted the Archives of American Art, the Freer Gallery, four Presidential Libraries, regional National Archives and Records Administration (NARA) offices, the main NARA headquarters and the

Library of Congress. These organizations are very appreciative of the work generated by our students and comments in the surveys were one hundred percent positive.

## Standard II.4.

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

Each faculty member advises an average of 40 students and vets their plan of work once they have completed nine hours of coursework to be recognized as a master's candidate by the Graduate School. In these advising sessions, faculty help students complete their plan of work, which guides their course selection and career trajectories. The plan of work is a formal requirement mandated by the University and it is one of the important ways to assure that students achieve successful learning outcomes. Our faculty spend a fair amount of time helping students determine a curriculum path that best suits their educational background and future career goals. Specializations are not specifically listed on the diploma so there is no minimum requirement for the number of courses to be taken in each area.

### Program of Study

Curriculum and knowledge foundations are provided through the core classes and selective electives as indicated in the chart below. Examples of objectives and/or competencies and/or knowledge in core classes are provided to demonstrate a range of skills, and understandings that are offered through the SLIS curriculum. Electives provide the second half of the student's program of study and can be part of a certificate program, an endorsement, a concentration area or independently chosen to create an individualized degree. A complete overview of all of the courses and the degree to which they cover the student learning outcomes can be found in the curriculum maps for each degree and certificate.

**Table II.4: Examples of Course Learning Outcomes in Standard II**

Standard Area	Course(s)	Sample Objectives, Competencies and / or Knowledge Covered
Information and Knowledge Creation	6010 7996	Overview of information knowledge and creation Demonstrate...research concepts...through a research proposal.

Communication	6120	Perform reference interviews, develop search strategies, perform searches through the translation of search questions into queries.
Identification	6210	Apply descriptive principles in the identification and assignment of access points.
Selection of Relevant Information	6120 7996	Evaluate reference services and print and non-print sources. Critically evaluate the products of research in the library and information science professional literature.
Acquisition	7340, 6510, 6520, 6530	Contain policies and processes for the selection and acquisition of materials both print and electronic.
Organization and Description	6210	Construct catalog representations... [and] ... MARC records.
Storage and Retrieval	6080	Utilize various electronic resources for the storage and retrieval of information.
Preservation	7730 7750	Preservation and conservation of materials.
Analysis, Interpretation, Evaluation, Synthesis	6010 6210 7040	Analyze the library literature and utilize it for additional study. Access OCLC, perform searches and interpret records Identify, analyze and assess environmental factors which have an influence on libraries and information center.
Dissemination	7310	Develop an understanding of methods and techniques for promoting...
Management	7040 7310	Analyze the theory and application of planning, organizing, staffing, directing, and controlling within libraries and information centers. Describe and appraise procedures for: a) program planning and budgeting b) collecting data about use of resources and services c) communicating with faculty, administration, and community d) evaluating collection and services.

### Cross-Listed Courses:

The School offers cross-listed courses with a variety of different departments and colleges. For some of the cross-listed courses the School is the home department. Courses with SLIS as the home department have an asterisk following. Cross-listed courses may be taught by faculty from the home department or SLIS but are available to students across the colleges and departments. Each of the cross listed courses has a full-time home or cross-listed department(s).

## College of Education Cross-Listed Courses:

### *Instructional Technology*

- LIS 6350/IT 6110 Foundations of Instructional Design
- LIS 6360/IT 5110 Technology Applications in Education and Training
- LIS 6370/IT 5120 Producing Technology Based Instructional Materials
- LIS 7350/IT 7110 Advanced Instructional Design Tools and Techniques

### *Reading, Language and Literature*

- LIS 6510/RLL 7720 Survey and Analysis of Children's Literature: Pre-K-3
- LIS 6520/RLL 7740 Survey and Analysis of Children's Literature: Grades 4-8
- LIS 6550/RLL 7780 Storytelling

### *Elementary Education*

- LIS 6530/EED 6310 Young Adult Literature

## Department of History Cross-Listed Courses:

- LIS 7710/HIS 7840 Archival Administration\*
- LIS 7730/HIS 7890 Administration of Visual Collections\*
- LIS 7740/HIS 7745 Archives and Libraries in a Digital World\*
- LIS 7750/HIS 7750 Introduction to Archival and Library Conservation\*
- LIS 7770/HIS 7860/ANT 6360 Oral History: A Methodology for Research \*
- LIS 7780/HIS 7820 Electronic Archives\*
- LIS 7685/HIS 7685 Practicum in Archives\*
- LIS 8320/HIS 8320 Information Issues and the Digital Environment\*

## Standard II.5.

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

## Curricular Specializations

As mentioned previously, through our strategic planning process we decided to update one MLIS specialization and add a new specialization in 2012 in response to changes in the workplace and the preponderance of job opportunities for new LIS graduates. The School

updated the former “health sciences librarianship” into “health and scientific data management” and added a specialization in digital content management (DCM).

The Health and Scientific Data Management track includes:

- **Data Analytics (LIS 7491)** - Focus on key areas of information analytics used by data librarians: quantitative statistics, computer simulation, and data mining tools/techniques. 3 credits
- **Information Visualization (LIS 7492)** - Analysis of large data sets and drawing insights through use of information technology tools, statistical techniques, charts, and graphs. 3 credits
- **Health Sciences Information Services and Resources (LIS 7610)** - this course is designed to provide students with skills necessary to become health science librarians. 3 credits
- **Introduction to Health Informatics and E-Science (LIS 7620)** - Overview of health informatics, e-science, and the critical role of information technologies in data-intensive environments. This course provides students with the opportunity to analyze, practice, and build the skills unique to health, e-science, and data management fields. 3 credits
- **Seminar in Information Policy (LIS 8000)** - This course analyzes information policy issues confronting information professionals and the effect of these policies on the economic, social, ethical and technical decisions made by individuals, organizations and governments. 3 credits

The DCM specialization area contains the newest course offerings that reflect trends in the job market. Courses in the DCM track include:

- **Digital Libraries** - An examination of the critical issues surrounding the development of digital libraries and their contents. Beyond gaining a theoretical foundation based on current research, students benefit from first-hand experience with processing materials and working with digital library systems. 3 credits
- **Metadata in Theory and Practice** - This course addresses the theoretical and practical principles of metadata. Students examine, develop and apply metadata for specific domains and settings. 3 credits
- **Digital Curation and Preservation** - Theoretical principles and practical aspects of digital curation and preservation within libraries, museums, archives and other institutions administering data and digital content. 3 credits
- **Software Productivity Tools** – Concepts and skills for application and use of productivity tools in contemporary information environment. 3 credits
- **Database Concepts and Applications** - Fundamentals of database design and basics of database implementation: focus on library and information science practice. Related and current database management technologies used in hands-on experiences. 3 credits

- **DCM Practicum** - Practical experience with digital content under direction of professional librarian and supervision of faculty member. Theory and competencies relevant to the environment. Seminars to be arranged. 3 credits
- **Indexing and Abstracting** - Indexing and abstracting theoretics, standards and practice in a range of disciplines, materials and formats. Vocabulary control and thesaurus construction. Automatic indexing and computerized applications in information processing. 3 credits

## Student Practicums

A survey was distributed to students placed in practicums at various institutions to get a sense of the various non-library placements and duties our students assumed. Personal interest, location, and skill sets help determine the best practicum experience for each student. Non-traditional library settings are identified through personal contact by the practicum coordinators. Duties ranged from answering research questions and working with the public, to creating displays, maintaining websites, processing collections, digitizing materials, cataloging, and creating finding aids.

The School placed 17 students, out of 142 students assigned a practicum, in non-traditional settings between 2012 and 2016 at a variety of institutes, health and medical organizations, centers, councils, museums, university administration, and corporations throughout the United States including:

- Amway Corporation Archives (2014)
- Baycrest Centre for Geriatric Services (2015)
- Boston Children's Museum (2014)
- Cengage Learning (2016, 2014)
- Gale World Headquarters (2013)
- Institute of South Asian Religious History (2015)
- National Institute of Correction Information Center (2015)
- Southeast Michigan Council of Governments (2014, 2013)
- University of Michigan Publishing Services & Outreach (2013)
- St. Rita's Medical Center Medical Records (2012)
- University of Michigan Visual Resources Collection (2012)
- Van Andel Institute (2015, 2013)
- Washington State Holocaust Education Resource Center (2012)
- Henry Ford Health System (2016)
- Pop-up Archives (2014)

Regarding their preparation, one student stated that, "Content from Organization of Knowledge, Information Technology, and Access to Information were relevant to tasks I performed during [my] practicum." Another stated, "I recall quite [a] few applicable lessons, but a key one was the evaluation criteria introduced in Access to Information: Relevancy, Authority, Accuracy, etc. This came in very handy with the interactive inquiry guide project, given I was unfamiliar with the collection when I began." Several students reported that more digitally focused coursework would have better prepared them for their internships, and two stated that they found the internship on their own without help from the School.



One student stated that the practicum “was a very positive experience that I was able to turn into deep rewarding professional development. The lessons learned at [location] continue to shape me as a science librarian today. Additionally, as an assistant professor, the relationships I formed with the [location] faculty continue to guide me in my professional conduct.” Another student reported that the internship provided an opportunity to “gain hands-on experience in many different areas of academic librarianship. I was able to make contacts in the field and learn about the workings of the library that I would not have learned about in any course.” Yet another student stated that the internship was an “excellent experience in a setting that was unfamiliar to me. Learned a lot about the role of the medical librarians in hospitals, and their contributions to patient care.”

## **Standard II.6.**

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

In 2008, the School began offering its MLIS degree and selected certificate programs fully online in order to meet the educational needs of libraries and individuals across the entire state of Michigan and beyond. Within the University, SLIS has been a pioneer of online teaching and offers more online courses than all other units on campus combined.

Whether courses are offered online or on campus, the coherency of courses and conformation to standards are monitored through the following processes:

- Each course whether core or elective has a full-time faculty member assigned as the lead instructor. Adjunct faculty must provide lead instructors with a course syllabus.
- All instructors, whether full-time or adjunct, must use the course profile, which includes specific goals, objectives, and competencies to construct the course.
- For core classes, the textbooks chosen by the lead instructor and a team of faculty must be used by all course instructors.
- Student evaluations of teaching (SETs) are completed for all instructors for all courses.
- Surveys are conducted regularly with current students, alumni, and employers to develop feedback on courses and their applicability to professional roles and responsibilities.
- Special surveys, focus groups and interviews are conducted when a specific curricular issue has been raised.

## Standard II.7.

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

### Curriculum Review

The School's courses and programs of study are reviewed and revised in response to input from various constituencies. Through a series of regularly scheduled meetings, informal gatherings and individual efforts, changes are suggested, evaluated and implemented by various bodies including the faculty, the Academic Concerns Committee, the Associate Dean, the Advisory Board, current students, alumni, and members of the professional community, to guide the School's curriculum forward into the future. This ongoing cycle of assessment, recommendations, and revisions are carried out through a number of channels. An overview of these activities follows, listed from most to least formal.

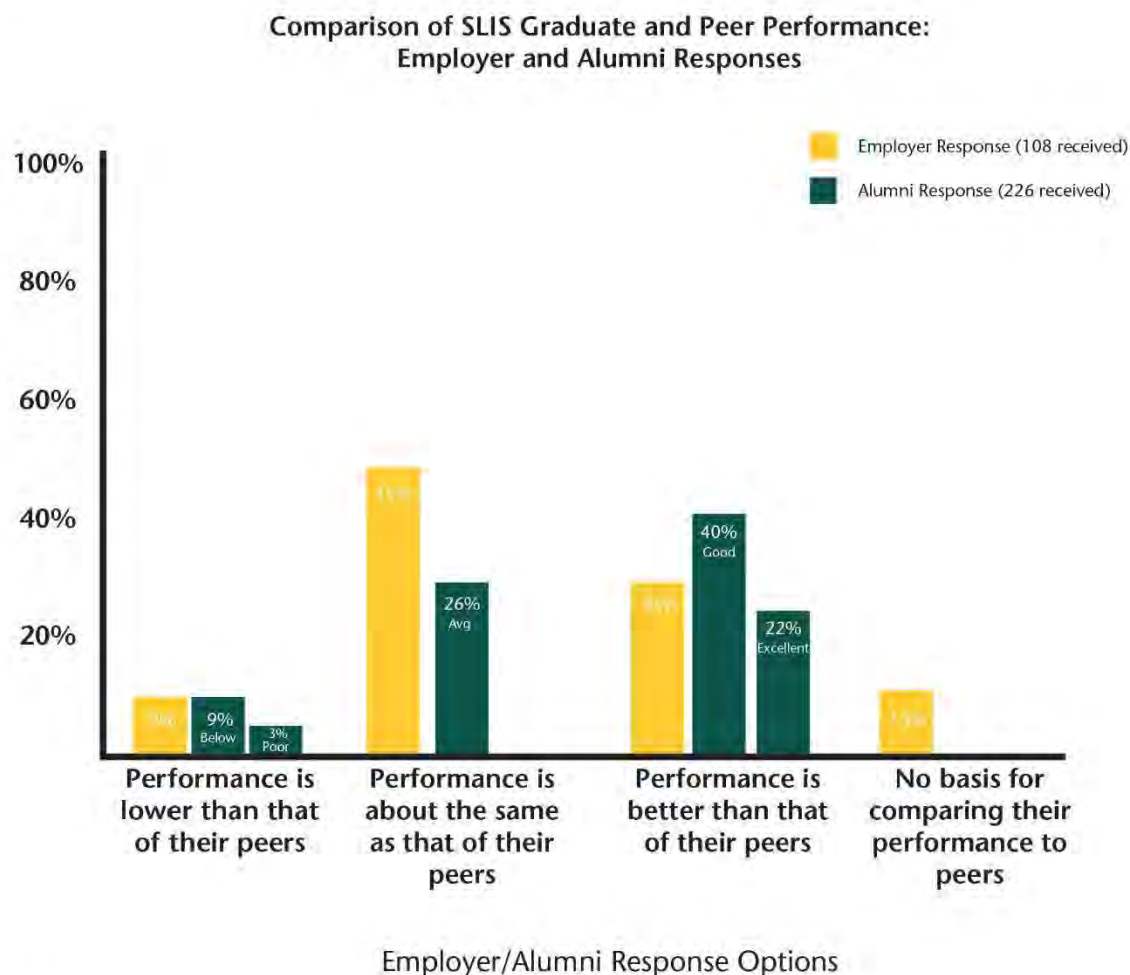
*Annual Strategic Planning Retreat:* Each year SLIS holds a strategic planning retreat, which brings together individuals representing various SLIS stakeholders: Advisory Board, administrative personnel, full-time faculty and invited representatives from its alumni, adjunct faculty, professional organizations, student body, and employers meet for a day to exchange information about the state of the School and the current issues facing practicing information professionals. Data gathered through a series of presentations, breakout groups, and informal conversations are analyzed and used by the School to help assess and define the changes required by the School to continue to graduate individuals with work-ready competencies. An explicit example of the annual retreat's direct impact on the development of the School's curriculum can be seen in the recent revisions made to the student learning outcomes. The learning outcomes were revised based upon comments and suggestions received from retreat participants.

*Academic Concerns Committee:* The Academic Concerns Committee (ACC), composed of individuals from SLIS faculty, staff and current students, is tasked with reviewing the School's curriculum and recommending changes. With monthly meetings taking place across the academic year, this committee examines the School's curriculum and makes recommendations to its faculty regarding changes to its course offerings, degrees and certificates, as well as making suggestions for procedural revisions and the documentation needed to support the curriculum. Since the last accreditation review this committee has analyzed the need for and assisted in the development of the School's three pillars and several new specializations (e.g., digital content management, data analytics, health informatics and data management). It has also addressed the updating of the School's learning outcomes, and examined a suite of transferable skills across the curriculum to identify areas of potential future pedagogical development.

*Ad Hoc Committees.* Revisions to the School's curriculum have also been initiated by faculty who have gathered around particular topical or organizational areas (e.g., digital preservation, data curation, archives, core courses, and certificate programs). These groups have investigated changes occurring within the domain through published research, conversations with employers and practicing professionals and the students' exit interviews. The information gleaned through these avenues has resulted in suggested revisions to SLIS curricula. Course modifications and the addition of new courses have resulted from these ideas. Full-time faculty also review the courses they teach on a regular basis and use a variety of sources and resources for making curricular changes. These sources include Student Evaluations of Teaching (SETs), information gathered from professional conferences, and reading in research and professional literature. These changes are most often reflected in the way courses are delivered, the assignments or activities that are implemented, and the student learning assessment activities used. Instructors may also consult Wayne State's Office for Teaching and Learning for advice and guidance. When a course needs to be completely revisited and the course profile rewritten, the formal process starts with application to the Academic Concerns Committee.

*Employer/Alumni Surveys.* A survey is periodically distributed to SLIS alumni and employers to discern how they rank graduates' overall job performance and to see how alumni perceive their performance in comparison to how employers view them. This data is currently being further analyzed to see if there are significant gaps that might indicate areas where the School needs to enhance the curriculum and/or shift priorities. One of the data analysis techniques being considered is to cross tabulate the responses according to the type of library being represented to detect any significant differences in how they compare to the performance of their peers. The most recent survey results are depicted in the graph below.

**Figure II.3: SLIS Graduates' Performance: Peers vs. Employers**



## Core Course Review

During the 2009-2010 academic years, the faculty undertook a comprehensive review/update of the six MLIS core courses to reconsider and revise course rationale, learning outcomes, and learning assessment activities. In addition, in 2010 the School implemented a syllabus template for all faculty to use when developing syllabi for their courses. Also, the process of adjunct oversight by lead instructors for each course was strengthened to further ensure high-quality teaching and consistency across multiple sections/instructors in some courses.

Course revisions were developed during the first year and pilot tested during the second year. In May 2011, the faculty voted to accept the recommended changes and formally implement the updated curriculum.

The following table represents some of the significant changes to the core courses that have occurred since the last review period.

**Table II.5: Core Course Curriculum Changes since Last Review**

<b>Course Number/Title</b>	<b>Change</b>	<b>Rationale</b>
6010 Intro to the Information Professions	<p>Title change from: Introduction to Library and Information Science to Introduction to the Information Professions.</p> <p>Additional information science readings and content was added.</p> <p>Ethical codes and guidelines from many different information associations are considered, not just ALA.</p> <p>A new text was adopted.</p> <p>Transferrable skills are being emphasized more.</p>	<p>With the 3 pillars, SLIS is broadening the focus beyond libraries into other types of information profession careers and locations.</p> <p>Activities related to information policies particularly privacy and security were added. More attention is paid to articulating the job titles, work places and educational needs for areas such as archives, digital content management, museums and information management.</p> <p>The new text focuses on the information professions was added to the class. An even more up-to-date text will be added in Fall 2016.</p> <p>Collaboration, cultural competence and life-long learning/learning agility are skills relevant to any position in the information professions.</p>
6080 Information Technology	Removed IC3 test pre-requisite for this technology-focused course.	The pass rate for the IC3 was high and many students had proficiency in the MS Office suite and basic technology concepts so the faculty voted to implement a waiver out of 6080 into a more advanced technology course.
6120 Access to Information	Newest edition of textbook adopted (in 2011).	The new text matches the redesign of the course's content.

		Course content and assignments were updated with more emphasis on e-resources and database searching in view of transferrable skills.
6210 Organization of Information	<p>The course was redesigned to provide a richer overview of description and classification practices in libraries and other information organization contexts.</p> <p>A new text was adopted.</p>	<p>Many students have little or no knowledge of standard library practices (e.g., MARC, AACR2, LCC), and so the redesigned course offers an introduction to these concepts prior to delving into the details of these.</p> <p>Additionally, the course covers material not present in the former course that more closely reflect the kinds of knowledge expected among holders of the MLIS (e.g., RDA, Dublin Core, non-textual description).</p> <p>The new text matches the redesign of the course's content.</p>
7040 Library Management	<p>Newest edition of textbook adopted (in 2013).</p> <p>Additional information about building leadership skills was added to the course.</p>	<p>This core course was expanded to include both management and leadership development opportunities for graduate students.</p> <p>This change reflects the School's mission to foster "leadership" in research, scholarship, and practices that address important information and library issues.</p>



7996 Research in the Information Professions	<p>Changed the course title from Research in LIS to Research in the Information Professions.</p> <p>Embedded assessments and readings that reflect both quantitative and qualitative approaches.</p>	<p>Adopted a text that covers more qualitative approaches to Information science problems (See Barbara Wildemuth, 2005).</p> <p>Created short quizzes testing students' knowledge of research methods and related concepts.</p>
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## Future Plans

The culmination of these varying information gathering and curriculum planning efforts has resulted in a number of new initiatives that will be implemented in the near future. The curriculum as a whole will see major changes in the coming years that are directly related to the School's new initiatives:

- Due to perpetually low enrollment in the School Library Media Endorsement track, faculty who teach in the area are investigating an alternative pathway to endorsement that would reduce the overall cost and time to achieve endorsement for students. This alternative pathway is designed to create a pool of qualified school librarians in K-12 schools who will likely be in demand given the recent federal legislation (Every Student Succeeds Act) that passed and has specific provisions for creating and funding "effective" school library programs. An ad hoc committee will investigate this alternative pathway through consulting with several stakeholder organizations such as the Michigan Department of Education, Michigan Association of Media Educators and Follett among others.
- In March 2016, the faculty voted to transition the student orientation to a fully online experience facilitated through Blackboard. The content for the orientation is currently being developed and faculty recorded professional overviews in February 2016. The faculty and staff are currently involved in planning various components of the new online orientation that is scheduled to occur in time for Fall 2016.
- Future plans have been initiated by the School to offer an online archives option to meet the needs of distance students. As a number of students seeking the MLIS have professed an interest in archives, and many will need to understand archival materials within the context of libraries, the School is in the process of adding archival courses to its online curriculum.

These new initiatives will affect the curriculum in terms of course offerings, course content, assessment measures, and the ongoing development of new certificates and degrees. The impact of these changes will be closely reviewed by the Academic Concerns Committee and SLIS faculty as each curriculum modification is adopted.

## Summary

As demonstrated in this section, the School of Library and Information Science at Wayne State University meets the curriculum Standards for Accreditation. The School has developed a strong curriculum based on goals and objectives that evolves through a systematic process of curriculum planning and evaluation. Regardless of delivery location or method, the curriculum conforms to the requirements outlined in the Standard. The curriculum is continually reviewed to ensure it remains innovative and responsive to the competencies needed to succeed in the library and information profession.

## Supporting Documentation

### Course Development Materials

- New Course Development Checklist

- Syllabus Template

### Course Profiles

Curriculum Maps: indicate the extent to which each course covers each of the degree/certificate student learning outcomes

### Degree and Certificate Mission Statements

### E-Portfolio Outcomes Assessments

### Student Learning Assessment Plans

### Syllabi (organized by year and then by semester)

### Transferable Skills Survey

- Transferable Skills Survey

- Analysis of Transferable Skills Survey

# Standard III

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Faculty



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

## STANDARD III: FACULTY

The faculty of the School of Library and Information Science (SLIS) at Wayne State University (WSU) are highly credentialed from a variety of institutions and sufficient in number to support fully the School's mission and its teaching, research, and service-related goals and objectives. As WSU is a major research institution, its full-time faculty are held to strict and demanding standards for tenure and promotion. Within SLIS, numerous adjunct faculty, with diverse and varied backgrounds and specializations, enhance and complement the full-time faculty to ensure a high-quality, comprehensive program.

### Standard III.1.

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

#### Full-Time Faculty

As of the Winter 2016 semester (the time frame for most of the tables that follow), there are 12 full-time faculty members, including the Associate Dean, in the School of Library and Information Science (SLIS). SLIS is comprised of the full-time faculty members noted below: 6 tenured, 4 tenure-track and 2 non-tenure-track. Five of the faculty (designated with an asterisk below) were with the School at the time of its previous COA review in 2009.

- Hermina Anghelescu, Associate Professor\*
- Stephen Bajjaly, Associate Dean and Professor\*
- Joan Beaudoin, Associate Professor
- Deborah Charbonneau, Assistant Professor
- Peter Hook, Assistant Professor
- Kafi Kumasi, Associate Professor
- Bin Li, Senior Lecturer\*
- Barry (Gordon) Neavill, Associate Professor\*



- Jen Pecoskie, Assistant Professor (resigned May 2016)
- Kim Schroeder, Lecturer
- Dian Walster, Professor\*
- Xiangman Zhang, Assistant Professor

SLIS received permission to fill two faculty vacancies in the 2015-2016 academic year and successfully recruited another assistant professor, Dr. Timothy Bowman, to join the School in August 2016. The second search was not successful. SLIS has requested to again search for two additional faculty during the 2016-2017 academic year, with the option that one of these positions could start in January 2017.

The SLIS faculty are capable of accomplishing the SLIS mission, goals, and objectives. All full-time, tenured and tenure-track faculty are members of the graduate faculty of Wayne State University (graduate faculty are eligible to serve on doctoral committees). As new faculty are hired, SLIS completes an application for graduate faculty status, which is forwarded to the Graduate School. Based on an evaluation of the faculty member's CV and the application, the Graduate School confers graduate faculty status. The following table outlines the primary teaching responsibilities and research interests of the full-time faculty.

**Table III.1: SLIS Full-Time Faculty: Courses, Research Areas, Tenure Status**

<b>Last Name</b>	<b>Title</b>	<b>Courses Taught</b>	<b>Course Title</b>	<b>Research Areas</b>	<b>Tenure Status</b>
Anghelescu	Associate Professor	LIS 6120 LIS 7050 LIS 7140	Access to Info Public Libraries Adv Online Srchnng	Information Organization and Retrieval Information Seeking Behavior Indexing and Abstracting Comparative and International Librarianship	Tenured
Beaudoin	Associate Professor	LIS 6210 LIS 7900 LIS 7910 LIS 7920	Orgzn of Knowldg Digital Libraries Metadata Theory & Pract Digital Curation & Presrv	Content Representation Digital Libraries Information Behaviors Visual Information Access and Retrieval	Tenured
Charbonneau	Assistant Professor	LIS 7040 LIS 7620 LIS 7996	Library Adm & Mgt Int:Health Informtcs & E-Sci Research: LIS	Reference Academic Libraries Management Scholarly Communication	Tenure-Track
Holley	Professor	LIS 6010 LIS 7340	Intro: Info Profssn Clctn Dev&Seln Mtls	Academic Libraries Collection Development Library Administration and Management Technical Services	Tenured – Retired August 2015
Hook	Assistant Professor	LIS 7060 LIS 7491 LIS 7492 LIS 8000	Academic Libraries Data Analytics Information Visualization Seminar: Info Policy	Data Analytics Information Visualization Legal Information Reference	Tenure-Track

Kumasi	Associate Professor	LIS 7320 LIS 7370 LIS 7996	Media Spc: Tch&CsIt Mlticltrl Info Svc Research: LIS	School Library Media Urban Education Multicultural Education Children's and Young Adult Literature	Tenured
Li	Senior Lecturer	LIS 6080 LIS 7415 LIS 7460 LIS 7500	Info Technol Project Management Dtabs Cncpt&Aplns:Librn s Information Behavior	Social Aspect of Computing Human Information Interactions Information Technology for Development	Non-tenure Track
Neavill	Associate Professor	LIS 6210 LIS 7790	Orgzn Of Knowldg History of Books, Printing, Publish	Classification and Cataloging History of Books, Printing and Publishing Technical Services Modern Publishing	Tenured
Pecoskie	Assistant Professor	LIS 6120 LIS 7140 LIS 7850	Access to Info Advanced Ref Topic in LIS: Reader's Advisory	Reference Sources/Services Reader's Advisory Scholarly Communications Pleasure Readers' Experiences	Non-Tenured – Resigned May 2016
Schroeder	Lecturer	LIS 7685/LIS 7700 LIS 7730 LIS 7740 LIS 7770 LIS 7780	Practicum: Archives/DCM Admn: Visual Collns Archvs&Libs:Digital World Oral His: Mthg&Rsch Electronc Archives	Digital Preservation Project Management for Digitization Multi-Media Archives	Non-tenure Track
Walster	Professor	LIS 6010 LIS 6520 LIS 7996	Intro: Info Profssn Lit-Chld: Gds 4-8 Research: LIS	Information Technology and the Urban Poor Managing Information Environments School Library Media Ethnographic Research	Tenured
Zhang	Assistant Professor	LIS 6080 LIS 7420 LIS 7470 LIS 7940	Info Technol ClientBasd Websit Dvpt:LIS Prof Information Architecture Human Computer Interaction	Information Technology Information Retrieval Human Computer Interaction	Tenure-Track

Faculty expertise has been conveyed and acknowledged by the scholarly community. In 2012, Dr. Beaudoin received the American Society for Information Science and Technology (ASIS&T) SIG Publication of the Year. Dr. Kumasi received the 2011 Best Conference Paper Award from the Association for Library and Information Science Education (ALISE) and in 2015 Dr. Charbonneau was the recipient of the ASIS&T New Leaders Award. One of Dr. Holley's co-authored papers was selected as the outstanding paper of 2015 in *Collection Building* and another one was selected for the 2010 Highly Commended Award in *New Library World*. In addition, Dr. Holley received the Outstanding Reviewer award for *Collection Building* in 2010, 2011, 2012, 2014, and 2016. Kim Schroeder received the NDSA Innovator's Award in 2013. Dr. Anghelescu has received several awards for her contribution to librarianship in Eastern Europe.



## Adjunct Faculty

In addition to full-time faculty, qualified individuals, designated as adjunct faculty, are hired to teach some courses in the School. These adjunct faculty members strengthen SLIS by bringing expertise and perspective to the School beyond what the full-time faculty provide. Adjuncts also allow the School to offer more sections and classes than the full-time faculty alone can cover.

The Associate Dean is in charge of hiring adjunct faculty. Potential adjuncts are subject-matter experts selected from recommendations made by full-time faculty and from outreach and recruitment efforts to the WSU Libraries, the Association for Library and Information Science (ALISE), Michigan Academic Libraries Consortium, Michigan Library Association, and other professional venues. Vitae for potential adjunct faculty members are made available to all full-time SLIS faculty. Those potential adjuncts whom seem suitable are typically invited to teach a SLIS course.

A “Lead Instructor” from among the full-time SLIS faculty is appointed to oversee each course in the catalog and to act as a liaison with any adjunct faculty hired to teach that course. When a new adjunct is hired, the Lead Instructor is notified to reach out to the new adjunct faculty member, share course materials, follow-up with additional information throughout the semester, answer any questions that arise, and generally serve as a contact and support person within the SLIS. Once the semester is up and running, a second full-time SLIS faculty member, designated the “Faculty Liaison,” becomes the adjunct’s main point of contact concerning course delivery questions and concerns.

SLIS maintains ongoing, regular communication with its adjunct faculty. There is a listserv ([slisadjunct@lists.wayne.edu](mailto:slisadjunct@lists.wayne.edu)) specifically for broadcast communications to these faculty. Prior to the start of each semester, the Associate Dean emails each adjunct who is teaching to provide up-to-date information about the policies, processes, and procedures in place to ensure that best practices and quality assurance measures across the curriculum are implemented. Supporting documentation is provided to ensure the adjunct is fully apprised of the SLIS course delivery expectations. (See “Communications to Adjunct Faculty” in the appendix for examples of the documentation provided.)

Adjunct faculty are eligible for Promotion from PTF 1 (part-time faculty) to PTF 2, and subsequently to PTF 3. Candidates need to have taught a course six times within seven years to be eligible for this promotion. Evaluation for promotion within SLIS includes a review and assessment of course materials, submission and review of two most-recent complete Student Evaluation of Teaching (SET) submissions, and letters of recommendation. Two SLIS adjunct faculty have elected to go through the process: Jennifer Cornell and Nancy Steffes and were successful.

Adjuncts are eligible to attend any faculty meetings or other School get-togethers that they desire. Adjunct faculty participate in the Student Academic Review (SAR) process held each semester where faculty report on and counsel students who are having academic problems (See more under IV.4). In the early years of the School’s transition to online learning, the School held an annual “Adjunct Retreat,” where interactions with full-time faculty and staff and interactive discussions focused on teaching through sessions titled, “Tips for Managing your SLIS Classes,” “Course Design and Student Engagement Strategies,” and “Technology in the Online Classroom.” Once the full-time and adjunct faculty became fully comfortable with online

education, these retreats were no longer held. Currently, the School experiences little personnel turnover, however, when individual training needs arise they are handled one-on-one.

The following table outlines adjunct faculty expertise through their work placement and education, along with the courses they teach at the SLIS.

**Table III.2: SLIS Adjunct Faculty: Employment, Education, Courses**

Last Name	Job Title	Organization	Degree	Courses Taught	Course Title
Baxmeyer	Electronic Resources Cataloging Coordinator	Princeton University Library	MSLIS	LIS 8210	Adv Clfcn & Ctlg
Biggers	Senior Data Research Supervisor	Ford Motor Company	MLIS	LIS 7490	Cmptetv Intgc&Data Mining
Bowers	Director	DALNET	MLIS	LIS 7435	Intgrtd Library Systms
Brodsky	Director	Lorrie Memorial Library	Ph. D.; MLIS	LIS 7410	Sftwr Prdctvty Tools:Info
Campbell	Museum Manager	Troy Museum and Historic Village	MA History; Grad Cert in Archival Adm	LIS 7885	Admin:Histl Agencies
Cornell	Training and Consulting Partner	ProQuest	MLIS	LIS 6080	Info Technol
Gearhart	Retired Director	State of Michigan Records Management Services	CRM Certification	LIS 6780	Intro:Records & Informtn Mgt
Gilman	Librarian for Literature in English	Yale University	Ph. D.; MSLIS	LIS 7996	Research: LIS
Goodman	Reference and Instruction Librarian	University of Southern Nevada	MLIS	LIS 7370	Mltictrl Info Svc
Gustafson	Former Director	Detroit Institute of Art Library	MLIS	LIS 7640-7670	Practicum
Hancks	Director of Archives and Special Collections	Western Illinois University	Ed. D.; MS Instructional Design & Tech; MA LIS Studies	LIS 7996	Research: LIS
Hanna	Associate Director	MSU Law Library	MLIS	LIS 7040	Library Adm & Mgt
Hudson	Digital Publishing Librarian	Wayne State University	MLIS; MA English	LIS 7440	Scripting Langs: Libr
Illichmann	Former Head of Serials	Hawaii State Public Library System	MLIS	LIS 6080	Info Technol
Jones	Archivist	Wayne State University	Ph. D.; MA American History	LIS 7710	Archival Administration
Koschik	Director	Baldwin Public Library	MLS; MBA	LIS 6210 LIS 7050	Orgzn Of Knowldg Public Libraries
Larsen	Retired Media Specialist	Clarkston Community Schools	Ph. D.; MLS	LIS 7310 LIS 7340	Sch Lib Media Prg Clctn Dev&Seln Mtls
Lay	School Librarian	Birmingham Public Schools	MLS	LIS 6520 LIS 7680	Lit-Chld: Gds 4-8 Prctcm: Scl Media
Liau	Web Developer	Princeton University Library	MLIS	LIS 7420	ClintBasd Websit Dvpt:LIS Prof
Mancini	Director	Oakland County Library	MLIS	LIS 7130	Socsci Info Svc/Rsrcs
Oliver	Director	Charlotte Community Library	MSLIS	LIS 6010 LIS 7040	Intro: Info Profssn Library Adm & Mgt
Orblych	Associate Librarian	University of Michigan-Dearborn	MLIS	LIS 6120 LIS 6210 LIS 7880	Access To Info Orgzn Of Knowldg Instructional Mthds: Librarians

Polak	Assistant Director for Discovery and Innovation	Wayne State University Libraries	MA LIS Studies	LIS 7435	Intgrtd Library Systms
Steffes	Reference Librarian	College for Creative Studies	MLIS	LIS 6010	Intro: Info Profssn
Todd	Assistant Library Director	Eastpointe Memorial Library	MLIS	LIS 6510 LIS 6530 LIS 7250	Lit-Chld: Gds Ps-3 Young Adult Lit Progmg&Svcs: Cya
Walker	Library Director	College for Creative Studies	MLIS	LIS 7040 LIS 7070	Library Adm & Mgt Spec'l Libs&Infoctrs

## Teaching Distribution

The full-time faculty are sufficient in number to carry out the major share of teaching. As the following chart indicates, full-time faculty teach, on an average, 50 percent of all courses offered during the regular academic year (fall and winter semesters). This helps to ensure the continuity and consistency needed in the School.

Over this reporting period the number of full-time faculty who are afforded the opportunity to teach in the spring/summer semesters has declined. This is primarily because the union-negotiated spring/summer salary for full-time faculty (9% of annual salary for each 3-credit course) results in a significant differential over the standard pay that adjuncts receive for teaching the same course. Also, in contrast to previous self-study reporting periods, SLIS is now rated on the extent to which it keeps its spring/summer expenses in check, further compounding the reliance on adjunct faculty during the spring/summer semester. To cope with these changes, SLIS has re-ordered its teaching schedule to ensure that courses in which adjunct faculty teach some or all of the available sections are offered during the spring/summer term and that courses necessarily involving full-time faculty expertise are restricted to the fall and winter semesters.

The table below details the number and percentage of course sections taught by full-time and adjunct faculty each term over this reporting period.

**Table III.3: Sections Taught each Term: Full-time and Adjunct Faculty**

Term	Total Number of Sections Offered	Taught By Full-time Faculty		Taught by Adjunct Faculty	
		Number	Percent	Number	Percent
<b>Winter 2009</b>	94	47	50%	47	50%
<b>S/S 2009</b>	50	26	52%	24	48%
<b>Fall 2009</b>	75	44	59%	31	41%
<b>Winter 2010</b>	68	41	60%	27	40%
<b>S/S 2010</b>	40	20	50%	20	50%
<b>Fall 2010</b>	64	30	47%	34	53%
<b>Winter 2011</b>	67	32	48%	35	52%
<b>S/S 2011</b>	36	12	33%	24	67%
<b>Fall 2011</b>	60	32	53%	28	47%
<b>Winter 2012</b>	56	29	52%	27	48%
<b>S/S 2012</b>	31	11	35%	20	65%

	<b>Total Number of Sections Offered</b>	<b>Taught By Full-time Faculty</b>	<b>Taught by Adjunct Faculty</b>		<b>Total Number of Sections Offered</b>
<b>Term</b>		<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Fall 2012</b>	57	30	53%	27	47%
<b>Winter 2013</b>	58	31	53%	27	47%
<b>S/S 2013</b>	32	12	38%	20	63%
<b>Fall '2013</b>	53	31	58%	22	42%
<b>Winter 2014</b>	46	22	48%	24	52%
<b>S/S 2014</b>	27	9	33%	18	67%
<b>Fall 2014</b>	51	29	57%	22	43%
<b>Winter 2015</b>	44	33	75%	11	25%
<b>S/S 2015</b>	24	5	21%	19	79%
<b>Fall 2015</b>	49	32	65%	17	35%
<b>Winter 2016</b>	47	26	55%	21	45%
<b>Total</b>	<b>1129</b>	<b>584</b>	-	<b>545</b>	-
<b>Percentage</b>			<b>51.73%</b>		<b>48.27%</b>

The SLIS curriculum includes six core courses (LIS 6010, 6080, 6120, 6210, 7040, and 7996), often offered in multiple sections over the same term. The next table includes the numbers of *core* and *elective* courses taught by full-time and adjunct faculty. Four core courses are offered both on-campus and online. The other two core courses, Information Technology (LIS 6080) and Research Methods: LIS (LIS 7996), are offered exclusively online.

**Table III.4: Core and Elective Courses each Term: Full-time and Adjunct Faculty**

<b>Courses</b>		<b>Taught By Full-Time Faculty</b>		<b>Taught By Adjunct Faculty</b>	
	<b>Total Number Offered</b>	<b>Core</b>	<b>Elective</b>	<b>Core</b>	<b>Elective</b>
<b>Winter 2009</b>	94	15	32	23	24
<b>S/S 2009</b>	50	11	15	7	17



Courses		Taught By Full-Time Faculty		Taught By Adjunct Faculty	
	Total Number Offered	Core	Elective	Core	Elective
<b>Fall 2009</b>	75	17	27	13	18
<b>Winter 2010</b>	68	12	29	9	18
<b>S/S 2010</b>	40	11	9	2	18
<b>Fall 2010</b>	64	14	16	10	24
<b>Winter 2011</b>	67	15	17	4	31
<b>S/S 2011</b>	36	5	7	8	16
<b>Fall 2011</b>	60	14	18	11	17
<b>Winter 2012</b>	56	17	12	2	25
<b>S/S 2012</b>	31	6	5	6	14
<b>Fall 2012</b>	57	14	16	6	21
<b>Winter 2013</b>	58	14	17	4	23
<b>S/S 2013</b>	32	6	6	6	14
<b>Fall 2013</b>	53	15	16	3	19
<b>Winter 2014</b>	46	15	7	0	24
<b>S/S 2014</b>	27	4	5	5	13
<b>Fall 2014</b>	51	13	16	2	20
<b>Winter 2015</b>	44	14	19	0	11
<b>S/S 2015</b>	24	1	4	8	11
<b>Fall 2015</b>	49	13	19	5	12
<b>Winter 2016</b>	47	9	17	6	15
<b>Total</b>	<b>1129</b>	<b>255</b>	<b>329</b>	<b>140</b>	<b>405</b>

SLIS has constantly shifted courses and sections to online delivery as student demand has shifted. Due to the flexibility that asynchronous online course delivery offers, most Detroit-area students now show a strong preference for online courses due to their demanding work schedules, family commitments, and distance from campus, etc. The School's continuing transition to online course delivery has increased its visibility nationally and internationally, thereby resulting in a significant portion of its students residing beyond a reasonable commuting distance to campus. Even when we try to offer a physical section, frequently that section is canceled due to low enrollment and the affected students accommodated in an online section instead.

The table below illustrates the growth of the online course offerings compared to the classes offered on-campus. As detailed below, online course offerings increased from 69% of the total credit hours

in Fall 2009 to over 95% of the total credit hours in Winter 2016. The transition to a fully online MLIS degree is virtually complete.

**Table III.5: Total Credit Hours each Term: Physical vs. Online**

	<b>Total</b>	<b>Physical</b>		<b>Online</b>	
		<b>Credit Hours</b>	<b>Percentage</b>	<b>Credit Hours</b>	<b>Percentage</b>
<b>Fall 2009</b>	3396	1059	31%	2337	69%
<b>Winter 2010</b>	3158	747	24%	2411	76%
<b>SS 2010</b>	610	105	17%	505	83%
<b>Fall 2010</b>	3272	675	21%	2597	79%
<b>Winter 2011</b>	3062	649	21%	2413	79%
<b>SS 2011</b>	1563	175	11%	1388	89%
<b>Fall 2011</b>	3095	456	15%	2639	85%
<b>Winter 2012</b>	2800	438	16%	2362	84%
<b>SS 2012</b>	1444	112	8%	1332	92%
<b>Fall 2012</b>	3112	309	10%	2803	90%
<b>Winter 2013</b>	2892	309	11%	2583	89%
<b>SS 2013</b>	1469	69	5%	1400	95%
<b>Fall 2013</b>	2798	363	13%	2435	87%
<b>Winter 2014</b>	2583	246	10%	2337	90%
<b>SS 2014</b>	1272	135	11%	1137	89%
<b>Fall 2014</b>	2841	243	9%	2598	91%
<b>Winter 2015</b>	2601	180	7%	2421	93%
<b>SS 2015</b>	1146	48	4%	1098	96%
<b>Fall 2015</b>	2484	168	7%	2316	93%
<b>Winter 2016</b>	2316	123	5%	2193	95%

## **Standard III.2.**

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

### **Appointments and Promotions**

Since 2009, the School has recruited the following faculty who remain with the School as of June 2016:

1. Dr. Kafi Kumasi, Assistant Professor (2009)
2. Dr. Joan Beaudoin, Associate Professor (2010)
3. Dr. Deborah Charbonneau, Assistant Professor (2011)
4. Dr. Stephanie Maatta Smith, Assistant Professor (2011)
5. Dr. Xiangmin Zhang, Assistant Professor (2011)
6. Ms. Kimberly Schroeder, Lecturer (2013)
7. Dr. Peter Hook, Assistant Professor (2014)
8. Dr. Timothy Bowman, Assistant Professor (2016)

Dr. Kafi Kumasi was promoted and received tenure (2015 to Associate Professor) and Dr. Joan Beaudoin was promoted and received tenure (2016 to Associate Professor).

## **Standard III.3.**

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

### **Faculty Recruitment and Retention**

The School follows the Wayne State University policies for recruitment and retention. Wayne State University is an equal opportunity/affirmative action employer. When permission is given to the School to fill a vacant position, a search committee is formed. The chair of the committee is a SLIS faculty member. Other SLIS faculty, staff, and students serve on the committee. Occasionally, alumni and/or professionals from the field are also included. The search committee then writes a position description, which is approved by the WSU Office of Equal Opportunity prior to announcement of the position vacancy.

In addition to following the established WSU procedures, the SLIS faculty attempt to recruit individuals from diverse backgrounds in a number of ways. Faculty members are often asked to suggest individuals to be invited to apply for open positions. In addition, the Associate Dean and faculty members of the search committee attend the ALISE and/or ASIS&T annual conferences to hold preliminary interviews with interested candidates. SLIS is also permitted to hire faculty at the associate or full professor levels, thus enabling faculty to identify people established in the field in order to invite them for interviews. The committee makes a recommendation to the Dean, SLIS makes an offer to the designate, and then the designate is signed to a tenure-track contract.

The policies and procedures followed for faculty hiring and retention are readily available to faculty and to any interested party through the WSU Human Resources website (<https://hr.wayne.edu/>).

## **Standard III.4.**

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

### **Priority: Teaching**

The SLIS faculty are competent to carry out their teaching responsibilities. The faculty dossiers and CVs indicate each individual's work experience in library and information science, educational background, areas of teaching and research interests, and courses taught. This documentation shows that the SLIS faculty are qualified to teach courses at the graduate level.

While there is the expected individual variation, SLIS faculty are technologically aware and literate. All faculty members use email, are adept at finding needed information using a variety of sources and methods, successfully locate information and materials with the Wayne State University Libraries OPAC and licensed databases, use Blackboard, Blackboard Collaborate, elements within the Digital Media Projects Lab (DMPL), Adobe Connect Pro and other tools for their courses, and incorporate appropriate websites and resources into course material. In addition to SLIS information management faculty and technological support staff, faculty members are kept abreast of new technologies with the assistance of the Office for Teaching and Learning through online and face-to-face workshops, Computing & Information Technology, and WSU Library System's librarians.

Individual faculty members use some or all the following technologies to enhance teaching:

- Presentation software, including Camtasia, Prezi, Adobe Connect, etc.
- Electronic reserves
- Web sites to provide course information
- Streaming video
- Virtual Lab
- Blackboard and its features, including Collaborate

SLIS has a number of processes in place to evaluate the teaching competency of its faculty. SLIS factors for tenure and promotion reinforce that teaching competence involves an examination of both teaching methodology and success in transmitting knowledge and intellectual methods to students. Full-time faculty submit a teaching portfolio as one component of their annual dossier submission that is used to evaluate progress towards tenure and promotion and/or merit

pay increases. Criteria for demonstrating excellence in teaching may include development of creative/effective course materials, unpublished instructional materials, curricular innovations, formal recognition of teaching excellence, etc.

The Student Evaluation of Teaching (SET) process, administered by the WSU Office of Testing, Evaluation and Research Services, is designed to enable all students every semester in every course to share their opinions about the teaching and learning they have experienced in their courses. "SET scores" provide input to the required teaching portfolios that full-time faculty submit each year and also provide data to the Associate Dean when evaluating whether to re-hire base-level adjuncts (PTF1s).

As of Fall 2015, SLIS full-time faculty have implemented a contractually-mandated peer review process to assess each other's teaching competence. This peer evaluation is designed to be a formative process, intended to assist faculty in enhancing both student success and each faculty member's own professional development and teaching effectiveness. The process also offers faculty with an opportunity for SLIS full-time faculty to collaborate and share their teaching experiences. These confidential peer evaluations of teaching are to be conducted in the second, fourth, and tenth year of a full-time faculty member's service at WSU. Faculty may also request a peer evaluation at other times.

Being at the forefront of online education at the University has often meant that the university policies, procedure, awareness and resources to support online teaching and learning have lagged the School's needs. This has meant that SLIS has had to "fend for itself" and provide many of the support functions that might be expected at the university level. Fortunately the University has taken some of the burden off the School by providing more services in recent years, particularly with new personnel in the Office of Teaching and Learning (OTL) who are increasingly attuned to the dynamics of online learning. They regularly offer a number of workshops related to learning various aspects of Blackboard, the University's Learning Management System (LMS).

One resource that OTL offers to help faculty evaluate the quality of their own courses is the Midterm Assessment. Faculty may voluntarily sign up for the Midterm Assessment to get feedback from their students on the content, organization and instructional delivery of a particular course. In addition, the School has instituted a peer evaluation of teaching process in connection to the faculty contract. The instrument that is currently being used to evaluate a faculty's teaching is designed for a face-to-face classroom, but lends itself to evaluating the fundamental aspect of any class. As a result, the faculty in the School commonly seek out professional development via OTL as well as the Blackboard support office.

## **Priority: Faculty Participation with Service**

SLIS as a whole recognizes the value in and need for faculty members to be involved in service activities within the School. Each faculty member serves annually on, at minimum, one of the SLIS standing committees: Administrative Concerns Committee, Academic Concerns Committee or the newly-created Planning and Assessment Committee. These three committees cover the work often done at other institutions by multiple committees. For example, the Administrative Concerns Committee covers scholarships, non-academic policies, student writing and travel awards, budget advice and other issues. The Academic Concerns

Committee focuses on curricular and student issues. As the name implies, the Planning and Assessment oversees the School's increasingly important planning and assessment activities, including interfacing with the university's recently-established Assessment Council.

Other SLIS committees on which faculty serve include the following:

- E-portfolio Review
- Salary Committee
- Faculty Search Committee
- Promotion and Tenure Committee

Faculty also serve on various committees and subcommittees at the university level. A list of some of the primary committees appears below.

- Academic Senate
- Academic Technology Advisory Group
- Archival Scholarship Review Committee, Walter P. Reuther Library
- Excellence in Teaching
- Graduate Council
- University Promotion and Tenure Committee
- Disciplinary Panel / Due Process Committee
- Sabbatical Leave Committee
- Alumni Association Editorial Board
- Community Engagement Group

SLIS and WSU recognize the value of external service activities. Faculty serve on editorial boards of prestigious scholarly journals published in the US and overseas, including *Library Quarterly*, *Journal of Academic Librarianship*, *Bulletin of the American Society for Information Science and Technology (ASIS&T)*, and *Library Trends* (for a complete list, see the faculty listing immediately above). Also, faculty are often called upon to review manuscripts for journals and books, including such exemplar journals as: *First Monday*, *Art Documentation*, *Canadian Journal of Information and Library Science*, *Journal of the American Society for Information Science and Technology*, *Research on Libraries and Young Adults*, and *Journal of Academic Librarianship*.

Faculty are members of professional associations and hold elected positions in professional associations at the national and international level. An examination of faculty's professional records indicate the wide variety of professional organizations where faculty are active. As examples, since 2015, Dr. Kumasi has been Chair of the Young Adult Library Services Association's (YALSA) Research Committee; Dr. Charbonneau is the ASIS&T Secretary/Treasurer of Health Informatics SIG; and Dr. Beaudoin acts as current Advisor to the ASIS& T SIG Cabinet Steering Committee (2015-17). Faculty routinely host or participate in workshops to different types of audiences in a variety of contexts. As one example, Dr. Anghelescu gave 34 workshops in Eastern Europe, many under the auspices of the U.S. Department of State, or under the Bill & Melinda Gates Foundation – Global Libraries Program.

Travel monies for conference attendance is available to faculty who are presenting or serving on a committee. SLIS faculty regularly connect with alumni and professionals at such conferences



as the American Library Association (ALA), Michigan Library Association (MLA) and Michigan Association for Media in Education (MAME). In addition to these formal interactions through other professional organizations, SLIS faculty interact with professionals in the field in a variety of ways. Faculty members are often consulted for advice for information centers or school systems, including the Michigan State Board of Education and the National Networks of Libraries of Medicine, and for museums. Faculty members are also consulted for information or advice from working professionals. Faculty members regularly provide references for alumni who are job candidates, and these references result in opportunities to speak with practitioners in various library settings.

As SLIS faculty collaborate with faculty in other disciplines on campus, they are often asked to serve on dissertation committees for doctoral students. Frequently, faculty are invited to sit on committees from the School of Education, including Drs. Kumasi, Walster and Anghelescu. Dr. Zhang has served as an external member of a doctoral committee at WSU and at Rutgers University. The faculty members have established an atmosphere of expertise as they connect with professionals in the field and scholarly disciplines external to library and information science.

## **Standard III.5.**

*III.5. For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*

### **Priority: Scholarship**

Faculty scholarship, as evidenced by research and publication, is extremely important in SLIS as it is throughout the University. Scholarly publication requirements for SLIS tenure-track faculty are more rigorous than at most other LIS schools: an expectation of 2-3 publications annually in high-quality, peer-reviewed journals. In the annual salary evaluation process (which is optional but almost always requested, see explanation under III.7), scholarship is one of the areas reviewed for participating faculty members. Publishing is the typical evidence of scholarship. Books, book chapters, refereed and non-refereed journal articles, conference proceedings, and bibliographies are among the variety of publications produced by the SLIS faculty. (See [SLIS faculty publications](#)).

Faculty publish in first-tier journals (and others) appropriate to their unique research areas and agendas, including such exemplar journals as *JASIST*, *Library and Information Science Research (LISR)*, *Library Trends*, *Journal of Academic Librarianship*, *Reference and User Services Quarterly*, and *Information Processing & Management*, amongst others. Further, faculty present conference papers at national and international conferences, including Association for Library and Information Science Education (ALISE), Annual Meeting of the American Society for Information Science and Technology (ASIS&T), and International Conference on Scientometrics and Informetrics (ISSI) and others. Collaborations occur within the SLIS itself, Drs. Kumasi, Charbonneau, and Walster have successfully collaborated and published their work in *LISR*. Drs. Charbonneau and Beaudoin have a forthcoming paper in the *International Journal of Digital*

*Curation.* Drs. Zhang, Anghelescu and Li are working together on a research study focused on library services to online students. Successful research collaborations extend outside of the SLIS, Dr. Charbonneau routinely publishes with WSU librarians and other faculty have successful collaborative arrangements with faculty at other LIS schools; faculty are collaborating with colleagues at McGill University (Canada) and Rutgers University (U.S.), as examples.

The SLIS faculty have been successful in receiving grants for their scholarship and endeavors; 10 grants and/or fellowships were procured over the review time period. As examples, Dr. Anghelescu received four Federal Assistance Awards from the U.S State Department. Also, Dr. Charbonneau received the 2014 Donald A. B. Lindberg Research Fellowship from the Medical Library Association.

As the following table indicates, faculty produce scholarship in a variety of formats. Overall, there is solid and continuing evidence of faculty productivity over the review time period.

**Table III.6: Full-Time Faculty Scholarly Productivity: 2009-2016**

Faculty	Refereed Journal Article	Non-Refereed Journal Article	Papers in conference proceeding	Books/ Textbook	Edited volume (journal/ monograph)	Book Chapter	Conference presentation	Invited talk/workshop	Grants Funded	Grants Not Funded	Bibliography	Index	Book Review	White paper
<b>Anghelescu</b>	8	8	3	1	6	3	29	34	4		1	8	9	
<b>Beaudoin</b>	8	3	4	1	1		14	4	1	1			1	
<b>Charbonneau</b>	11					3	18	8	2					
<b>Holley*</b>	12	45			1	4	18	16					5	
<b>Hook</b>	2					1	1	2						
<b>Kumasi</b>	10	1				7	23	4	1				1	2
<b>Li</b>						1								
<b>Neavill</b>	1					1					1			
<b>Pecoskie**</b>	9		1			1	22	7	1	2				
<b>Schroeder</b>		1					12	1		2				
<b>Walster</b>	3	1												
<b>Zhang</b>	8	3	19				5	6	1	2				

\* Holley retired 8/15

\*\* Pecoskie resigned 5/16

Students are encouraged to work with faculty on research. The required research course (LIS 7996) guarantees that all graduates are aware of research methods and how to use research findings. Faculty commonly incorporate research studies in all courses. During this review period, Dr. Anghelescu has published alongside students turning class projects into open-access documents. Dr. Li has advised a set of students by providing feedback on their term papers, which have subsequently been published in the *Serials Librarian* and *Library Philosophy and Practice*. Dr. Kumasi has published a research study in *Library Trends* with a student co-author. The actions of these faculty follow that of Dr. Holley who published extensively with students until his retirement in 2015. Students have the opportunity to enroll in the independent study course (LIS 7990) to undertake small research projects under the mentoring, advising and supervision of a faculty member (see faculty professional records for examples of independent studies).

Support for scholarship is offered at both the university and school levels. The university provides help with research design, statistical analysis, and survey software. The Sponsored Program Administration (SPA) Office within the Division of Research stands ready to help faculty with externally-sponsored grant proposal preparation and submission, award acceptance, grants administration, and successful completion of the project objectives. The School provides all faculty with their preferred computer hardware and necessary software to meet their teaching and research needs. Justified travel support is readily available. Student assistants are available to help SLIS faculty with research projects. More detail about support for faculty is provided in Standard V.

As a required component of its tenure track hiring process, the School submits a faculty mentoring plan to the Provost's Office. (A sample mentoring plan is provided in the "Tenure and Promotion" folder in the appendix.) For SLIS, the mentoring plan involves pairing a new tenure track faculty member with a senior faculty member to act as his/her formal mentor to assist in becoming acclimated to WSU and SLIS. The formal mentorship plan includes the development of a 3-year action plan to meet the specified requirements for tenure and promotion, with a particular focus on the research and scholarly publication timeline. Other mentorship activities may include, for example, confidential counseling to discuss any issues that arise, the provision of guidance with teaching course development, and helping the new faculty member identify suitable research projects and connect with the available research support services at WSU.

Once faculty are tenured and promoted to associate professor, the formal mentoring process and the annual dossier progress review cease. Teaching, scholarship, and service accomplishments of SLIS associate and full professors are evaluated as part of the annual selective salary (merit pay) review by the SLIS Salary Committee. Informally, associate professors are encouraged by their more senior colleagues to keep up their scholarly productivity and aim towards promotion to full professor.

## **Standard III.6.**

*III.6. The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and*

*specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

Faculty curricula vitae (CVs) demonstrate that SLIS faculty have advanced degrees from a number of institutions. Individual faculty members received master and doctoral degrees from a total of 19 different institutions of higher learning, as the following table shows.

**Table III.7: Full-time Faculty: Degree Granting Institutions**

<b>Faculty Member</b>	<b>Institution Granting</b>	
	Master's Degree*	Ph.D. Degree*
<b>Hermina Anghelescu</b>	University of Bucharest, Romania (MA Foreign Lang.); University of Texas at Austin (MLIS)	University of Texas, Austin
<b>Stephen Bajjaly, Associate Dean</b>	San Diego State University (MBA)	State University of New York at Albany
<b>Joan Beaudoin</b>	Temple University (MA) Drexel University	Drexel University
<b>Timothy Bowman (starts 8/16)</b>	Indiana University	Indiana University
<b>Deborah Charbonneau</b>	University of Pittsburgh	Wayne State University (Sociology)
<b>Robert Holley (retired 8/15)</b>	Columbia University	Yale University (French)
<b>Peter Hook</b>	University of Illinois (MLIS); University of Kansas (J.D.)	Indiana University
<b>Kafi Kumasi</b>	Wayne State University	Indiana University
<b>Bin Li</b>	Beijing Foreign Studies University	University of North Carolina, Chapel Hill
<b>Gordon Neavill</b>	University of Chicago (AM)	University of Chicago
<b>Jen Pecoskie (through 5/16)</b>	University of Western Ontario	University of Western Ontario
<b>Kimberly Schroeder</b>	Wayne State University	
<b>Dian Walster</b>	University of Washington	University of Washington
<b>Xiangmin Zhang</b>	Peking University, China	University of Toronto

\* Unless otherwise indicated, all degrees are in LIS.

In addition to the varied institutional backgrounds that the faculty offer, the faculty also have a diverse composition. Faculty members have differing and varied racial and cultural backgrounds (i.e., Asian, African American, Caucasian), originate from different geographic areas (i.e., Europe, Asia, US, and Canada), and offer diversity of languages (i.e., French, English, Chinese, Romanian). Further, faculty have distinguished themselves and have been bestowed honorary awards: Dr. Anghelescu is an honorary member of the Association of Public Librarians and Libraries in Romania and was awarded both the Cultural Merit Order for the rank of Knight, category 'A' for outstanding contributions to artistic and cultural activities in Romania. In addition, in 2014 she received one of the highest distinctions awarded by the Government of the Republic of Moldova, in recognition of longstanding activity in librarianship and continuing and sustained support of Moldovan libraries.

This degree of diversity in institutions, including institutions from outside the US, and more personal characteristics and skills allows the faculty to bring a wide variety of experiences to their research agendas and to their teaching, in order to benefit the experience of the students.

## **Standard III.7.**

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

### **Instruction and Quality**

Teaching is very important to the SLIS faculty and to Wayne State University. Teaching effectiveness is an important component of the annual evaluation of each faculty member. Along with the formal demonstrations or informal sharing and troubleshooting conducted by the SLIS faculty, which help to enhance teaching effectiveness, the SLIS has implemented a peer evaluation of teaching process for Fall 2015 (in conjunction with stipulations in the WSU AAUP/AFT Contract).

The peer evaluation of teaching is a process intended to assist faculty in enhancing both student success and each faculty member's own professional development and teaching effectiveness. Peer evaluations are to be conducted in the second, fourth, and tenth year of a faculty member's service. Two faculty peer reviewers work in conjunction with each other to review one course and prepare a confidential report to be shared with the colleague undergoing review. The review process focuses on the delivery of the course content rather than the subject area and reviewers may utilize standard checklists to help guide the review itself. The reviewers' report is confidential between the reviewers and the person under review only. One faculty member was eligible for review, based on the time guidelines, and has undergone peer evaluation of teaching.

Student evaluations of teaching (SET) are done for every class, every semester. The numerical evaluations are returned to each faculty member during the following semester. Student



comments are returned directly to the faculty member and are confidential. The Associate Dean has access to faculty-level data on 3 questions (How would you rate this course? How much have you learned in this course? How would you rate the instructor's teaching in this course?). The WSU Testing, Evaluation and Research Services Office tabulates and reports the SET scores to individual faculty members and to their respective departments. The SET form is available in both print and online formats. The data from the SET reports are used to evaluate regular faculty for promotion and tenure and for salary reviews (see section "Faculty Evaluation" for full discussion). Another use made of these data is to help identify adjunct faculty who either need assistance in improving their teaching or who will not be invited to teach again for the School.

The following table indicates the mean SET scores for the current review period.

**Table III.8: School Average Student Evaluation of Teaching (SET) Scores**

	<b>Number of Sections Taught</b>	<b>Mean SET</b>
Fall 2009	52	12.0
Winter 2010	39	11.9
SS 2010	25	11.8
Fall 2010	49	11.5
Winter 2011	45	11.8
SS 2011	20	11.8
Fall 2011	49	11.8
Winter 2012	41	11.7
SS 2012	20	11.3
Fall 2012	43	12.0
Winter 2013	43	12.2
SS 2013	18	11.9
Fall 2013	40	12.0
Winter 2014	33	11.3
SS 2014	19	12.1
Fall 2014	37	11.5
Winter 2015	34	11.8
SS 2015	17	12.3
Fall 2015	33	12.0
<b>Overall Mean</b>		<b>11.8</b>

According to the SET Office, the university-wide SET mean is 11.7/15, therefore SLIS is in-line with the strong teaching occurring at WSU.

The Office for Teaching and Learning (OTL) is an important resource for faculty members at WSU. The OTL provides support and development opportunities for teaching through workshops and events related to teaching and learning, individualized consulting for those with specific needs/interests, instructional design assistance, and classroom observation and feedback. These workshops not only focus on the how-to of teaching, but focus on the philosophical aspects as well, which are necessary for the development of a teaching and learning statement.

Wayne State University requires a teaching portfolio, including a teaching and learning statement, from every faculty member being considered for tenure and promotion. In SLIS, a teaching portfolio is a core part of annual evaluations and forms part of the annual dossiers for faculty (dossier submission is mandatory for tenure-track, optional for tenured, and mandatory for all full-time faculty who want to be considered for a merit raise). The OTL has workshops around teaching development, which help faculty produce a teaching portfolio that reflects each individual's approach to teaching. According to specific University guidelines, each portfolio includes information regarding teaching philosophy, course design, course management, and evidence of student learning. This annual self-examination and production and/or revision of the teaching portfolio provides faculty with the opportunity not only to reflect on their teaching, but also to improve teaching.

## **Faculty Loads**

### **Teaching**

The regular teaching load for SLIS full-time faculty is five courses (3/2) for the academic year that encompasses the fall and winter semesters. Lecturers and senior lecturers teach three courses per semester (3/3). New tenure-track faculty are given a reduced teaching load during their first year and teach two courses each semester. Summer teaching is occasionally made an option to full-time faculty, dependent of budgetary structures and need. Course enrollment is limited to 30 students. Additional students may be added with the consent of the instructor (for additional compensation). Every semester multiple sections of core courses and popular electives course are offered to meet student demand. In general, a faculty member teaches no more than two distinct courses per term. Recent tenure-track faculty have received a semester release from teaching during their fourth year to help increase their scholarly productivity towards tenure. The practices of a reduced teaching load for new faculty, capped enrollment, and teaching two distinct courses per term aim to reduce the workload associated with teaching five courses per year.

### **Advising**

Advising loads vary among individual faculty members because students are assigned, as much as possible, to the faculty member responsible for the specific pillars students have requested. For example, Drs. Bin Li, Deborah Charbonneau, Peter Hook and Xiangmin Zhang are responsible for advisees in the Information Management pillar; Kim Schroeder and Dr. Joan Beaudoin advise students interested in archives and digital content management; Drs. Hermina Anghelescu, Kafi Kumasi, Jen Pecoskie, and Dian Walster are faculty who oversee Library Services advisees. In a similar capacity, Jennifer Bondy, the School's Academic Services Officer IV, serves as endorsement officer for State of Michigan school library media certification.

Faculty provide advising in a variety of formats, from physical meetings with students to phone and via web services, such as Adobe Connect, Skype, and Collaborate. The following two tables break down the advising loads by faculty member and by pillar for Winter 2016.

**Table III.9: Full-time Faculty Advising Load**

<b>ADVISOR</b>	<b>Archives &amp; DCM</b>	<b>Information Management</b>	<b>Library Services</b>	<b>Undecided</b>	<b>TOTAL ADVISEES</b>
Anghelescu	4	2	43	4	53
Beaudoin	12	2	16	2	32
Charbonneau	1	7	19	0	27
Hook	1	9	15	2	27
Kumasi	1	1	42	1	45
Li	0	7	6	3	16
Neavill	8	1	18	2	29
Pecoskie	0	0	49	2	51
Schroeder	49	3	11	0	63
Walster	0	1	45	2	48
Zhang	3	8	12	4	27

## Standard III.8.

*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.*

### Faculty Evaluation

At Wayne State University, teaching and scholarship receive equal weight in the evaluation process (3/7 each) and service receives less weight (1/7). In southeastern Michigan, labor unions are strong and the American Association of University Professors/American Federation of Teachers (AAUP/AFT) is the designated bargaining unit for Wayne State's full-time faculty, librarians, and academic staff. These criteria and the weight attached to each are detailed in the contract.

Faculty evaluation is performed annually (dossiers from the April 2016 review are available online). The School's Promotion and Tenure Committee, which includes the Associate Dean as ex-officio, and all tenured faculty members, reviews the dossiers compiled by each non-tenured faculty member and those lecturers and/or senior lecturers without a permanent appointment. This committee then sends a letter to each non-tenured faculty member sharing the results of his or her evaluation and making suggestions and recommendations for the next year. The Associate Dean receives a copy of these letters and meets one-on-one with the faculty member to discuss its contents and future goals and objectives. This is also the time in which tenure-track faculty have discussions about their contract renewals and whether these will be renewed to progress towards tenure (See section titled "Faculty Recruitment and Retention" for a discussion of the non-renewals during the current review period).

There is also a SLIS Salary Committee that reviews the dossiers of all non-tenured faculty and lecturers. Any tenured faculty member who wishes to be considered for merit pay also submits a dossier for review. This committee, composed of tenured and untenured faculty, evaluates and rates faculty performance for the preceding year. The Salary Committee advises the Associate Dean on the dispersal of any merit monies available; the deliberations of this committee are advisory only. After considering the advice of the Salary Committee, the Associate Dean sends his recommendations to the Dean in a separate document. The Dean makes the final merit salary increase decisions.

## **Summary**

Based on the information presented above and the supporting documentation provided, the Faculty Standard Committee concluded that the faculty of the School of Library and Information Science at Wayne State University are capable and, indeed, are supporting the School's mission, goals, and objectives.

The SLIS faculty at Wayne State University is competent in a number of ways. As a group, they provide a wide range of educational experiences to students, publish regularly in a variety of formats in respected places, maintain ties to the professional community, create an intellectual environment that enhances the accomplishment of SLIS goals and objectives, and are a definite strength of the School.

## **Supporting Documentation**

### **Adjunct Faculty**

- Adjunct Faculty CVs
- Adjunct Faculty Retreats
- Communications to Adjunct Faculty
- Adjunct Faculty Seniority List

### **Faculty Contract**

- Full-Time Faculty / Academic Staff Contract
- Adjunct Faculty Contract

Full-Time Faculty

Annual Dossier Submissions 2015

Full-Time Faculty CVs

Lead Instructor Lists

Peer Evaluation of Teaching

SLIS By-Laws

Student Evaluation of Teaching (SET) Scores

Tenure and Promotion

SLIS Promotion and Tenure Factors

Sample Faculty Mentoring Plan

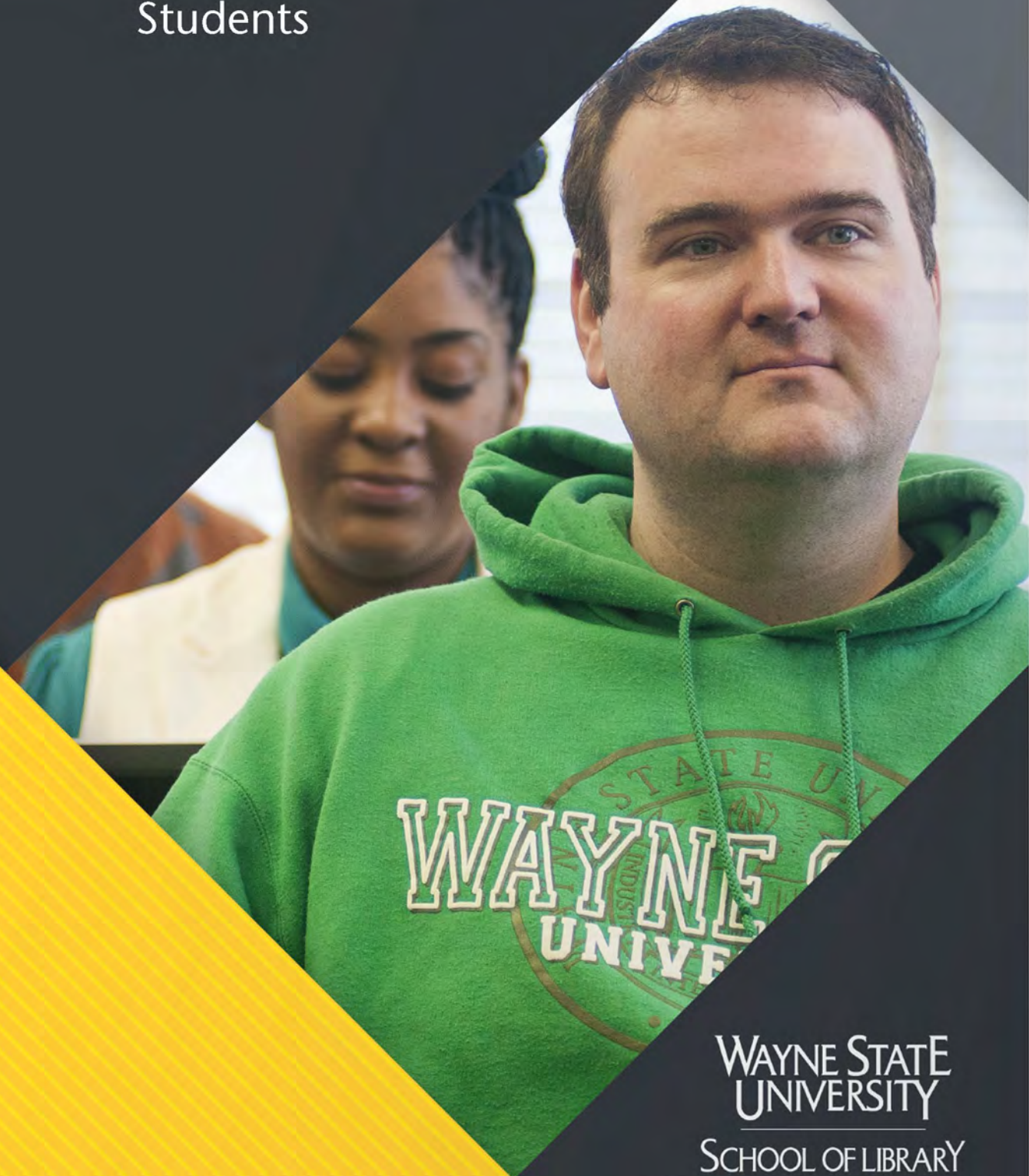
Travel Policy



# Standard IV

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Students



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE



## STANDARD IV: STUDENTS

The faculty, staff, and administration of the School of Library and Information Science (SLIS) strive to recruit and retain students who demonstrate a commitment to the profession. The continuous recruitment of students from different ethnic groups and educational backgrounds is reflected in the diversity of the student body of Wayne State University and strengthens the School and the profession. Student progress is monitored throughout the School using a multifaceted package of outcome assessment measures: grades, student learning outcomes assessment, surveys, and other measures form a comprehensive process that focuses on student success.

### Standard IV.1.

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

Even before increasing enrollment became a university strategic directive, the School has directed significant efforts toward student recruitment, using both online and traditional venues. Current student recruitment strategies include: enhanced website and ancillary marketing materials; instant response time to online requests for information; automation of student relationship processes all along the recruitment/enrollment funnel; expanded formal presence at conferences attended by alumni and employers; on-campus open houses to attract Detroit-area students and online open houses to attract students at the national and international level; and more faculty involvement in student recruitment initiatives.

More reliance is being placed on the School's website, [www.slis.wayne.edu](http://www.slis.wayne.edu). Using the website as the preferred portal to reach potential students reflects the current information-seeking process that students overwhelmingly prefer. The website provides links to information about the School's mission, goals, and objectives; admissions; specialization tracks, policies and procedures; the faculty; the student chapters of professional associations and the alumni association; course profiles and schedules; employment after graduation; library resources; extensive list of FAQs, and more.

Action buttons have been placed on multiple locations on the website and prospective students can click to either request information or to apply.

Google Analytics shows that, for instance, for the month of March 2016, 4,438 users visited our website, conducting 6,556 sessions. They spend an average of 3:47 minutes for each session, viewing 4.2 pages of our website. Among these users, 44% were new visitors. This indicates that the School's website has been used heavily in the students' information-seeking process.

Prospective students who inquire about the School have the option of either downloading a pdf version of the informational packet from the website, or being sent the packet via mail. The informational packet contains a cover letter from the School's Associate Dean and other university-approved information. In addition, students receive course schedules, application instructions, and information about financial aid, scholarships, degree requirements, specialization tracks, as well as information on how to reach staff by telephone (including an 800 number), fax, e-mail, and the website. Students interested in becoming a school media specialist are sent an additional information packet that includes information of particular interest to them.

Through the website, prospective students can find staff and faculty contact information. Multiple students have expressed appreciation to the School that, when they called, the staff have been very helpful in answering their questions during the application process. Other students, especially international ones, have contacted individual faculty members to ask questions about the School or about specific specializations in the LIS field.

The School holds both physical and online information meetings for prospective students. These meetings are held monthly with 5-25 people attending each time. One third of the meetings are held on campus. They start in the auditorium adjacent to the SLIS main office and continue on the 3rd floor of the Purdy Kresge Library, where the Digital Media Lab and faculty offices are located. Prospective students can view samples of current students' work on display. The School staff sets up a welcoming table where each prospective student signs in and is given the informational packet about the School. There are brief introductory remarks and then a Q&A/discussion period. The remainder two thirds of the meetings are held online, via video conferencing. The School staff give a presentation followed up by Q&A. Many applicants mention their experience at the prospective student meetings as having influenced their decision to enroll.

In addition to information meetings, the School also hosts an open house, once to two times a year, online or on-campus. Potential students can interact with current students, alumni, and faculty during the open house, and tour the campus if the open house is held physically. The on-campus open house is always held on the 3rd floor of the Purdy Kresge Library. The Digital Media Lab is also open during the event, with live demonstrations given by faculty and the technology graduate student assistant (GSA).

The open house is usually well attended, with an average of 30 prospective students participating each time.

SLIS has an academic staff person dedicated to student recruitment. He provides prospective students with a wealth of information about the School, answers their questions through emails, phone calls, face-to-face meetings, holds information meetings, and ensures information on the School website is kept dynamic and current. Most of the questions center on what the LIS field is about, employment perspectives, financial aid, and applications specifics. The staff follow up multiple times during a student's application process, e.g., sending emails about scholarships, application deadlines, offering help in the application process, and guiding them in class registration, and New Student Orientation RSVP. The staff also travel to local conferences promoting the school.

The Associate Dean established a working group, comprised of the academic staff and career services coordinator, which meets regularly to discuss and plan marketing/recruitment initiatives. Dr. Bajjaly is a member of NAGAP, the professional association for graduate enrollment professionals. He and academic staff regularly attend marketing/recruitment conferences and workshops. The marketing/recruitment working group stays in close contact with various University offices, especially the Office of Marketing and Communications, to implement best practices. The academic staff also work closely with the Customer Relationship Management team (CRM), on marketing and recruitment. Housed and operated through the Office of the Provost, the CRM is an enterprise software product, Salesforce, that facilitates tracking of prospective as well as admitted student data so that the University can effectively target and communicate with the students to ensure their enrollment.

Among the marketing/recruitment activities initiated by the working group are the development of the "Where will the MLIS take you?" promotional campaign; outreach to liberal arts departments around the Midwest and also WSU department highlighting the linkage between an undergraduate humanities degree and the MLIS; veteran's outreach; and a SLIS homepage refresh.

Specific recruitment outreach to veterans was accomplished by partnering with Wayne State's Office of Military and Veterans Academic Excellence. SLIS received recommendations from their staff on the most important considerations and effective outreach methods for targeting veterans. With these recommendations in mind, the School has conducted "lunch and learn" information sessions tailored for veterans at their office on Wayne State campus. SLIS has provided informational material for inclusion in their mailings which are distributed to veterans worldwide. The School also created and offered specific scholarships for veterans for the School's unique Alternative Spring Break program. The Alternative Spring Break provides weeklong internships in National Archives and Records Administration locations in Washington DC, Chicago, and elsewhere. The School emphasizes that participation in the Alternative Spring Break is especially advantageous for veterans, as their veteran status makes them highly competitive for such governmental positions.

Efforts to recruit students have benefited from Wayne State University's policy that defines residents of Essex County and the city of Windsor, Ontario, Canada, as well as five Ohio counties, as "in-state" students. Michigan has recently signed onto the State Authorization Reciprocity Agreement (SARA), which makes it easier for residents of most other states to enroll in the fully-online program. All students enrolled in this "online only" option are charged in-state tuition, regardless of their physical location.

Formal recruitment practice includes exhibiting at the local, state or national conferences, such as Michigan Library Association (MLA), American Library Association (ALA), New York Library Association, and the Michigan Association for Media Education (MAME) annual conferences. For instance, the faculty member responsible for School Library Media endorsement is available to talk with prospective students and answers their questions about the School and preparation for state credentialing at the MAME conferences. The School is also present at career fairs around Michigan each year, and recruits at local universities such as Western Michigan University, Eastern Michigan University, Grand Valley State University, and of course, Wayne State University. Flyers about the School have been posted at local public libraries and various places on campus such as the bulletin boards in libraries and the Student Center. Advertisements have been published in the newsletters of MLA, MAME, as well as annual placements in *Library Journal*.

The School has two scholarships dedicated to recruit new students: the Judith J. Field Scholarship and the Lothar Spang Scholarship, both donors being former WSU employees. Interested individuals can apply twice a year for these scholarships.

The continuing challenge is to recruit more diverse students, especially African-Americans. Several factors affect recruitment efforts in positive and negative ways. First, the Detroit location is advantageous for recruiting minority students, as well as for attracting others who wish to live in a multicultural, multi-ethnic, multilingual urban environment. The disadvantage of the location was the negative image of Detroit as a dangerous city in decline. The University made every effort to ameliorate this bad reputation. Now the post-bankruptcy revitalization of the downtown and midtown areas around the University have made the area extremely attractive, particularly to young adults. Another challenge to recruitment is the location of another LIS school, the University of Michigan, which is approximately 45 minutes west of Detroit. The School, however, has succeeded in attracting students because of its lower tuition, the flexibility of online classes, the availability of evening classes, hands-on practice in nearby library and archival settings, and the emphasis on preparing graduates for work in more traditional library environments.

As part of the School's ongoing efforts to recruit a more diverse student body, and believing in the goals of developing an inclusive environment and reaching out to more underrepresented groups, the School has undergone some diversity initiatives.

- Project IDoL (Increasing Diversity of Librarianship): the School partnered with the Historically Black Colleges and Universities (HBCU) Library Alliance and received a 3-year, \$497,000 IMLS grant to recruit and mentor 10 students from underrepresented groups

for their MLIS education. The project duration is from 2013 to 2016. (See more under II.3.4).

- Project ALFA (Accessible Libraries for All), running from 2011 to 2013, sought to prepare library and information center professionals who will lead the way in spreading a universal access philosophy. Funded by the Institute of Museum and Library Services (IMLS), the grant provided tuition and other support to 30 students from the University of Alabama and WSU, 15 students from each institution.
- The School received \$50,000 in funding from the Graduate School that it used to make Diversity Recruitment Scholarships to incoming students from underrepresented groups.
- The School has dedicated one of the School's graduate student assistant (GSA) positions to diversity recruitment. The GSA in this position is charged with visiting and presenting to academic departments and student groups on the Wayne State campus and across the region to provide information about the library and information science profession to prospective graduate students and to encourage undergraduates from underrepresented groups to consider a career in library and information science. In addition, the "Diversity GSA" participates in the School's booth at ALA and represents the School in graduate school fairs held in Michigan and at the Atlanta University Center.
- The School highlights on its website a dozen scholarships for students from diverse backgrounds and encourages students to apply.
- Future Librarians for Diversity and Inclusivity (FLID) is a student group, organized in 2012, that aims to provide a safe space for future library and information science professionals to gain a better understanding of diversity within the profession and underserved populations in preparation for working with individuals from these groups.
- In September 2009, the School hosted a Library Issues Mini-Summit on Diversity. Over 50 librarians and information professionals from across the region came together and discussed how to recruit a more diverse LIS workforce, how the School can recruit more students from under-represented groups, and how to infuse more diversity issues across the MLIS curriculum.
- The School also maintains a bibliography on diversity in the LIS profession, posted on the School's website under Diversity.

## Scholarships and Awards

Financial assistance is available to new and continuing students in the School. Scholarships, graduate student assistantships, work-study opportunities and Wayne State University student loans are available. Students also take advantage of funding outside of SLIS financial assistance. These funds are in the form of other scholarships, support from local chapters of professional associations, and competitive programs such as the Association of Research Libraries' Initiative to Recruit a Diverse Workforce Scholar stipend.

The Graduate Student Assistantship (GSA) is designed to provide a measure of economic support for a graduate student while also offering the opportunity to augment the academic experience through a wide overview of academic library operations. It focuses on developing skills in operational areas increasing in responsibility and independence over an approximate two year period. The position currently provides a salary of \$16,838, tuition, and subsidized medical and dental insurance. The tuition covers up to 10 graduate credits for each of the fall and winter semesters, and up to 2 graduate credits for spring/summer. GSAs work 20 hours a week, and are represented by the Graduate Employees Organization Committee.

The Graduate Professional Scholarship, funded through the WSU Graduate School, provides full tuition scholarships annually to approximately 18 SLIS students.

SLIS students are also eligible to apply for University Libraries and other Graduate Student Assistantships and smaller scholarships from campus units such as the Women of Wayne. During the 2010-2016 period, the School has employed 60 GSAs, approximately 10 beginning each winter semester. Additionally, from 2010-2016, 106 Graduate Professional Scholarship (GPS) awards have been filled.

In an effort to promote diversity within the program/field, diversity designated scholarships have been specifically designated to recognize merit and/or need based assistance for minority students along with the recent availability of the Diversity Recruitment Scholarship, which is offered through the School. Unfortunately, an amendment to the Michigan Constitution does not permit Wayne State University to offer scholarships based upon racial or ethnic identity.

Details outlining descriptions and requirements of scholarship opportunities, including those directly supported by the University Libraries, SLIS-designated endowed scholarships and those sponsored by organizations outside of the School, are available to applicants through the [School's website](#), WSU Graduate Bulletin, and online scholarship information sessions conducted through virtual conferencing. Scholarship opportunities and information are also actively promoted through announcements on the School's listserv.

There are 22 scholarships directly supervised by SLIS, ranging from the vendor-supported H. W. Wilson Scholarship to several endowed by alumni, faculty and friends of the School. Students may apply between February 15 and March 15 each year for the next academic year. During the application period, a website is made available, where students submit their application forms, 250-word statements to support their applications, current resume, and grade report. Some of the scholarships are need-based; others are not. Specific selection criteria, if any, are noted in the scholarship description located on the SLIS website. The Administrative Concerns Committee meets for one whole day to review these SLIS-based applications and make award decisions. Each year, some one hundred students apply for these internal scholarships and the recipients ranged from 33 to 56 during the annual review period. The total amount awarded each year varied – the table includes both internal al external funding.



**Table IV.1: SLIS Scholarship Awards**

	School Funds	Development	Total	# SLIS Scholarship Applicants	# SLIS Scholarship Recipients
2015	\$3,815.75	\$38,500.00	\$42,315.75	95	43
2014	\$0.00	\$21,766.20	\$21,766.20	87	34
2013	\$103.23	\$50,510.20	\$50,613.43	89	56
2012	\$4,182.97	\$28,406.50	\$32,589.47	96	54
2011	\$2,824.75	\$41,407.00	\$44,231.75	74	41
2010	\$5,321.75	\$35,904.00	\$41,225.75	105	33
2009	\$8,087.50	\$15,425.00	\$23,512.50	97	40

During the review period, several grants are also worth mentioning:

**Project ALFA (Accessible Libraries for All)**, which ran from 2010-2013, was a partnership between the University of Alabama (UA), WSU, the Alabama Public Library Service, and the Florida Department of Education Bureau of Braille and Talking Book Library Services. Project ALFA was designed as an additional specialization centered on a philosophy of service to a diverse community within the MLIS degree. The \$498,000 grant funds provided tuition and other support to 30 students from UA and WSU, 15 from each institution.

**Project IDoL (Increasing Diversity of Librarianship)**. In September 2013, SLIS and the Historically Black Colleges and Universities (HBCU) Library Alliance received a 3-year, \$498,000 grant from the IMLS Laura Bush 21st Century Librarian Program to increase the diversity of the library profession. In Fall 2014, the two partner organizations recruited and mentored ten students from underrepresented groups to achieve greater diversity among practicing library professionals. The School provides the education and the library alliance assists with recruitment and retention through mentorship of the selected students by HBCU librarians. The cohort of students will graduate by the end of 2016. (See more under II.3.4).

**Student Assistantships.** In partnership with the WSU libraries, the library Graduate Student Assistantships (GSA) were revised substantially in 2013. This greatly-enhanced GSA experience is designed to provide a wide overview of academic library operations, with a focus on developmental skills in operational areas increasing in responsibility and independence over the expected two-year assistantship period. Eight library GSAs each work 20 hours/week within the library system. Their positions are designed to enrich their educational experience with work at the library reference service points as well as special projects embedded in library departments.

During the first two semesters, library GSA job duties are solely reference-based. They provide these services at both the Purdy Library reference desk and the Undergraduate Library integrated desk, gaining in-depth knowledge of patron needs and familiarity with the library's front line services. After two semesters, GSAs take on a hybrid role,

splitting their time between reference and a team or organizational unit. Team assignment is based on interest, and can include work with instruction, discovery services, material processing, eResources, acquisitions, or digital publishing.

As a result of enhancing the GSA experience, the School has substantially increased the number of SLIS applicants specifically interested in a library GSA position. More applications have resulted in a higher-caliber applicant pool which benefits both the School and the library system. Since the GSA positions require an on-campus presence, they are, therefore, limited to students who reside in the Metro Detroit area or are willing to relocate for graduate school. This has increased the geographic diversity of local students to include more non-Michigan residents than in recent years. The quality of the GSA experience also helps when looking for a professional position upon graduation and promotes the good reputation of the School.

**Awards.** The School annually sponsors two competitive prizes. The Student Professional Development Award was established to encourage and support students to present papers or posters at professional conferences, especially at the national and regional level. The recipients of this award are required to show acceptance of the papers/posters, and present them to a faculty for review. The recipients are also required to submit a short report on the conference to be posted on the SLIS website. The Student Writing Award recognizes excellence in student work in three categories: narrative; bibliographic essay or pathfinder; and multimedia/software. The award-winning paper is deposited in the University's digital commons, and the winner receives \$25 Barnes & Noble gift certificate.

In addition to scholarships and other financial support, outstanding students are recognized in other ways. The School's most prestigious award, the Patricia Knapp Award, is given to the student whom the SLIS faculty feels has demonstrated a high level of scholarship and who shows great promise of success in a career in library and information science. All scholarships and awards are announced at the Annual Recognition Ceremony. Although the School no longer has an active chapter due to changes in IRS regulations, all eligible students are contacted about membership in Beta Phi Mu, the national honor society for library and information science. Each year a small number of SLIS graduates meets the selection criteria for nomination by the faculty.

The overall amount of internal and external financial aid, scholarships, and student assistance including internships available for students from 2010-2016 are listed in the following table:

**Table IV.2: Overall SLIS Student Financial Support**

Fiscal Year	Funds Spent*
2010-2011	\$338,781
2011-2012	\$338,781
2012-2013	\$528,536
2013-2014	\$486,465
2014-2015	\$280,788
2015-2016	\$349,108

\* These figures do not include salaries for Graduate Student Assistant positions.

\*\* These figures are through the WSU fiscal year ending October 1, 2016.

## **Standard IV.2.**

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

Since 1997, SLIS has required all new MLIS students to attend a one-day orientation session that provides them with information, skills, and knowledge necessary for success in the School. Over the years, the length and format of new student orientation have been adjusted and altered based on the feedback provided by the students. A one-day on-campus orientation has been required of all new MLIS students prior to starting classes. These orientations have been held in August, December, and April. Students who failed to attend orientation for any reason were unable to start classes for the past several years. During this orientation, new students met each other as well as the faculty, staff, administrators, and other current students. WSU librarians provide a training session on library resources and services. Faculty introduced themselves and highlight their areas of teaching, research and service.

Particularly as more and more of the classes have been offered online, it has remained imperative that all students be demonstrably welcomed into our learning community and that SLIS has the opportunity to reinforce its focus on student success – regardless of the location where the students take classes. Student evaluations of orientation have been quite positive. In order to make it more convenient for students, the School is in

the process of moving to an online New Student Orientation starting with Fall 2016 enrollment. The outcomes for orientation remain the same.

The SLIS website has improved communication between the students, School, and faculty. It has ample information presented in an organized way on classes, scheduling, funding, support, graduation, as well as forms needed for their studies and contact information of staff and faculty. To reach out to the new generation of students, the School also maintains a Facebook page with over 1,100 followers. There are frequent postings about the School events, faculty and student achievements, and other information relevant to the profession. A separate New Student Orientation Facebook page was started in 2014, and newly admitted students are directed to the page for socialization and announcements pertaining to new students. In addition, the School also maintains a Twitter page, and a LinkedIn account, in addition to the Alumni Group Facebook page.

Students benefit from several listservs maintained by the School. SLISINF was established to broadcast general announcements and other communications of interest to students and other interested SLIS stakeholders (current subscribership: 1,900). Students are automatically signed up to receive messages via SLISINF upon admission. For example, students have used the listserv to ask questions about classes, to sell their textbooks, to find people to share rides to the main campus, and to voice their opinions about class schedules and other matters. There is a student-only listserv where students can talk freely and openly about any aspects of life as a SLIS student. No faculty or staff can subscribe or monitor the student discussion listserv. In summer 2012, the School launched a daily LIS Jobs listserv to post the dozens of job announcements the School receives each week. Students also communicate and exchange ideas on a blog.

Particularly as SLIS has moved to accommodate more online courses and fully-online students, the School's administrators have developed a close working relationship with the Registrar's Office staff. Where possible, the School directs its efforts to "smoothing over" any challenges students encounter, particularly since so many of them do not have the option to appear on campus. For instance, a web-based waiting list is maintained by the SLIS student services staff who contact students as enrollment in the class is available. Since it has been shown that students add and drop classes throughout the entire open registration process and through the first week of classes, the School wants to ensure that it is as responsive as it can be to student requests and also maintain enrollment efficiency.

## **Standard IV.3.**

*IV.3. Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a*

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

## Admissions

Applicants to SLIS must successfully qualify for admission to the School by submitting proof of an undergraduate grade point average of 3.00 or better or possess another degree beyond the bachelor's degree. Applicants with an undergraduate grade point average between 2.50 and 2.99 can satisfy this requirement by one of two alternative methods:

- Submit evidence of post-baccalaureate graduate course work completed with a grade point average of 3.0 or better in a minimum of 9 graduate credits.
- Submit an official score report for either the GRE (total combined score of 294 with a verbal score of 153 or better) or the MAT (total score of at least 410). Either test must have been taken within the last 5 years.

Additionally, applicants must meet the School's technology requirements of having daily access to a computer and the Internet and meeting minimum computer competencies. Course waiver of LIS 6080, Information Technology, is available to applicants demonstrating strong technology skills.

A 500-word personal statement reflecting relevant personal and academic background and experience is required along with a current resume or curriculum vitae. Lastly, all admitted SLIS students are required to attend an on-campus New Student Orientation prior to beginning classes. The School is in the process of moving the New Student Orientation online starting in Fall 2016. The table below lists the School's admission statistics for the review period.

**Table IV.3: Admissions Statistics**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Requests for Information*</b>	1029	652	700	652	532	443	388**
<b>Applications</b>	279	264	363	369	287	334	264
<b>Admitted</b>	255	220	231	221	173	218	186

<b>Enrolled in 6010</b>	175	139	131	132	109	113	105
<b>Attended Orientation</b>	179	143	127	140	113	121	104
<b>Selectivity: Admits to Applicants</b>	91%	83%	64%	60%	60%	65%	70%
<b>Yield: Enrolled to Admits</b>	69%	63%	57%	60%	63%	52%	56%

\*entire calendar year

\*\*through 10/15/15

Collectively, a total number of 1,881 prospective students applied, and 80% of them, or 1,504 students have been admitted to the School. The main reasons for admission denial are incomplete applications or low GPA. Some applicants failed to submit their bachelor degree transcripts, or their personal statements. Although multiple emails are sent to remind them to complete their applications, or if they have a low GPA, to take standard tests as the alternative admission methods, some prospective students never follow through. This seems to suggest that these applicants were not serious about attending the School in the first place. WSU eliminated its Graduate School application fee in 2013 which significantly increased the number of overall applicants but also greatly increased the number who did not see their applications through to completion.

Among the admitted students, 60% or 904 students started the MLIS program by enrolling in LIS 6010, the first class of the degree. For the rest of the 40% of students who decided not to enroll, the School has observed the following reasons:

- Financial reasons: Some students can only enroll if they receive scholarships or GSA positions. Some did not check the cost before they applied, and decided against enrolling once presented with the actual cost of the degree.
- Some students are admitted elsewhere, for instance, admitted to programs with higher ranking or lower cost that fit their perceived needs or career path better, or are geographically closer. Some students are admitted to programs in different fields such as MBA or Master in History.
- Some new admits are uncertain about the job prospects in the field. Sometimes this pressure comes from parents who may be footing the tuition bill, and do not see a strong likelihood of return on investment.
- Wrong timing: certain life circumstances may take precedence over schooling, e.g. moving, new jobs, children, caring for loved ones that are sick, personal health issues, etc.
- Some students, especially the ones living out of state, decide not to enroll because of the mandatory on-campus orientation requirement.

- Some applicants postpone schooling and enroll at a later time.

## **Demographic Information**

According to Wayne State University documents, Southeast Michigan's mix of racial and ethnic groups, a significant population source for the LIS student body, is unique. The region's proportion of African-American is nearly double the national figure at 17%. The nation's largest Middle Eastern communities are nearby, while the proportion of Asians has increased to 8%. Hispanic groups represent 4% of the population. The percentages for the last two groups are still considerably less than the U.S. as a whole. Other racial and ethnic groups in the region include Native Americans and the traditionally significantly-represented European ancestry groups in the metro Detroit area (Polish and Italians).

Graduate data supplied below reflect the ethnic and racial mix of the student population. (All figures use United States Census reporting categories and are self-reported).



**Table IV.4: MLIS Graduation Demographics \*\***

Grad Year	White	African-American	Asian/Pacific	Hispanic	International *	Unknown	American Indian/Alaskan Native	2 or more races
2009	157	12	2	2	5	22	0	0
200 Total	79%	6%	1%	1%	3%	11%	0%	0%
2010	137	14	6	3	3	30	0	0
193 Total	71%	7%	3%	2%	2%	16%	0%	0%
2011	152	18	3	1	1	35	2	0
212 Total	72%	8%	1%	0%	0%	17%	1%	0%
2012	151	8	2	2	1	32	1	1
198 Total	76%	4%	1%	1%	1%	16%	1%	1%
2013	138	5	2	4	2	25	0	3
179 Total	77%	3%	1%	2%	1%	14%	0%	2%
2014	144	7	1	3	2	21	0	3
181 Total	80%	4%	1%	2%	1%	12%	0%	2%
2015	152	5	5	7	1	13	0	3
187 Total	81%	3%	3%	4%	1%	7%	0%	2%

\*International students--all students who are not U.S. citizens, permanent residents, or landed immigrants.

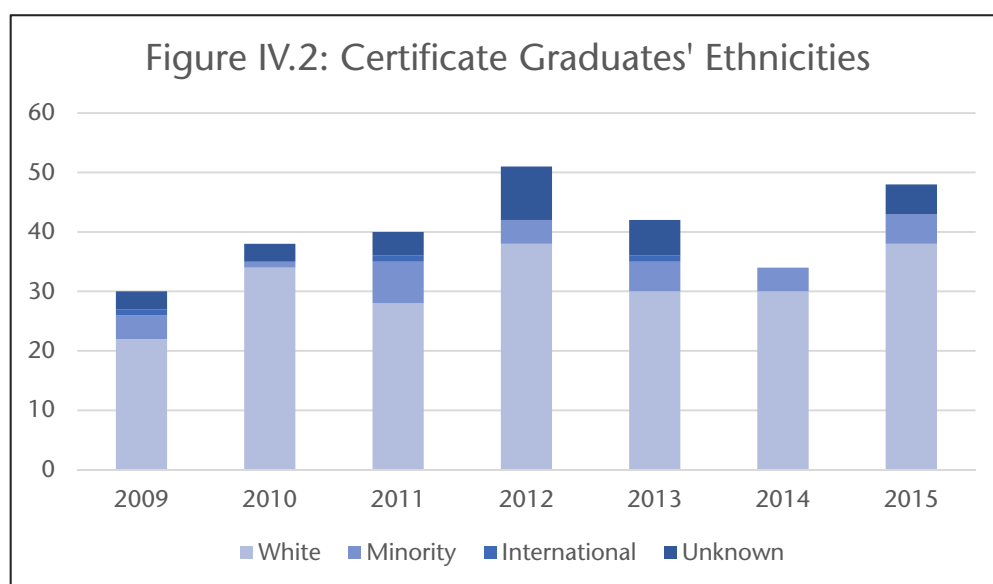
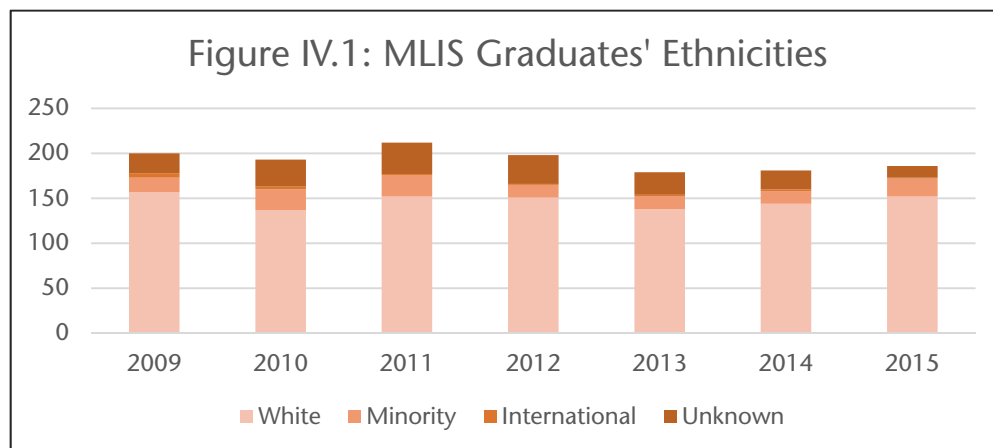
\*\* SLIS does not have any native Hawaiian or other Pacific Islanders even though this is one of the options for students to declare.

**Table IV.5: Certificate Graduation Demographics \*\***

Grad Year	White	African-American	Asian/Pacific	Hispanic	International *	Unknown	American Indian/Alaskan Native	2 or more races
2009	22	3	1	0	1	3	0	0
30 Total	73%	10%	3%	0%	3%	10%	0%	0%
2010	34	1	0	0	0	3	0	0
38 Total	89%	3%	0%	0%	0%	8%	0%	0%
2011	28	6	0	1	1	4	0	0
40 Total	70%	15%	0%	3%	3%	10%	0%	0%
2012	38	2	0	0	0	9	1	1
51 Total	75%	4%	0%	0%	0%	18%	2%	2%
2013	30	5	0	0	1	6	0	0
42 Total	71%	12%	0%	0%	2%	14%	0%	0%
2014	30	2	0	0	0	0	1	1
34 Total	88%	6%	0%	0%	0%	0%	3%	3%
2015	38	1	1	3	0	5	0	0
48 Total	79%	2%	2%	6%	0%	10%	0%	0%

\*International students--all students who are not U.S. citizens, permanent residents, or landed immigrants.

\*\* SLIS does not have any native Hawaiian or other Pacific Islanders even though this is one of the options for students to declare.

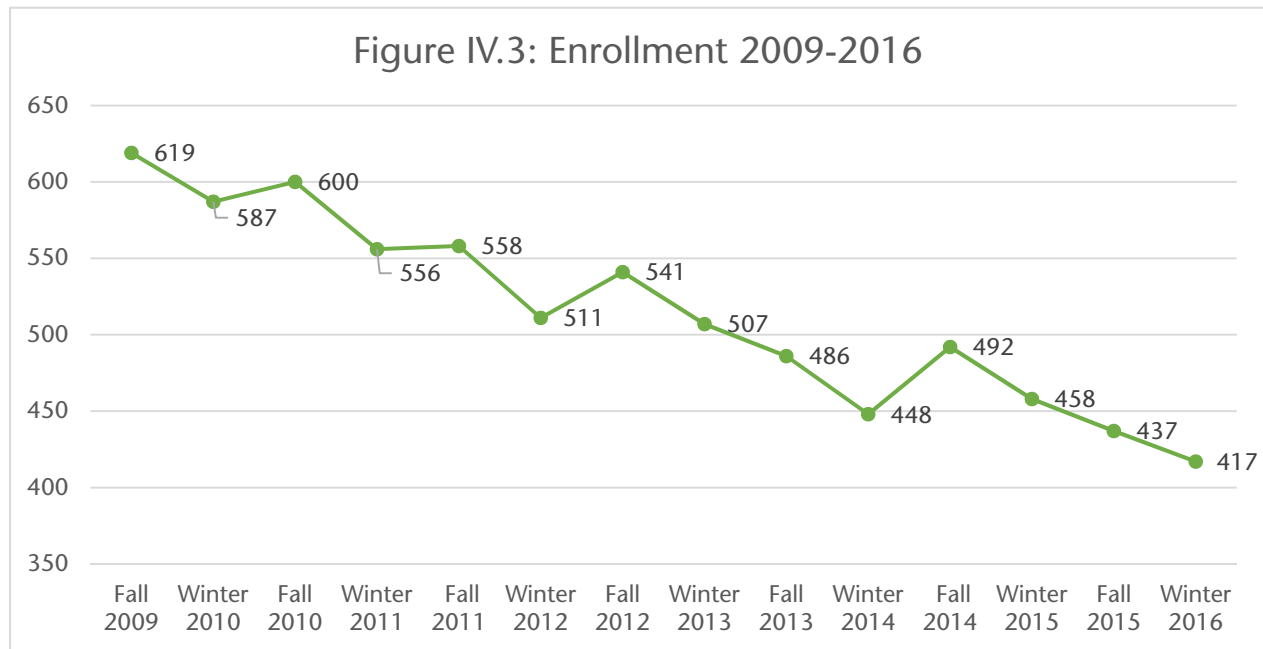


**Table IV.6: Graduate Certificates Awarded**

Grad Year	Total	Archival Administration	Information Management	Specialist Certificate	Records & Information Management	Public Library Services to Children & Young Adults
2009	30	23	6	1		
2010	38	28	6	1	3	
2011	40	26	9		3	2
2012	51	22	17	1	7	4
2013	42	16	13		6	7
2014	34	15	10		3	6
2015	48	20	13		2	13
<b>Total</b>	<b>283</b>	<b>150</b>	<b>74</b>	<b>3</b>	<b>24</b>	<b>32</b>

## Current Enrollment

The head-count enrollment chart below indicates that SLIS has experienced enrollment drops in the past six years; with 9 percent of that drop coming in the past year. This is a trend occurring across the University: WSU's total enrollment has dropped from 30,820 in Fall 2009 to 25,434 in Winter 2016, a 17.5% decrease. While the 600+ enrollment at the start of this reporting period was a spike due to pent-up demand for an online program, the School had typically experienced an enrollment in the mid 500s



Several issues contribute to this enrollment decline. The economic crisis has had a negative impact on enrollment in most LIS programs across the US. Michigan's economy has been hit hard and many people have lost their jobs and had their houses foreclosed. Many libraries had to resort to layoffs, others have adopted hiring freezes. Detroit Public Library (DPL) faced an unprecedented fiscal crisis (a budget deficit of \$10 million) that resulted in reduced operation hours, branch closures, and massive layoffs. By the end of 2011 the DPL staff was downsized by almost 200 employees. Employment prospects in library settings became very problematic and the LIS profession did not seem to offer as many job opportunities as it had under more prosperous economic periods. One example is the significant decline of students in the school media track. In 2009, 35 SLM endorsements were processed; the number dropped to 19 in 2011, 15 in 2013, and only 2 in 2015. Many Michigan schools have reduced the number of school librarians they employ. There are cases where two schools share one position; many other school districts even eliminated school librarians.

WSU overall has been adversely affected by successive budget cuts from the Michigan legislature. State appropriations for the University have dropped from \$221 million in 2009

to \$191 million for 2016, a 13.6% decrease. Years 2012-2014 provided even lower state support to the University (\$180 million).

The decreases in state funding led to successive tuition increases (See chart below). As the chart details, WSU has two tuition rates: resident and non-resident. Resident tuition is paid by all Michigan-resident students regardless of program delivery format (on-campus and/or online). Out-of-state students pay resident tuition if they enroll in the online-only option and pay non-resident tuition if they enroll in on-campus classes or a combination of on-campus and online. Note the non-resident tuition rate per credit hour is approximately double the resident rate. As one might expect, this means that SLIS has very few non-resident students on campus; virtually all non-residents enroll in the online-only option. The resident cost per credit hour, which virtually all our students benefit from, has increased by 29.3% in the past 7 years. If in previous years SLIS attracted a number of students due to its affordable tuition, an ever increasing tuition has made SLIS less appealing to prospective students. Undergraduate debt may also prohibit more people from going to graduate school.

**Table IV.7: Tuition 2009-2015**

	Tuition rate / credit hour (Residents)	% Increase for residents	Tuition rate / credit hour (Non-residents)	% Increase for non- residents
Fall 2009	\$529.85		\$1,081.50	
Fall 2010	\$555.80	4.9%	\$1,134.50	4.9%
Fall 2011	\$595.25	7.1%	\$1,215.05	7.1%
Fall 2012	\$618.45	3.9%	\$1,262.40	3.9%
Fall 2013	\$643.15	4.0%	\$1,287.70	2.0%
Fall 2014	\$663.75	3.2%	\$1,328.90	3.2%
Fall 2015	\$685.00	3.2%	\$1,371.45	3.2%

Another explanation of declining enrollment is that SLIS was among the first LIS schools to offer online courses, which attracted students from all over the US. Now with over twice as many accredited LIS schools migrating to online course delivery, the competition has increased as prospective students have more options for online programs from schools they may be more familiar with.

Nevertheless, the School is taking steps to boost enrollment both within and beyond Michigan. The School commissioned Ruffalo Noel-Levitz, a well-known higher education consultancy, in Fall 2015 to survey potential online students and make recommendations as to what the School should consider in order to increase its overall student enrollment. The results of this market research analysis are intended to provide the School with some options

to consider in terms of its current programs as well as options for developing new programs and new avenues to students.

A closer look at the student enrollment data for Winter 2016 shows that of the 417 students, 60 students (14.4%) were enrolled full-time, or taking 8 or more credits hours for the semester. The rest, 357 students (85.6%), were enrolled part-time. On average, students take 5.6 credit hours per semester. A large percentage of students, 294 (70.5%) reside in Michigan. Except for two international students, the remaining 121 students reside out of state, but enjoy in-state tuition.

Current students range in age from 21 years old to 65 years old and above. The few students under 22 years old are usually WSU upper class undergraduate students enrolled in the 6000 level courses open to seniors under Senior Rule Admission. The largest percentage of students (129 or 30.9%) is between 25 and 29 years of age, followed by students between the ages of 30-44 years (83 or 19.9%). Of interest is that six percent are over the age of 50. Of the 417 students, 338 are female (81.1%) and 79 are male. The majority of the students are White (318 or 76.3%). Seventy, or 16.8% of the student body are minorities, with 9.4% being African-American. The number of self-identified non-white students remains high, reflecting the general diversity of the University and the metropolitan area.

About two thirds of the students (276 or 66.2%) are in the Library Services pillar, where they plan to work in various types of libraries or information agencies upon graduation. The second most popular pillar is Archives and Digital Content Management (79 students or 18.9%), followed by Information Management (41, or 9.8%). The rest of the students are undecided. These figures show the enrollment data for Winter 2016 by age group, ethnicity, and pillars.

Figure IV.4: MLIS Enrollment by Ethnicity Winter 2016

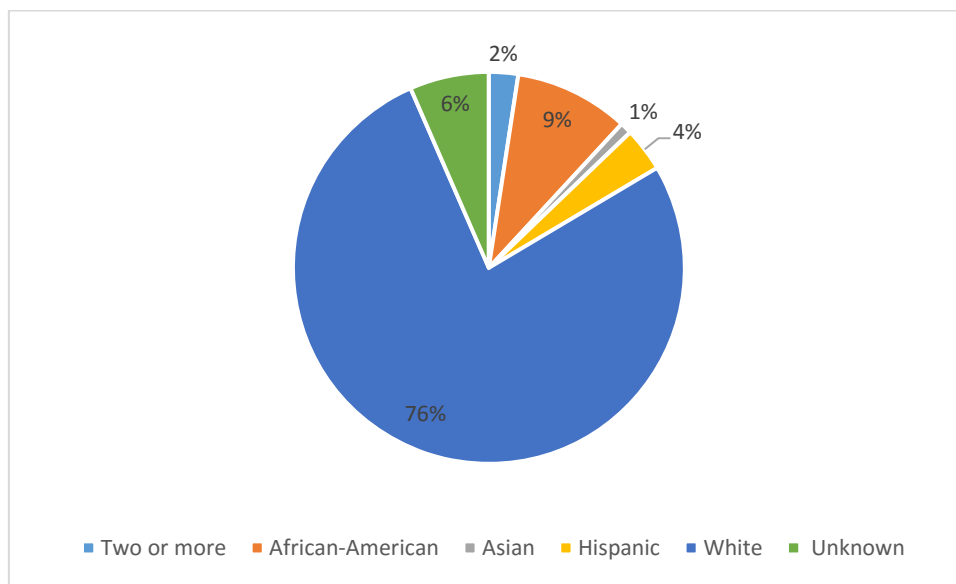


Figure IV.5: MLIS Enrollment by Pillars Winter 2016

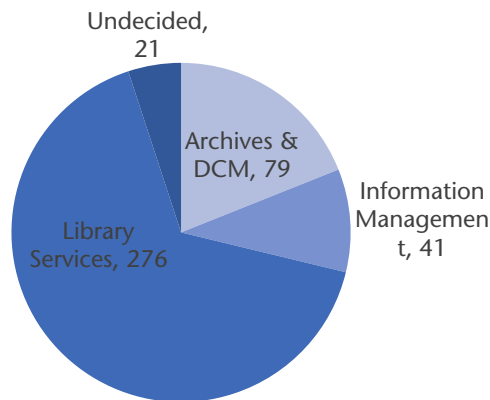
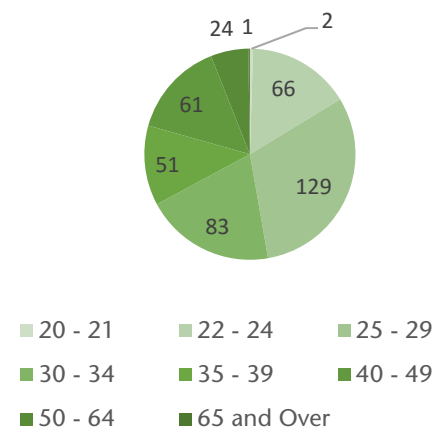


Figure IV.6: MLIS Enrollment by Age Group Winter 2016



## Readmission

A student dismissed from the School of Library and Information Science due to academic deficiencies is permitted to request readmission to the School and, if readmitted, to resume his/her studies after a lapse of one calendar year from the time of dismissal. Students dismissed from the SLIS for violations of the Student Code of Conduct are not eligible for readmission.

Readmitted students must adhere to their original time limitation for completing all degree/certificate requirements. Any credit-bearing courses a dismissed student may take elsewhere during whatever period of dismissal will not count towards any SLIS degree or certificate.

In order to receive his/her degree or certificate, a readmitted student must remain in good academic standing each term after readmission. If the readmitted student fails to maintain good academic standing, he/she will be permanently dismissed.

## Standard IV.4.

*IV.4. Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements.*



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

SLIS has a strong commitment to student success and retention that begins with admission and carries through to graduation and into career planning and job placement.

- Upon admission and before beginning courses, students are required to attend an on-campus orientation. The content of the orientation was developed based on student and faculty suggestions, particularly focusing on the areas where difficulties arise while students are in beginning courses. The orientation includes meeting faculty, staff, academic advisors, fellow students, and representatives of student organizations. WSU library resources, career planning, an introductory session to the first required course in the MLIS, a review of technology requirements and needs, a workshop on how to be an effective group collaborator, and the opportunity to obtain a student identification card are also a part of the orientation event.
- Each semester every faculty member reviews the students in their courses and identifies the individuals who are experiencing academic difficulties in a process referred to as Student Academic Review (SAR). Each term, student names and the academic problems the students are experiencing are sent to the SLIS Academic Services Officer (ASO) who manages the process. The ASO generates a report identifying all of the students and their academic issues which is then sent to faculty for examination. Students identified during the SAR process are instructed to contact their academic advisors to discuss their academic progress. Based on information contained in the SAR report, advisors provide counsel to students which may include identifying strategies for success as well as campus and online resources that may be available to assist students. Students may also be advised to withdraw from a course or seek medical withdrawal in applicable situations. Students who fail to contact their advisors have holds placed on their future registration until the advising session takes place.
- At the end of each term, the Associate Dean and ASO responsible for Student Academic Review evaluate all student grades. Students who obtain failing grades or more than one withdrawal fail (WF) grade are dismissed from the School for a period of one year at which time they have the opportunity to seek readmission by submitting an appeal to the Associate Dean. Students whose grade point averages fall below 3.0 are placed on academic probation and their grades are monitored their subsequent semester to determine if their grade point average improved sufficiently in order for them to remain in the program.
- An overall outcomes assessment, the e-portfolio, was added as a graduation requirement for MLIS students admitted as of Fall 2009 (See details on e-portfolio under IV.7-IV.8). For certificate students, the e-portfolio was added as a requirement for those admitted as of Winter 2016. This addition for certificate students was based on a directive from the WSU University Assessment Council.
- Every semester, workshops regarding job searching, resume writing, and career planning are held. A SLIS full-time faculty member supports students in these areas. A career fair that brings in potential employers is held every Winter semester.

The School uses a multifaceted outcomes assessment process in its ongoing educational review of students. Elements of SLIS student assessment include:

- Grades – the basis for assessing student knowledge are specifically identified in each course profile; the criteria resulting in letter grades are explained in the respective course syllabi.
- Academic advising – each student is assigned a faculty advisor upon admission to the School. Students are responsible for scheduling regular appointments with their assigned faculty advisor (or with other appropriate faculty) for course specific or more general advising, career planning, discussion of progress in the School including the completion of the Plan of Work (POW), and for general review of their educational experience. The POW form provides guidance in structuring the student's program of study, scheduling of courses, and professional development.
- Student Assessment Review (SAR) – SLIS uses the Student Academic Review (SAR) process as an early warning system for improving student retention and minimizing probation and dismissal. The SAR process ensures that faculty and advisors assess students' academic and professional growth in a timely manner and intervene, when necessary, to help students improve their performance to maintain satisfactory academic progress. These reviews provide an ongoing measure of successful student performance. Results of SAR include direct contact with students who need academic or professional guidance by course instructors, advisors and, occasionally, the School's Associate Dean.

A review of the SAR process looked at evaluations for each semester from Winter 2010 through Fall 2015. During this period, 178 library and information science students were identified as having academic difficulties. Fifty-one (29%) of these 178 students had difficulty in more than one class and/or in subsequent terms. Eighty-six (48%) students showed subsequent success in the School. Sixty-five students (37%) have graduated from the School, while 21 (12%) are current students in good standing. Seventy (39%) students were dismissed from the program and 6 (3%) of these were subsequently readmitted after the one year requisite waiting period. Six (3%) students have been permanently dismissed from the School. The remaining students are either inactive or have decided not to continue. Since students have six years to complete their degrees and are not required to take courses each term, it is difficult to determine how many will return after improving their skills. The SAR process continues to be an effective means for fostering student success as it weeds out students who have difficulty with the rigor of the coursework and/or because the philosophy of the School does not match their educational objectives.

- Exit Interview – a web-based questionnaire is sent to all graduating students one year following graduation. Participation in the survey is voluntary and completely confidential. The return rate during this review period was 27%. The questionnaire asks graduates to provide information in the areas of curriculum, academic advising, career planning services, strengths of the program, potential areas of improvement, and their employment status. The results of the questionnaire allow the School to self-assess, provide action where needed, and benchmark against areas of excellence.

To better serve the students at the School, and to better know how they are doing academically, current students are surveyed each year. In addition, first semester students

are also surveyed to see how they have adjusted to the School. Questions for the current student survey include:

- background information, e.g. where they are in the program, gender, age, employment status, residence
- online class experiences
- best methods for communication
- technology competencies
- interactions with faculty
- levels of satisfaction with the School in various areas
- areas the School can improve

New students are also asked about their experience in the first two classes and the time in which they completed their previous academic program.

For the most recent 2016 Current Student Survey, 113 students participated, out of 417 total students enrolled (27.09%).

- Half have never taken an online class before.
- Most are working while going to school: 57.5% work full time; and 37.2% work part time. Only 5.3% students do not work while going to school.
- Students employ a variety of ways to interact with their faculty, e.g. email, phone, face-to-face meetings, web conference, and chat, in the orders of frequency.
- 9.6% of students frequently participated in faculty online office hours, while 67% students never or rarely participated.
- 84% students feel that their technology level is better after taking classes from the School.
- Most students, or 96.5%, think the School has met or exceeded their expectations.
- Students are most satisfied with the variety of specializations/options within the MLIS degree, the ability to reach course instructors, and the accessibility of library resources.
- Students are most dissatisfied with the variety of classes offered each term, level of interaction with classmates inside and outside class, and timeliness of feedback for course assignments.

For the most recent 2016 New Student Survey, 17 out of 64 students responded (27% response rate). For the beginning classes, students are mostly satisfied with the course content, including its structure/presentation, and the ability to reach course instructors. In addition, students hope their assignments could be returned in a timelier manner.

Survey results will be carefully examined by SLIS faculty and staff and used to improve students' educational experience at the School.

## Placement

The School offers a variety of career advising and planning services to meet the needs of its students. SLIS maintains an extensive listing of positions in libraries and information centers in the Detroit metropolitan area and throughout the United States and Canada. Job postings are available for viewing both electronically and physically. A separate LIS Job listserv was set up in summer 2011 to share the job announcements the School receives.

The School also provides individual career advising by appointment to assist students with resume writing, job interviewing, and career guidance counseling. Kim Schroeder serves as the career advisor, and can be reached by phone, email, face to face meetings, and virtual conferencing. The School also maintains a collection of resources students can utilize to help them start their career and begin job hunting. The resources include tips on writing resumes and cover letters, preparing for interviews, and branding one's self.

The School sponsors career planning and placement workshops throughout the year. When possible, these workshops are recorded and made available to students. Individual faculty often help students find jobs with personal counseling, professional contacts, and personal letters of reference. Students may also visit Wayne State University Career Planning and Placement Services for career and employment assistance. The office provides help to students and alumni in defining career and employment goals and assists in the search for employment opportunities.

The School sponsors an annual career fair to provide on-campus interviews with prospective employers. As part of the career fair, panel discussions with the employers are held – this allows employers to give students career planning tips or employment strategies, and discuss ways students can use their LIS skills. Recent panel discussion topics include: LIS employment options, how to become/stay marketable, non-traditional LIS jobs, *Library Journal* Annual Placement & Salary survey results, how to sell yourself, and a LIS Show and Tell. These panel discussions are livestreamed with students participating remotely. They are also recorded for later viewing.

## Standard IV.5.

*IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

SLIS students are involved formally and informally in the governance of the School. A representative from Student Organizations in Library and Information Science (SOLIS) or another designated representative attends all regular SLIS faculty meetings. Most school

committees have one or more student members. There are also students recruited to serve on ad hoc committees such as faculty search committees.

As indicated in the School's "Leadership" goal, the School recognizes the importance of professional associations. SLIS currently supports six student chapters of professional library associations. There are student chapters of the American Library Association (ALA), Aspiring Youth and School Librarians, (AYSL), Future Librarians for Inclusivity and Diversity (FLID), National Digital Stewardship Alliance (NDSA), Society of American Archivists (SAA), and American Society of Information Science and Technology (ASIS&T). Each student association has an official faculty advisor. Most of the student groups have designed websites or social media sites to advertise their activities and to recruit new members.

All students enrolled in the School automatically belong to Student Organizations in Library and Information Science (SOLIS). SOLIS has served as an umbrella organization to act as a liaison between SLIS and the professional association student chapters/groups to disseminate relevant information and to advocate the crucial role professional membership plays on the road to becoming successful, innovative leaders in the information profession. In years past, SOLIS annually elected officers and maintained a website. SOLIS also nominated student members for School committees, hosted a textbook exchange, offered a textbook scholarship, organized social events such as the New Student Orientation Mixer, managed a tutoring program in conjunction with the Detroit Public Library, helped bring various guest speakers to the School, and assisted with various SLIS activities such as the Job Search Workshop, New Student Orientation, and commencement.

As the School has evolved to be more and more online, with fewer and fewer students coming to campus and most communications and information-sharing taking place virtually, student interest in school-wide community engagement outside of classes has waned. This is not surprising given that 80 percent of SLIS students indicate they work and study full-time. As the online program has ramped up, student involvement in SOLIS as a defined organization has been replaced by virtual meetings and social media sites (e.g., Facebook and LinkedIn).

The student associations organize a variety of events such as field trips, library tours, and meetings with LIS professionals from the Metro Detroit area and from out-of-state. Representatives from each student chapter also attend New Student Orientation to encourage membership by all new students and to reinforce the importance of being involved. While online students from outside the Detroit area may have difficulty participating in many of the locally focused events, extra efforts have been made to support online students and encourage their participation (discussed in more detail in the Support for Online Students section, IV.5).

The President of SOLIS or a designated representative participates in the regularly-scheduled faculty meetings to represent student interests and report on the activities of the student organizations. During the School's Annual Recognition Ceremony, officers of all student organizations are recognized, and their activities as well as their achievements are highlighted in a slideshow.

The School also encourages students to become involved in their local chapters of the professional organizations in order to benefit from networking with and mentoring by professionals in their geographic areas. Of course, this demands more self-reliance and initiative by distance students but it is important nevertheless and the School is always willing to help students connect with local professionals. For students in the Detroit area, more established opportunities abound. For instance, local students who are interested in health sciences may join the SLA student chapter but are also encouraged to become involved with the Metropolitan Detroit Medical Library Group, a local chapter of the Medical Library Association. The Association of African-American Librarians, a state-wide organization with most of its members from the metropolitan area, invites students to join as student members. ARMA-Detroit, a large, active chapter of records and information management professionals, also actively encourages participation by SLIS students.

In addition to the support provided for all students, the School is taking extra effort to support online students in the following ways:

- Faculty are providing students with online office hours and online advising sessions through video conferencing and other collaborative tools. Some faculty also hold advising sessions in alternate locations.
- The School's technology support team provides technology support via phone, email, and virtual meetings. The team has also developed many online tutorials and demonstrations for frequently used tools, such as how to: download software from DreamSpark, install Windows on Mac, submit e-portfolios, access Adobe Connect, use file transfer tools.
- The School provides career advising to all students. Online students can consult with the School's career advisor through phone, email or virtual conferencing. They can have their resume evaluated and conduct virtual mock interviews. The School maintains extensive career planning resources online and have made available online the recordings of recently held career workshops and career fair panel discussions. Students can also participate remotely when the panel discussions are livestreamed.
- Online students can access many of the online resources from the WSU Library System, such as its e-resources, and take advantage of virtual reference through IM, chat, email or phone. They also have access to some physical resources from local libraries through partnership with WSU Libraries, and enjoy free inter-library loan services.
- The School has an online student liaison, who interacts with other online students and represents them in SOLIS. The liaison also arranges social gatherings online through Google Hangout.
- SLIS supports student organization virtual meetings. In recognition that the majority of our students are part-time and/or online students, increased efforts are being made to offer a virtual component for student organization meetings so that anyone who cannot make a meeting or event on campus is not left out. Meeting minutes and event photos are posted online. In addition, guest speakers on campus are usually recorded and their presentations become available online to those who were not able to attend the event. The School has found that part- time and online students appreciate these efforts that make them feel they are an integral part of the SLIS student body.

As indicated in the School's "Research" goal (Standard I.1), the School assists students in appreciating the importance of research within practice through classes, especially the core Research Methods class (LIS 7996), and other high level seminar classes. The School also fosters student engagement in research through special projects and directed studies. During the review period, many students have engaged in projects such as library usability studies, relevancy ranking for Cengage and ProQuest, developing metadata for Geographic Information Systems, exhibitions added to the Digital Public Library of America, and the photography and description of extant New Deal works in students' local communities.

The projects developed during the Alternative Spring Break (See more under II.3.7) give participating students unique hands-on experience and have brought nationwide visibility to SLIS. Started in 2013 by SLIS faculty member Kimberly Schroeder, the Alternative Spring Break program provides travel support to students to spend a weeklong internship in Washington, DC at the Smithsonian, Library of Congress, National Archives and Records Administration or at one of the presidential libraries around the nation. 28 student projects have been completed over the past four years – the program is a great resume enhancer as all students participating received job offers upon completing their degrees.

Students are also encouraged to present their research at conferences and through publications. Several faculty have either published with students or encouraged students to submit their final term papers for publication. Students have published in places such as *Journal of Scholarly Publishing*, *Collection Building*, *Technical Services Quarterly*, *Cataloging & Classification Quarterly*, *the Serials Librarian*, *New Review of Academic Librarianship*, *Library Philosophy and Practice*, *College Undergraduate Libraries*, *New Library World*, etc. A successful project that engaged an entire class (Advanced Online Searching, LIS 7160) resulted in a 180-page bibliography on *Citizenship in the Humanities and Social Sciences* deposited in the WSU Library System's Digital Commons. As of May 2016 the item had been downloaded 9,122 times since it was uploaded, in April 2010.

For a decade students enrolled in the Advanced Online Searching course (LIS 7160) have been assisting WSU faculty members with their research needs by pairing each student with two or three faculty members from different departments on campus. Students assess the faculty member's information needs and spend some 30 hours searching licensed databases, compiling annotated bibliographies and retrieving full-text articles. Many students end up being retained as research assistants in various departments on campus, they are embedded in grants as research assistants and/or are asked to co-author articles with the faculty members who supervised them. Through this service SLIS has provided assistance to almost 1,000 requests.

## **Students with Disabilities**

Wayne State University maintains a central office of Student Disability Services (SDS) that serves as the initial point of contact for all WSU students with disabilities. The main services that SDS provides include: reasonable accommodations, advocacy, counseling, alternative testing,



alternative format for textbooks, assistive technologies, interpreter and CART reporting, notetaking assistance, and exam/study rooms with adaptive equipment. SLIS includes a handout about SDS in the orientation packet provided to all new students and requires all course syllabi to include a statement concerning SDS and how to obtain course accommodations.

## E-Portfolios

The e-portfolio was added as a graduation requirement for MLIS students admitted as of Fall 2009. It serves as the culminating learning outcome assessment for students graduating from the School. Students use semester-specific Blackboard sites to submit their reflective essays, resumes and course artifacts with evaluative statements. In the reflective essay, students need to discuss 3 of the 10 MLIS learning outcomes and demonstrate their competencies in them. In addition, students need to explain their understandings of the learning outcomes, and discuss 1-2 course artifacts to support their competency. In their concluding piece, students need to include their stance or philosophy on the information profession.

Each submission is reviewed by two faculty members, based on the completeness of the e-portfolio, quality of the reflective essay, professional commitment indicated through inclusion and quality of all required items, and professional appearance as well as technical quality of all documents. Students need to receive at least 85/100 to pass this requirement. Those who fail may receive a chance to modify their essays or evaluative statements, and resubmit for evaluation.

Dr. Bin Li, a full-time faculty, serves as the e-portfolio coordinator. She is responsible for setting up the e-portfolio Blackboard sites, answering students' questions, hosting live Q&A sessions for students, updating e-portfolio related content on the School's website, and organizing faculty review. Students' submissions, grades, and faculty review comments are archived in the University's Blackboard sites. Students' final grades are also downloaded for the university-level assessment.

In Summer 2014, e-portfolios from the previous 6 semesters have been collected and analyzed, including all the reflective essays. An examination of the 316 e-portfolios showed that, all of the School's 10 learning outcomes have been discussed by graduating students, though to different degrees and in different semesters. The following three learning outcomes have been discussed the most by students:

- Facilitate access to, and use of, information resources between users and communities.
- Assess, adopt, and utilize the most relevant information technologies.
- Critically evaluate, synthesize, and disseminate information.

The two learning outcomes below were discussed the least in students' reflective essays:

- Apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.
- Determine the significance of intellectual property, security, and privacy issues.

Faculty and staff have been engaged in formal and informal discussions about e-portfolio review and how the process and course instructions can be improved. For instance, projects instead of exams are encouraged to be used as the form of assessment for some classes such as Organization of Knowledge (LIS 6210) and Advanced Online Searching (LIS 7160). Certificate e-portfolios will be added as a requirement for those admitted as of Winter 2016.

The table below lists student performance on the e-portfolio outcome assessment for the period Fall 2010 through Winter 2016.

**Table IV.8: Student Performance on the e-Portfolio**

Semester	# Submit	# Pass 1 <sup>st</sup> Try	# Resubmit	% Resubmit	Total Pass	Pass Rate
Winter 2016	60	59	1	2%	60	100%
Fall 2015	49	44	5	10%	49	100%
S/S 2015	33	28	5	15%	33	100%
Winter 2015	82	76	6	7%	82	100%
Fall 2014	61	57	4	7%	61	100%
S/S 2014	44	40	4	9%	44	100%
Winter 2014	56	50	6	12%	56	100%
Fall 2013	51	47	4	9%	51	100%
S/S 2013	54	50	4	7%	54	100%
Winter 2013	60	54	6	10%	60	100%
Fall 2012	47	41	6	13%	47	100%
S/S 2012	51	46	5	9%	51	100%
Winter 2012	51	38	13	34%	49	96%
Fall 2011	51	37	14	38%	51	100%
S/S 2011	40	31	9	29%	40	100%

<b>Winter 2011</b>	22	15	7	47%	22	100%
<b>Fall 2010</b>	14	11	3	27%	14	100%

The resubmit rate was significantly lower after the faculty modified the reflective essay instructions in early 2012 to tie them more closely and explicitly to the School's learning outcomes. Now, in order to pass, students have been asked to re-submit their e-portfolios for the following reasons: missing artifacts such as group permission forms, the evaluative statements need to be expanded to include more background information on the artifacts, and the reflective essays need to be more analytical and reflective than descriptive.

## Placement

As part of the preparation of this self study, alumni graduating in the past 7 years and employers of recent SLIS graduates were surveyed in February 2016. Over 700 people were invited to participate in each survey. We received 108 employer responses and 226 responses from recent alumni.

In terms of where graduates are working, from the Employer survey, 41 work in public libraries, 12 work in academic libraries, and the rest work in special libraries (4), school library (1), or other places such as corporations, government, state library, archival vendor or private archive. Forty-four skipped this question.

According to the alumni who responded, SLIS graduates work in public libraries (64), academic libraries (54), school libraries (19), special libraries (19) and other organizations (33) such as vendors, corporate, archives, publishing houses, medical libraries, non-profits, museums, creative agencies, oil & gas companies, or private businesses, etc. Results from both surveys indicate that most of the School's graduates work in traditional library settings; there is also an increase of non-traditional LIS jobs such as data scientist, research scientist, user experience designer, and technical writer. Forty-nine alumni skipped this question.

For employers surveyed, most of them have hired from SLIS within the last two years (46.7%); some 2-4 years ago (29%), or 4-6 years ago (29.9%). Eleven percent (11.2%) of employers have not hired a SLIS graduate in the last 6 years.

From the alumni survey, of the 190 answers, 32.6% indicated that they were already working in a library/information setting prior to graduation (62). Another 32.1% obtained professional library/information science employment within a year of graduation (61); 10.5% required more than a year to find employment in the field (20); and 15.8% have never been employed in the field (30).

Employers are mostly satisfied with SLIS graduates: 45.3% of them (or 29 out of 64) think the graduates perform the same as that of their peers, and 32.8% (21 out of 64) think their performance is better. About 9.4% employers (6) are dissatisfied, thinking their performance is lower than that of their peers. Again, 44 respondents skipped this question.

The positive perception is shared by the School's graduates: 62.2%, or 115 out of 185 respondents think their educational experience is good or excellent, compared to their professional peers. Another 26% (48) think it is the same as their peers. About 11.9% of the recent graduates (22) think the education they received is poor or below average (41 skipped this question).

The respondents were also asked to rate SLIS graduates on 15 areas of knowledge, skill, or attitude. As detailed in the table below, SLIS graduates typically meet or exceed employers' expectations at least 75% of the time, for all areas. Employers are most satisfied with SLIS graduates' professional ethics, cultural competency, learning agility, desire to grow, technology skills, and professional attitude. Over half of them indicate that SLIS graduates often or consistently exceed job requirements in these areas.

Five of the six skills are also ranked the highest among alumni respondents, though to different order. Professional attitude comes the highest, followed by desire to grow, professional ethics, cultural competency, and learning agility. Over 2/3 of alumni think they often or consistently exceed job requirements in these areas.

Employers expressed the least level of satisfaction with students' management skills with over 22% indicating that they fail to meet this job requirement in a capable manner. Advocacy skills, communication, and knowledge of practical skills are also on the list, as 16 or 17% of the responses saying graduates fail to meet job requirements in these areas.

For alumni, management and advocacy skills also ranked the lowest: 11 to 13% of them report that SLIS graduates did not meet job requirements in a capable manner. About 10% respondents also indicate that SLIS graduates need to improve their technology skills, practical skills, and research skills.

The results of these surveys will be distributed to the full faculty in Fall 2016. The relevant results of the survey discussion will be referred initially to the chairs of the Academic Concerns Committee and the Administrative Concerns Committee for possible changes in curriculum, policy, or procedure.

**Table IV.9: Alumni and Employer Survey Results**

		Fails to meet minimum requirements	Meets minimum requirements	Meets all requirements	Often exceeds requirements	Consistently exceeds requirements	Unable to judge /N/A
Knowledge of practical skills for job responsibilities	Employers	0 (0%)	11 (17.5%)	<b>24 (38.1%)</b>	16 (25.4%)	13 (20.6%)	1 (1.6%)
	Alumni	4 (2.2%)	14 (7.8%)	<b>58 (32.4%)</b>	57 (31.8%)	47 (26.3%)	
Knowledge of theory/ concepts appropriate for job responsibilities	Employers	0 (0%)	8 (12.7%)	<b>25 (39.7%)</b>	21 (33.3%)	9 (14.3%)	1 (1.6%)
	Alumni	0 (0%)	17 (9.5%)	<b>73 (40.8%)</b>	62 (34.6%)	30 (16.8%)	
Research skills	Employers	0 (0%)	6 (9.5%)	<b>22 (34.9%)</b>	18 (28.6%)	14 (22.2%)	3 (4.8%)
	Alumni	4 (2.2%)	14 (7.8%)	58 (32.4%)	<b>63 (35.2%)</b>	42 (23.5%)	
Communication Skills	Employers	2 (3.2%)	8 (12.7%)	<b>27 (42.9%)</b>	17 (27.0%)	9 (14.3%)	1 (1.6%)
	Alumni	2 (1.1%)	7 (3.9%)	57 (32.0%)	<b>59 (33.2%)</b>	53 (29.8%)	
Critical thinking/ problem solving skills	Employers	1 (1.6%)	9 (14.3%)	<b>23 (36.5%)</b>	21 (33.3%)	9 (14.3%)	1 (1.6%)
	Alumni	1 (0.6%)	7 (3.9%)	52 (29.1%)	<b>65 (36.3%)</b>	54 (30.2%)	
Analysis/reflection skills	Employers	1 (1.6%)	7 (11.1%)	<b>24 (38.1%)</b>	21 (33.3%)	7 (11.1%)	4 (6.4%)
	Alumni	1 (0.6%)	9 (5.0%)	59 (33.0%)	<b>64 (35.8%)</b>	46 (25.7%)	
Professional ethics	Employers	2 (3.2%)	4 (6.4%)	18 (28.6%)	<b>23 (36.5%)</b>	16 (25.4%)	1 (1.6%)
	Alumni	0 (0%)	3 (1.7%)	50 (27.9%)	<b>68 (38.0%)</b>	58 (32.4%)	
Learning agility	Employers	2 (3.2%)	4 (6.4%)	19 (30.2%)	15 (23.8%)	<b>22 (34.9%)</b>	1 (1.6%)
	Alumni	0 (0%)	2 (1.1%)	53 (30.1%)	<b>72 (40.9%)</b>	49 (27.8%)	
Management skills	Employers	9 (14.5%)	5 (8.1%)	<b>27 (43.6%)</b>	7 (11.3%)	5 (8.1%)	10 16.1%)
	Alumni	2 (1.1%)	18 (10.1%)	<b>85 (47.8%)</b>	49 (27.5%)	25 (14.0%)	

		Fails to meet minimum requirements	Meets minimum requirements	Meets all requirements	Often exceeds requirements	Consistently exceeds requirements	Unable to judge /N/A
Technology skills	Employers	2 (3.2%)	7 (11.3%)	18 (29.0%)	16 (25.8%)	<b>19 (30.7%)</b>	1 (1.6%)
	Alumni	3 (1.7%)	16 (8.9%)	55 (30.7%)	<b>67 (37.4%)</b>	39 (21.8%)	
Understanding how library contributes to larger organization/ community	Employers	3 (4.8%)	6 (9.5%)	20 (31.8%)	13 (20.7%)	<b>20 (31.8%)</b>	2 (3.2%)
	Alumni	0 (0%)	8 (4.5%)	50 (28.1%)	<b>73 (41.0%)</b>	47 (26.4%)	
Cultural competence/ understand & embraces diverse people and perspectives	Employers	0 (0%)	4 (6.4%)	18 (28.6%)	<b>23 (36.5%)</b>	16 (25.4%)	2 (3.2%)
	Alumni	2 (1.1%)	4 (2.3%)	47 (26.4%)	<b>76 (42.7%)</b>	49 (27.5%)	
Professional attitude	Employers	0 (0%)	11 (17.5%)	19 (30.2%)	14 (22.2%)	<b>20 (31.8%)</b>	1 (1.6%)
	Alumni	0 (0%)	3 (1.7%)	46 (25.8%)	<b>76 (42.7%)</b>	53 (29.8%)	
Advocacy skills	Employers	3 (4.8%)	7 (11.1%)	<b>28 (44.4%)</b>	11 (17.5%)	9 (14.3%)	6 (9.5%)
	Alumni	2 (1.1%)	21 (11.8%)	<b>77 (43.3%)</b>	48 (27.0%)	30 (16.9%)	
Desire to grow professionally/lifelong learner	Employers	3 (4.8%)	3 (4.8%)	19 (30.2%)	17 (27.0%)	<b>20 (31.8%)</b>	1 (1.6%)
	Alumni	2 (1.1%)	10 (5.7%)	38 (21.6%)	<b>71 (40.3%)</b>	57 (32.4%)	

## **Standard IV.6.**

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

The School uses multiple means to apply the results of student achievement to make needed changes to the MLIS program. The Student Academic Review (SAR) process acts as an “early warning system” to ensure that students who have difficulty in one or more courses are identified early and a suitable intervention devised. Many students who are identified and counseled through SAR go on to complete the MLIS degree.

Students are surveyed multiple times during their studies here. New students in their first semesters are invited to share their experiences in the beginning classes, and other issues they have. Current students are surveyed each year so the School knows about their progress and concerns. Graduating students are invited to complete an exit survey one year after graduation from the School. Results of these surveys are shared with faculty and any prominent issues are addressed.

Alumni and employers are also surveyed – albeit on a less frequent schedule than are graduating students.

### **Summary**

Wayne State University School of Library and Information Science students come from varied academic and work experience backgrounds. Supported by recruitment and retention efforts including assessment and individualized program support, SLIS students exceed University admissions minima for graduate students. Many bring graduate discipline and/or professional degrees as part of their academic credentials.

The School is redoubling outreach and recruitment efforts so its student body will more closely reflect the diversity of the University and of the region. The University's urban mission and the high percentage of midlife career changers with older college degrees are positive factors in the significant enrollment of non-traditional students in the School.

Self-motivated and committed to learning, SLIS students have quickly moved into a variety of library and information science positions upon graduation. They are



employed in Michigan, in the Midwest, in the United States, and in areas literally around the world. They are sought after, because of their professional ethics, learning agility, understanding of diverse people and perspectives on the profession, knowledge of technology infrastructure, and are well prepared to undertake the practical, procedural activities of current library and information environments.

The online MLIS as well as the variety of concentrations and advanced specialization certificates will continue to draw students not only from Michigan but also nationwide.

## **Supporting Documentation**

New Student Orientation Materials

- Orientation Feedback Surveys

- Sample Orientation Materials

Plans of Work

Recruitment/Marketing Materials

# Standard V

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Administration and  
Financial Support



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

# **STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT**

## **Standard V.1.**

*V.1. The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

The School of Library and Information Science (SLIS) is one of two units of the University Library System under the direction of the Dean of University Libraries and the School of Library and Information Science. The Associate Dean of the School of Library and Information Science, who is the primary academic and administrative officer for the School, reports directly to the Dean. The Dean, who is appointed by the University President, recommends appointment of the Associate Dean with the advice of the full-time faculty of the School. The Dean annually evaluates the performance of the Associate Dean.

While SLIS receives some administrative and support services from University Libraries (such as maintenance, HR, fiscal operations, etc.), SLIS and the University Libraries remain distinct entities. Most importantly, the SLIS budget has been and remains distinct from that of the University Libraries. Keeping the two budgets separate and distinct ensures that SLIS has the resources it needs to serve its limited campus constituency while the University Libraries' budget provides services campus-wide.

The Board of Governors approved the School's request for professional differential tuition starting with the 2006-2007 academic year. This means that the tuition paid by our students is higher than for many WSU graduate students but is on a par with the University's graduate programs in Nursing, Engineering, and Business Administration. Based upon a formula whereby a certain percentage of the differential tuition revenue generated (as measured by credit hours) is returned to the School, the addition of differential tuition has resulted in an important source of revenue that incentivizes the School to increase enrollment. Differential tuition has returned approximately \$568,000 in additional monies to the School in FY 2013, \$534,000 in FY 2014 and \$518,000 in FY 2015. These additional funds have been used to support additional staff positions, faculty raises, the development of the online program, enhancements and improvements to the School's facilities and technology, student scholarships, and faculty support.

The School admits students and recruits faculty according to the general rules and regulations of Wayne State University. The School has control over its admissions policy. New admissions

standards enacted in spring 2008 are more rigorous than those of the University in general (see more on admissions under IV.1). Through its admissions policies and procedures the School attempts to promote the commitment to diversity called for in the School's mission, goals, and objectives and in the University's Strategic Action Plan 2016-2021. The School has achieved considerable success in this endeavor in part with its multiple programs funded by the Institute for Museums and Library Services (IMLS). The current grant-funded initiative, Project IDoL (Increasing Diversity of Librarianship) is providing an online MLIS degree and individual mentorship for ten students from underrepresented groups. The School also provides support for students from underrepresented groups by dedicating one of its Graduate Student Assistantships (GSAs) as a Diversity GSA, with scholarship projects such as the ALA Spectrum Scholars, by promotion of various minority-related programs such as the ARL Diversity Recruitment initiatives, by identifying jobs and targeted scholarships for students (See Standard IV for more information about grants, scholarships and enrollment of minority students).

The move to put the School's program online strives to promote a number of goals outlined in the University's *Strategic Action Plan 2016-2021*. The move is closely tied to the overall initiatives to be entrepreneurial and expand student opportunities. However, these changes also are in keeping with other elements of the WSU's Strategic Action Plan that suggest increases in enrollment should be accompanied by maintaining admissions standards and increasing full-time faculty. SLIS Admission standards have been raised (GPA raised to 3.0 and formal requirements instituted for low GPA applicants).

The School has developed its own "Factors for Evaluation of Tenure and Promotion" to assess its candidates' scholarly achievement, teaching excellence, and service. These guidelines relate, as closely as possible, to those of the University and were developed in corroboration with T&P factors in place at similar schools of library and information science. Appointment and promotion in rank depend on the factors outlined by the School. These factors serve two purposes: (1) to help candidates for tenure and promotion understand the scope of review to which their credentials are subject; and (2) to describe to candidates for tenure and promotion the activities that may constitute evidence of scholarship, teaching, and service.

The factors are not exclusive or inclusive with respect to the evidence that may be considered. They serve merely as guides to both the faculty who are evaluating the candidates and the candidates who can determine whether their credentials are sufficient to warrant the action (tenure or promotion) for which they are applying.

## **Standard V.2.**

*V.2. The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.*

Identical to other academic units of the University, SLIS faculty are entitled to participate on University committees. Since SLIS is quite small in comparison to other WSU schools and colleges, SLIS faculty and staff are called upon to provide significantly more university service than their counterparts in larger units. Such university committee service includes the Graduate Council; Promotion and Tenure Committee; Office for Teaching and Learning Advisory Board; and many others. Also, as stipulated by University by-laws, one faculty member is elected to a seat on the Academic Senate.

SLIS students have representation on most internal SLIS committees. Students also have the opportunity to participate in student chapters of the American Library Association (ALA), Aspiring Youth and School Librarians, (AYSL), Future Librarians for Inclusivity and Diversity (FLID), National Digital Stewardship Alliance (NDSA), Society of American Archivists (SAA), and American Society of Information Science and Technology (ASIS&T). Since May 2009, SLIS has been able to have a student representative serve on the University's student government.

## **Academic Freedom**

The School supports the academic freedom of its faculty members in their teaching, research, and writing for publication. Faculty are expected to meet course objectives and to impart the expected competencies identified in course profiles (essentially abbreviated syllabi approved by the faculty), but they have the freedom to choose materials and to pick the instructional methodologies that best meet their needs.

## **Faculty and Student Evaluation**

Contractually-mandated committees include the Promotion and Tenure Committee, Salary Committee, and the Budget Advisory Committee. They are appointed according to the terms of the agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors-American Federation of Teachers. The Promotion and Tenure Committee consisting of tenured faculty makes recommendations on promotion and tenure and annually advises non-tenured faculty on their progress toward tenure or their continued appointment as lecturers. The Salary Committee, consisting of both tenured and tenure-track faculty makes recommendations to the Associate Dean and Dean on the rank and salary of new faculty hires, provides collegial review of faculty performance based on three categories (scholarship, teaching and service) and recommends the distribution of any merit monies allotted. The Budget Advisory Committee, a part of School's Administrative Concerns Committee, also provides feedback on financial matters of importance to the School.

Evaluation of and by students is important to the School. All students are given the opportunity to evaluate their courses and instructors each semester; students are surveyed by the Associate Dean concerning their satisfaction during their first semester and annually thereafter; recent graduates are surveyed one year after graduation. Special surveys of employers of SLIS graduates and recent alumni were conducted to provide additional data for this self study. The School has been a leader on campus in implementing faculty assessment of students at the graduate level. As part of the Student Assessment Review (SAR) process, each semester the full and part-time faculty intervene with students who are having potential problems completing their programs of study (See also IV.6).

Some SLIS faculty with interdisciplinary teaching and research interests are actively involved with other units on campus. Currently, courses are cross-listed with the College of Education and the Department of History. Faculty in the School are eligible to have joint appointments and to teach courses within other departments on campus. Upon their appointment, the Graduate School evaluates faculty members to establish their eligibility to advise doctoral students and to sit on and to chair doctoral committees. Their rank and research record determine their level of participation. Currently all tenured/tenure track SLIS faculty hold graduate status. SLIS faculty serve on doctoral committees at various schools (See more under Standard III).

## **Standard V.3.**

*V.3. The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.*

The Dean of University Libraries is appointed by the University President. An earned doctorate is one of the qualifications for appointment as Dean; Sandra Yee holds an Ed.D in Educational Administration and Supervision from the University of Michigan. Prior to becoming Dean at Wayne State University, Dr. Yee was Professor and Associate Dean for Learning Resources and Technologies at Eastern Michigan University. She has published in professional journals, presented numerous papers at conferences, and is active in the Michigan Library Association, the American Library Association and currently chairs the OCLC Board of Trustees. In 1999, she was named the Librarian of the Year by the Michigan Library Association. The Dean attends SLIS monthly faculty meetings and gives a report on the latest developments at the University.

### **School's Associate Dean**

In August 2007, Dr. Stephen Bajjaly was appointed as the School's Director. Following the elevation of the former LIS Program to School status in 2009 and his successful reappointment evaluation, Dr. Bajjaly's title was elevated to Associate Dean. The Associate Dean functions as the chief academic and administrative officer for the School and, in this capacity, is primarily responsible for the day-to-day operation of SLIS. Dr. Bajjaly earned his doctorate in information science from the State University of New York at Albany. He also holds a master's degree in business administration from San Diego State University. Dr. Bajjaly brought more than 15 years

of experience in library and information science education to the School. Prior to joining SLIS, Dr. Bajjaly served as associate professor and Associate Dean for Undergraduate Studies at the University of South Carolina's (USC) School of Library and Information Science. Dr. Bajjaly taught courses in community networking, management and information technology at USC and to students across Georgia, Maine, Virginia and West Virginia via distance learning.

At Wayne State, Dr. Bajjaly has implemented the online MLIS degree, increasing access for distance students across Michigan and nationwide. Moving online has increased non-local enrollment substantially and increased the out-of-state enrollment 30 times over—thereby bringing increased visibility to the School and to Wayne State. To serve the needs of a larger student population, particularly those online, he has increased the number of staff. Dr. Bajjaly also introduced new certificate programs to prepare students for the diverse and sophisticated job markets open to information professionals. He has reconstituted the School's Advisory Board and hosted a seminar focusing on the unique needs of Urban Libraries. He is working with faculty and local librarians to further increase the diversity of the SLIS student body and to enhance the focus on diversity across the SLIS curriculum. Under Dr. Bajjaly's initiative, the entire physical facilities occupied by the School, both on the 1<sup>st</sup> and the 3<sup>rd</sup> floor of Kresge Library, were renovated during 2009-2010 (See more on renovation under Standard VI.3 and VI.4).

## **Standard V.4.**

*V.4. The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.*

The SLIS Associate Dean is responsible for the day-to-day operations of the School. In consultation with the faculty and with the approval of the Dean, he provides overall guidance on policy matters and future directions for the School. The School's faculty have significant input in the policy making process through the various committees described elsewhere and in deliberations at faculty meetings. The Associate Dean also consults other constituencies, including students, alumni, employers, University Libraries, and other University units, on matters that may affect them.

The Dean promotes the interests of the School within the University administration, including dealings with the President, the Provost, and the Council of Deans. The Associate Dean represents the School at the regularly-scheduled meetings of Department Chairs and of Graduate Department Chairs. The Associate Dean also frequently serves as the University Libraries' representative for University-wide activities that require the participation of a faculty administrator.

The School's mission, goals, and objectives statement and future development plans adhere to the University's Strategic Plan and the President's agenda for the University. The School last revised its mission, goals, and objectives in 2012 (See also under Standard I.1.).

The governance of the School depends upon active faculty, student, and staff participation on committees. The three standing committees that formulate policy are the Academic Concerns Committee, the Administrative Concerns Committee, and, starting in 2014, the Planning and Assessment Committee. Each full-time faculty member belongs to at least one of these three committees. According to the School's by-laws, these committees also must include student and staff representation. They normally meet monthly during the academic year and often establish subcommittees to accomplish specific tasks. As noted, the Budget Advisory Committee also functions as part of the School's Administrative Concerns Committee and members of this committee provide feedback on financial matters to the School.

The Academic Concerns Committee deals with matters such as admission requirements, curriculum issues, student assessment and retention, and faculty policy. The Administrative Concerns Committee deals with such matters as facilities, policies for awarding scholarships and other student awards, budgetary advice, and travel policy recommendations. After review by these committees, policy matters are discussed and voted on at the monthly faculty meetings with final review by the SLIS Associate Dean and the Dean.

The new Planning and Assessment Committee was established in response to the increased importance and priority placed on strategic planning and program assessment. This committee, chaired by Associate Professor Hermina Anghelescu, is currently overseeing the preparation of this self study as well as overseeing the School's efforts related to university-wide accreditation by the Higher Learning Commission.

Full-time faculty, staff, and students also serve on ad hoc committees and search committees as appropriate. These committees are typically chaired by a senior faculty member and include representation by all affected stakeholder groups.

Committee participation within the University Library System is open to faculty and staff of the School of Library and Information Science. Often, committees with library system-wide charges include one or more representatives from the School. Such committees include the Staff Development Advisory Committee, the Public Relations Advisory Committee, the Joint Communications and Information Technology (C&IT) and Library System Committee, and the Purdy Award Committee. The School's Faculty Forum, as required by AAUP union contract, meets each semester and includes all full-time faculty. The Forum is intended to give faculty an opportunity to address matters not routinely considered at regular faculty meetings.

The School has a small staff that includes three full-time Academic Services Officers, a full-time Office Coordinator, a part-time Technology Coordinator, and five part-time student assistants. Staff members of the School also have ability to serve on library-wide committees for academic staff. The Dean's Office and staff, including the Personnel Officer, Business Officer, Facilities Manager, and Development Officer, provide the School with effective and timely support in their areas of expertise. As the School has migrated to more and more online offerings, an increasing percentage of the teaching, learning, advising, and administration takes place



virtually. This allows faculty and staff to work from flexible locations during University business hours.

## **Advisory Board**

The School of Library and Information Science has an Advisory Board of experts from the library, library education, and information industry communities. The School asks the Advisory Board members to review important documents such as strategic plans and the School mission, goals, and objectives. Advisory Board members are invited to participate in the School's annual strategic planning retreat and major school events. A current list of Advisory Board members is available online at: <http://slis.wayne.edu/about/advisory-board.php>.

## **Program Visibility within the Library Community**

The School engages in various activities that increase its visibility within the University community and with librarians in the Detroit metropolitan area and across the region. The School maintains a dynamic website presence and publishes a quarterly electronic newsletter. The School maintains an electronic discussion list (2100 subscribers) that includes currently-enrolled students in addition to numerous alumni, employers, and other School stakeholders. The School also provides a daily digest of job postings it receives and supports discussion lists of the student associations and of the alumni association. The School also maintains an active social media presence, including a Facebook page, blog, LinkedIn and a Twitter account, to share announcements and other items of interest with students, alumni, and the community at large (See more under VI.4).

The School has a cooperative relationship with the LIS Alumni Association (LISAA) that stresses continuing education activities. The officers of the Alumni Association have been willing to experiment with new formats for traditional alumni activities. The group promotes and supports the aims and goals of the University and the School and strengthens communication networks among members of LISAA, the School of Library and Information Science, and other library and information-related professional programs. Members of LISAA may also be asked to advise the Library and Information Science faculty concerning curriculum development.

The School promotes an active presence in library and archival professional associations. The School has representatives attend and hosts alumni receptions at both the Michigan Library Association and MAME conferences each fall. The School participates in the alumni receptions at the ALA and SLA annual conferences. The School also holds a formal alumni gathering at the Society of American Archivists conference and meets informally with alumni at the Midwest Archives Conference meeting.

## **Relationship with University Libraries**

The parent institution provides the resources and administrative support needed for the attainment of program objectives. As noted, the School is one of two units of the University Library System under the direction of the Dean of University Libraries and the School of Library and Information Science.

The School's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives (See more on University Libraries under Standard VI).

## Standard V.5.

*V.5. The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.*

### Budgeting Procedures

Over the years, the unit budgeting process at Wayne State has followed a variety of formats. Currently, the development of the budget follows a relatively static formula with previous/historical budgets being the primary determinant of future budgets. In recent years, this budgeting model has been influenced by the incorporation of various performance metrics (e.g., enrollment, sponsored research, philanthropy) upon which the School is evaluated. Across-the-board budget changes are affected (up or down) by how well the School performs on these metrics.

As detailed previously, SLIS students pay "differential tuition," which is higher than the base rate for WSU graduate students but is on par with tuition for graduate students in nursing, engineering, and business administration.

The School also receives an annual Student Service Fund allocation that is used exclusively to support student technology needs related to teaching and learning. No faculty research or administrative computing needs are funded with this money. This Student Service Fund allocation is derived from the student technology fees that all WSU students pay. The annual allocation comes from the Provost's Office, based on a formula that considers enrollment and overall credit hour production in determining the annual allotment.

The following table illustrates the Student Services Fund allocation for the School since 2009. (See more under VI.2).

**Table V.1: SLIS Student Service Fund Allocation 2009-2016**

Fiscal Year	Allocation
2016	\$32,043.00
2015	\$48,504.00
2014	\$53,644.00
2013	\$33,465.00

2012	\$38,683.00
2011	\$36,015.00
2010	\$34,045.00
2009	\$30,049.00

The Office of Education Outreach (OEO) has been very supportive of the School's online learning initiatives. Previously, this office funded the Lansing Center and a half-time lecturer based there. Located in the center of the state, the Lansing Center provided face-to-face classes for students living in the central and western parts of Michigan. By taking courses at the Lansing Center, these students avoided traveling all the way to the main campus in Detroit (southeast Michigan). From 2008-2010, OEO provided course development funds that enabled the School to move its courses online in a short period of time. This led to the closing of the physical location at the Lansing Center in 2010.

### **Financial Review Process**

The financial review process follows University procedures that include an annual budget submission. The School Associate Dean works with the Dean and Business Affairs Officer to prepare this report. The document includes goal setting for the upcoming year including any shifts in priorities, identification of any required cutbacks, and statistical data. The Vice-President for Academic Affairs and the President then review this document. The process includes a budget hearing, presided over by the University President that includes representatives from University Libraries, the Budget Office, and the AAUP.

### **Budget History**

The revenue and expenditures for the School of Library and Information Science have remained almost flat from 2009-2015, with revenue of approximately \$2 million and expenditures of approximately \$1.8 million annually. We have substantially fewer students and faculty than we did at the time of the previous Self Study. In most of the intervening years, the University as a whole has experienced budget cuts which were passed on to the school/colleges as across-the-board cuts, with additional cuts in our differential tuition reimbursement due to lower-than-expected enrollment. The School has absorbed these cuts by giving up vacant faculty positions (and the associated salary savings), by collapsing two administrative positions into one, by reducing another staff position from full to half-time, and by reducing expenses. None of these cuts has so far resulted in any observable change in the quality or level of services or in the School's ability to meet its mission, goals, and objectives. It is the perception of the Dean, Associate Dean, and faculty that the School is treated in an equitable fashion relative to other academic programs within the University.

Over this review period, an increasing percentage of the budget has gone to personnel, despite a reduction in the number of faculty and staff. Approximately 70 percent of the School's budget is now devoted to personnel expenses. Approximately 20 percent funds all of the operational aspects in running the School. The remaining 10 percent goes to student aid.

“Student aid” includes paid assistantships provided to SLIS students working in the School or the University Libraries, whether as student assistants or graduate student assistants. Student assistants are hourly workers, fully funded by SLIS. Graduate Student Assistants are provided with tuition, a stipend, and health insurance by the university; the School only contributes the cost of differential tuition over regular, graduate tuition.

## Gifts

The School has an active program to solicit cash donations that primarily fund student scholarships. With assistance from the Library System’s major gifts officer, the School undertakes general donation appeals in School publications, a letter campaign and the targeting of special prospects for larger gifts. The Office of University Development (OUD) uses professional staff to make all donation appeal phone calls. The School is in the process of hiring its own part-time alumni engagement officer who will assist with these processes and help with other engagement activities (such as alumni events, social media, newsletter production, etc.).

Donors can direct their requests to support special activities such as scholarships, including additions to endowed funds or computer support, but many make unrestricted donations. The School receives occasional in kind-contributions from vendors who wish to introduce students and faculty to their products and from individuals who donate library materials and equipment.

The following table gives the history of cash giving since 2009.

**Table V.2: SLIS Annual Gift Account Balance 2009-2016**

<b>Fiscal Year</b>	<b>Sum of Gift Amount</b>
2009	\$3,235.09
2010	\$1,322.44
2011	\$9,420.52
2012	\$9,632.44
2013	\$14,126.09
2014	\$16,409.49
2015	\$15,897.69
2016 to date	\$8,344.88
Sub-total (revenue)	\$78,388.64
<b>Total</b> (balance after expenses)	<b>\$75,768.58</b>

## Endowed Scholarships

The level of endowed scholarship amounts for the School increased from 2009-2016. In 2009, the balance from endowed scholarships was \$723,702.28. As of March 2016, the endowed scholarship amounts increased to \$987,390.89. As such, the endowed scholarship amounts grew during 2009-2016 and demonstrate an increase in the amount that can be awarded to students. From the interest generated from these endowed scholarships, \$55,045.72 was available to award to students in 2009 and \$116,695.41 in 2016. Of note, a number of

scholarships have been established by former SLIS faculty members (Judith Field, Robert Holley, and Joseph Mika).

## Grants

The School received almost \$1 million in federal funding from the Institute of Museum and Library Services (IMLS) and an additional \$250,000 of internal tuition support funding from the Graduate School during this review period.

Project ALFA (Accessible Libraries for All) ran from 2011 – 2013 and was shared with the University of Alabama School of Library and Information Science. ALFA funding of \$498,000 provided the tuition, travel, a laptop and other expenses for 30 master's students (15 students from each university) specializing in delivering accessible library services to disabled patrons and funded the development of two, new accessibility-related courses that all ALFA students took.

Project IDoL (Increasing the Diversity of Librarianship) which started in 2013 and runs through September 2016, is a collaboration between the School and the Historically Black Colleges and Universities (HBCU) Library Alliance. WSU SLIS and the HBCU Library Alliance have received \$498,000 in funding from the Laura Bush 21st Century Librarian Program to increase the diversity of the library profession. In this 3-year project, the two partner organizations are recruiting, mentoring, and providing an online Master of Library and Information Science degree to 10 students from historically underrepresented groups in order to achieve greater diversity among practicing library professionals. SLIS is overseeing the entire project and delivering the educational component with its online MLIS format. The HBCU Library Alliance is leading the mentoring component and assisting with student recruitment. The project aims to demonstrate that an online MLIS, combined with student mentorship by library professionals who have senior level experience and prior mentorship training, is an effective means to increase the diversity of the library profession.

The School has received competitive, internal funding from the WSU Graduate School to provide tuition support as a way to recruit more SLIS graduate students. \$150,000 was provided to recruit new students, which the School directed to recruit high-promise students from underrepresented groups. The School has also received two competitive “Workforce Development Grants,” of \$48,000 each, to provide tuition remission to incoming graduate students who are employed by various Michigan library cooperatives. These grants provide \$1,000 in tuition remission each semester for six semesters to 16 eligible library employees to pursue the MLIS at Wayne State.

## Standard V.6.

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

Faculty salaries were raised in 2011 to bring them to or above the mean for Midwest states following the release of nationwide salary data by ALISE for the first time in several years. Assistant professor salaries were raised by 20% across-the-board; associate and full professors were increased by a smaller percentage. It is the ongoing goal of the School to ensure that its salaries for high-performing faculty remain at or above the Midwest ALISE mean.

The School of Library and Information Science operates within a unionized environment. All regular teaching faculty and academic staff are represented by the American Association of University Professors-American Federation of Teachers (AAUP-AFT). Adjunct faculty, and graduate student assistants have other union representation: the Union of Part-Time Faculty, and the Graduate Employees Organizing Committee/American Federation of Teachers. Across-the-board salary increases are determined by the provisions of the negotiated contract. The most recent AAUP-AFT contract abandoned the previous practice of seeking the largest possible across-the-board increases and providing for minimal incentive/merit raises. The current contract divides the annual salary increases into approximately equal parts across-the-board awarded to all faculty and a pool awarded proportionally based on merit in the three evaluation areas: teaching, research, and service. The employment contract also determines, when applicable, the salary increases for promotion to higher ranks and sets a minimum amount for teaching beyond the standard nine-month contract.

What follows are academic year mean salaries for SLIS faculty, ALISE faculty in the Midwest, and all ALISE faculty (nationally) for 2015.

**Table V.3: SLIS Full-Time Faculty Salary Comparisons**

<b>Faculty Rank</b>	<b>SLIS</b>	<b>Midwest Mean</b>	<b>National Mean</b>	<b>National Median</b>
Professor	\$107,978	\$135,569	\$140,656	\$131,319
Assoc. Professor	\$93,466	\$85,846	\$97,451	\$92,340
Asst. Professor	\$82,032	\$69,323	\$77,089	\$73,447
Lecturer	\$66,700		\$73,416	\$68,275

The salary range for new faculty hires is determined through negotiations between the Dean and the Provost within the limits of the School's budget. The University has a liberal consulting policy that allows for one day of released time each week during the contractual period. Faculty are required to report consulting activity to the University. A list of current salaries for faculty and academic staff is available online at <http://www.aaupft.org/home/stay-informed/salary-reports>. A SLIS-specific salary report is available to the ERP on-site.

## **Standard V.7.**

*V.7. Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.*

### **Faculty Support**

Every faculty member has private work space on campus, even though most work remotely a majority of the time. New faculty are provided with a state-of-the-art computer of their choice (desktop/laptop, PC/Mac). Faculty selecting the desktop option typically have this and a school-provided printer installed at home. These computers are replaced every three or four years, depending on working condition and teaching/research needs. Travel laptops are available to those who need them. The School provides clerical and other support, and the student assistants provide instructional support and limited research assistance as necessary. The School discontinued its across-the-board travel allocation but continues to support travel fully to those faculty and staff presenting at a conference, undertaking needed professional development, or representing the School at an alumni or professional function. During this reporting period, SLIS provided over \$330,000 in travel support to faculty, averaging \$41,000 per year.

Through the Division of Research, the University further provides a broad range of additional research support for faculty including travel grants, minority research grants, and educational development grants.

The University has standard policies for sabbatical leaves for tenured faculty. Faculty and administrative staff can take advantage of various training programs that are offered by the University such as ongoing Blackboard workshops and numerous events sponsored by the Office for Teaching and Learning. Since the School was at the forefront of university efforts to offer online education, the School's training needs in this area were ahead of the University in general. In response, the School employed an e-Learning support person during the first several years of the online program. One of his primary duties was to ensure faculty had the necessary knowledge and skills to use the available instructional technologies properly and to the fullest extent.

### **Student Financial Aid**

Both new and current students have the opportunity to receive financial aid from various sources, including scholarships, assistantships, and loans. The School has approximately 22 departmental scholarships and awards (information regarding Scholarships and Financial Aid administered by SLIS can be found at: <http://www.slis.wayne.edu/financialaid.php>). The scholarships range from the vendor-supported H. W. Wilson Scholarship to several endowed by alumni, faculty and friends of the School.

In addition to departmental funds, the Office of Student Financial Aid oversees such resources as loans, fellowships, grants, and scholarships available to students (<http://finaid.wayne.edu/>). Students also apply for and regularly receive scholarships and aid provided by professional associations and the University, including those offered by the Graduate School and Women of Wayne. From 2010-2016, 106 Graduate Professional Scholarship (GPS) awards, which cover full tuition for the academic year, have been provided to SLIS students by the Graduate School at Wayne State University. The School takes care to inform students about non-University financial aid opportunities including internships.

The School and the Library System offer employment opportunities to students, including Student Assistants employed part-time at an hourly rate, and the most sought after Graduate Student Assistantships. These assistantships provide a salary, tuition scholarship, and subsidized medical and dental insurance, while offering the opportunity to supplement academic education with experience and activities associated with a student's major field of study. During the 2010-2016 period, the School has employed 60 Graduate Student Assistants (GSAs), approximately 10 beginning each winter semester.

The School and faculty also help students identify part-time employment opportunities within the Detroit metropolitan area through postings, announcements, and career fairs. Local libraries regard the School's students as a valuable employee pool, and the School has worked with local organizations to promote part-time employment opportunities for its students.

## **Standard V.8.**

*V.8. The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.*

For a number of years the School has adhered to an ongoing, systematic strategic planning process. As detailed in Standard I, the strategic planning process involves faculty and all other stakeholders in order to ensure that the School's curriculum, priorities, policies and procedures respond to the needs of its internal and external constituents and keeps the School at the forefront of the constantly-evolving changes in library and information science education.

The Dean's Office monitors the content of several administrative reports such as annual strategic actions plans and budgetary requests to assure that they conform to University policies and that their prescribed activities are completed. Faculty always have the ability to comment on administrative processes and policies at regular faculty meetings. Both the Dean and the Associate Dean maintain an open-door policy and actively encourage comment and feedback. New students (each semester), current students (annually) and recent graduates (one year after graduating) are surveyed and given the opportunity to assess, among other items, the administration of the School.



## Summary

In conclusion, the Dean, Associate Dean, faculty, and members of the self study review committee believe that the School of Library and Information Science is in compliance with Standard V: Administration and Financial Support. The School has its relative strong support resulting from being part of a larger unit, the University Library System, and yet is a distinctive academic unit with sufficient autonomy. The School's faculty, staff, and students have the same opportunities for participating in University governance as do those of comparable units on campus. The School and its faculty regularly collaborate with other departments on campus. The Associate Dean of the School is a proven, effective administrator with credentials and compensation comparable to other heads of units. The full-time administrative staff is well qualified and at full strength and complemented by administrative support staff of the University Library System.

Financial support for the School is adequate. The current level of support provides a reasonable expectation of financial viability and the resources needed to maintain strong educational programs. Compensation for the Associate Dean, faculty, and staff are comparable to that received by their University counterparts and compare favorably to those of other ALA-accredited library and information science programs. Salary adjustments for faculty are determined in an equitable and collegial manner. Institutional funds for research, professional development, leaves with pay, and student financial aid are available to the School on the same basis as for comparable units. Systematic development, review and evaluation of the School's administrative policies, fiscal policies, and financial support are ongoing and include consideration of desired outcomes. The School has developed a more comprehensive process for assessing administrative practices in terms of outcomes. The results of such assessment have been and will be used for purposes of evaluation and planning.

## Supporting Documentation

- ALISE Reports: Income & Expenditures
- Committee Assignments
- General Fund Budget Reports
- Organization Charts
  - SLIS Organization Chart
  - WSU Library System Organization Chart
- Scholarship Reports
  - Available balances 2009 and 2016
  - Endowment balances 2009 and 2016
- SLIS Financial Reports
- SLIS Faculty and Staff Salary Report (available on-site)

Student Financial Aid Reports

Workforce Development Tuition Grants

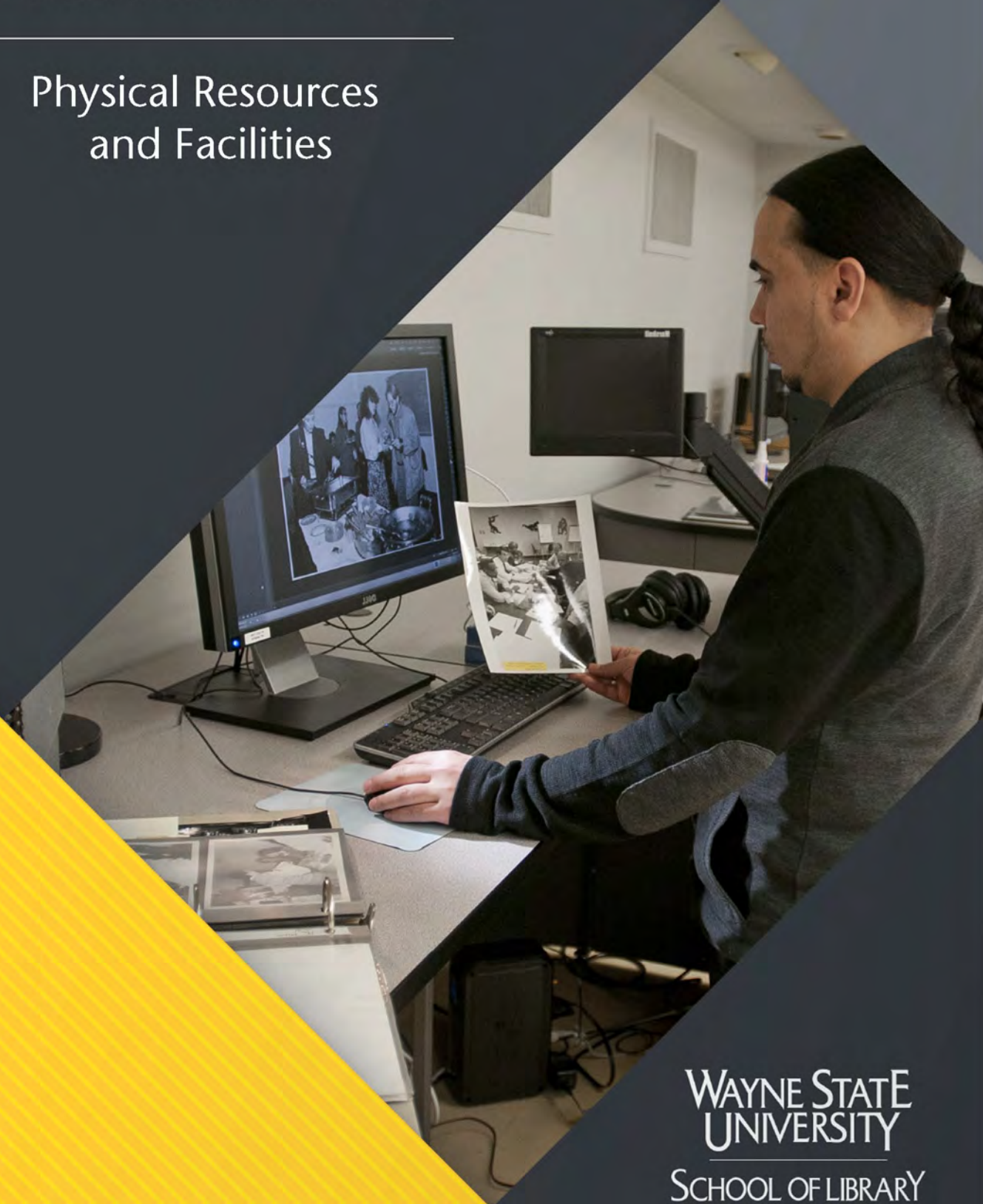
Workforce Development Proposal (sample)

Workforce Development Promotional Flyer (sample)

# Standard VI

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## Physical Resources and Facilities



WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

# **STANDARD VI: PHYSICAL RESOURCES AND FACILITIES**

## **Standards VI.1. and VI.2.**

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

*VI.2. Physical [and virtual] facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.*

The goals and objectives for the School of Library and Information Science (SLIS) encompass five major categories: Teaching, Research, Service, Leadership, and Technology. The physical and virtual resources and facilities of the School fully support the first two primary goals – teaching and research – by providing students, faculty, and staff with the tools, materials, and physical resources and facilities to develop academic concepts, engage in learning activities, and conduct research.

The School strives to provide learning opportunities where the students live and work and, in doing so, to make our degree and certificate options an attainable objective for an increasingly non-traditional and diverse student body. These physical facilities and resources are available to the community, organizations, and professional SLIS student groups in order to support the objectives defined in the leadership goal.

The School meets its technology goal by providing current and adequate levels of hardware and software tools for faculty, staff, and students. SLIS educates for the rapidly changing technological world by providing students with up-to-date computing facilities that contain multi-platform tools. An expanding array of online course management, delivery, and collaboration tools enable the online courses to deliver the same quality content and interactivity as the traditional, face-to-face course offerings.

This section describes an overview of SLIS physical facilities and the tools that support the School's online graduate education.

### **Physical and Virtual Facilities and Support**

SLIS strives to reach students across the state of Michigan as well as worldwide. SLIS currently offers a large online program for students nationwide for the Master of Library and Information Science, Graduate Certificate in Public Library Services to Children and Young Adults, Specialist Certificate in Library and Information Science, and Graduate Certificate of Information Management, using the information technologies supported by both the University and the School. The online Graduate Certificate in Archival Administration has been approved, but has not started yet. In the meantime, the School also offers on-site face-to-face classes using the School's physical location in the Purdy/Kresge (PK) Library on the main campus of Wayne State University in Detroit, Michigan. The online program is supported by the Blackboard Learning

Management System and by a suite of software tools and equipment currently located on the third floor of the PK facility on the main campus of WSU. (See Supporting Document: Library Map)

The School is physically located in the Kresge Library. The Kresge Library is part of the Purdy/Kresge Library complex. SLIS occupies some space on all three floors of the Kresge Library: the SLIS administrative offices occupy a portion of the first floor, two classrooms and document storage occupy a portion of the second floor, and the faculty offices, a computer server room, a digital media lab, and two conference room/classrooms occupy the entire third floor. In addition, the Kresge Library contains the Purdy serials collection, a student study area, an auditorium, and one of the circulation desks. The SLIS offices and classrooms are accessed from either the east side entrance of Purdy Library or the west side entrance of the Kresge Library (see Supporting Document: Library Map).

SLIS has primary use of the classrooms in the Kresge building. However, the Registration and Scheduling Office at WSU centrally assigns all classrooms. Classrooms not scheduled for use by the School during the semester may be assigned to other academic units on campus for their classes. SLIS also has access to the first floor Kresge Auditorium adjacent to the SLIS administrative offices. The auditorium has been designated as one of the “intelligent classrooms” on campus. The auditorium has full multimedia and teleconferencing capabilities and can be scheduled by contacting the Media Services office that is associated with the WSU University Libraries system. Media Services is located on the first floor of the Purdy Library. Having the Kresge Auditorium adjacent to the SLIS offices makes it easier to integrate multimedia and teleconferencing capabilities into the various SLIS activities and special events.

There are two classrooms on the second floor of Kresge Library (Rooms 201, 202). On the third floor there are cubicles used as faculty and graduate assistant offices, one collaborative classroom (Room 302) to support the requirements of the information science faculty, a conference room/classroom (Room 315), SLIS server room (Room 304.1), and a SLIS Digital Media Projects Lab (Room 301) to support various student projects.

The physical facilities readily available to the School from 2009-2016 included:

- 2 Classrooms – Rooms 201, 202
- 2 Conference Rooms/ Collaborative Classrooms 302 and 315
- 1 Digital Media Projects Lab (DMPL) Room 301
- 1 Computer Server Room
- 1 Auditorium
- 1 Reception Area
- 2 Sound-proof media recording rooms (4<sup>th</sup> flr in Purdy Library)
- 14 Cubes assigned to faculty and graduate assistants
- 6 Administrative Offices and student assistant work areas
- 1 Faculty/Staff Work Area with printers and a copy machine

The two classrooms (201 and 202) hold approximately 40 individual student desks. These classrooms on the second floor are equipped with blackboards/whiteboards, projection screens, a projector, a moveable podium that contains stand-alone units that include VCR and an audio visual deck. Each room also has a Dell desktop computer with Windows 7 Professional and Microsoft Office Professional Plus 2013. While most on-site classes are scheduled in the Kresge

Library, some on-site classes may be scheduled elsewhere on campus. Prior to scheduling classes, arrangements are made with the School administrator to ensure the rooms meet the minimum standards of the class. Wireless internet access is also available throughout Purdy/Kresge Library and the WSU campus.

The Collaborative Classroom (302) has eight tables and over 20 chairs which can be easily configured as necessary. This room is mainly used for faculty small project meetings and for some classes. To facilitate collaborations, the room is equipped with a Dell Optiplex 990 computer with an IOGEAR wireless keyboard, a Logitech Conference Cam CC3000e microphone/webcam conferencing system, and a Sharp Aquos Ultra HD display.

The Conference Room/Classroom (315) has eight tables and over 20 chairs which can also be easily configured as necessary. This room is mainly used for faculty meetings, classes, faculty collaboration and for small seminars. The room is equipped with Acoustic Magic desktop conferencing microphone, a Dell Optiplex 9020 computer, an Epson PowerLite 1985wu LCD 1080p Projector, and a Harman/Kardon HK965-01 speaker system, for various types of presentation needs.

The Computer Server Room (Room 304.1) is adjacent to the Digital Media Projects Lab. The room houses various School servers, storage, and related equipment.

The Digital Media Projects Lab was a build out of a former classroom and incorporated optimal design for digitization projects including neutral wall paint, work desks, task lighting and new flooring. The lab has four stations and flexible space to accommodate small workshops and special technology presentations for students. There is also an Annex with three additional computers loaded with digital preservation and archival tools.

The sound-proof Media Recording Room is located on the 4<sup>th</sup> floor of Purdy Library (Room 433). The room was remodeled in 2011 featuring sound-proof capability. The room serves as a studio for faculty to use when they need to record lectures. The School recognized the need for a quiet environment and set up this room. More about this room is described in the Audiovisual Facilities section.

The entire Purdy/Kresge Library facility, including all of the SLIS rooms, have access to high speed internet connections. WSU and SLIS wireless networks, with high speed internet access, are also available throughout Kresge.

### **Learning Management System (LMS)**

The SLIS online program currently enrolls 425 students, geographically located in over 40 states and three Canadian provinces. To support the online program, SLIS uses the Blackboard system as the primary course delivery tool. The School's LMS provides a variety of functions that make it easier and more efficient for the faculty who teach online to facilitate the asynchronous components of their online courses. The Blackboard system supports course content management, discussion forums, assignment submission, online assessment (exams/quizzes), course announcement management, user management, and grade management. These features enable faculty to deliver online courses efficiently and effectively no matter where the student is located.

Blackboard has also been used to provide administration services, such as hosting student e-portfolios, hosting and sharing the School's documents, and supporting collaboration among the members of various groups.

### **Other Tools Supporting Online Learning**

In addition to the Blackboard system, SLIS licenses other software tools that together with the Blackboard system provide greater functionality for the online program. The major tools include Adobe Connect, Adobe Presenter, and Camtasia for online course deliveries.

**Adobe Connect.** SLIS licenses Adobe Connect for web conferencing software to provide synchronous online instruction and real-time collaboration. Adobe Connect features voice, video, text chat, whiteboard, presentation/screen real-time sharing, and participation management. These features allow faculty to conduct synchronous online sessions for the purposes of lecture, presentation, demonstration, and collaboration. Sessions are typically recorded for later on-demand viewing. The SLIS faculty and staff use this web conferencing tool for a wide range of online activities, including:

- Guest lecturers and presenters
- Online delivery of student presentations
- Online "Question & Answer" sessions for online students in a class
- Remote technical support for faculty and students
- Virtual faculty office hours
- Virtual events, panels, and guest speakers sponsored by student associations
- Student group meetings and collaborative project work

Listed below are recent usage statistics for Adobe Connect:

#### **Winter 2016 Semester:**

- 160 meetings hosted by faculty and staff
- Faculty and staff accumulated over 261 hours of meeting time
- 24 meetings held by SLIS student groups combined (ALA, AYST, FLID, NDSA, SAA)
- 10 extra meetings were hosted – such as career advising.

#### **2015-2016 Academic Year (Fall & Winter):**

- 276 meetings hosted by faculty and staff
- Faculty and staff accumulated over 477 hours of meeting time
- 41 meetings held by SLIS student groups combined (ALA, AYST, FLID, NDSA, SAA)
- 18 extra meetings were hosted – such as career advising.

- To date faculty and staff have uploaded a total of 1,592 items of content (presentations/html/video/etc.) to Adobe Connect.
- Out of the 1,592 uploaded items, 256 have either been added or modified during the 2015-2016 Academic Year (Fall, Winter).

**Adobe Presenter.** SLIS licenses two lecture capture software tools that allow faculty to create rich media content. Adobe Presenter integrates with Microsoft PowerPoint, adding a toolbar that allows the author to control all aspects of the lecture recording and editing process through PowerPoint. After the presentation is complete, the author exports the presentation and then uploads it to the LMS to make it accessible to students. SLIS faculty mainly use Adobe Presenter to create online lectures.

**Camtasia.** Camtasia video editing and recording software is also used by the SLIS faculty for creating screen sharing lectures or demonstrations. Camtasia allows recording of screen activity, as well as audio and video content, and can be used to create various types of screencasts, including multimedia tutorials that demonstrate the use of a specific software product or online service. Camtasia may also be used to convert existing video recordings to different media formats. The software is used by SLIS faculty and staff for a variety of purposes, including:

- Recording narrated class lectures that may include audio, webcam video, screen activity or PowerPoint slides, and text annotations.
- Recording narrated screencast tutorials for class-related training and demonstration purposes. Tutorials might include, for example, a narrated demonstration of how to perform specific tasks in Adobe Photoshop or another software package.
- Capturing and converting existing video content to an alternative media format.
- Adding closed captioning to video content. This function is not currently supported by the Blackboard system.

SLIS has maintained volume licensing contracts for both Camtasia Studio for Windows and Camtasia for Mac. Faculty and staff who request Camtasia are assigned a software license, which they may use for the duration of their employment with SLIS.

## Computing and Audiovisual Facilities

**Computer Server Room.** The SLIS server room is located on the third floor of Kresge Library. The room houses two Windows Domain Controllers running VMware ESXi 5.5.0, a Dell SCV2020 storage array (for data and backups), a Dell PowerEdge R630 host, a Synology RS2212+, a 15 terabyte storage array handling data and backups, a Windows Server 2008 with Active Directory environment, and a Dell UPS 2700W battery backup unit. This server room with the above mentioned equipment is the core of the SLIS computing facilities, supporting SLIS networking and providing various computer server services. The resources have by far been able to satisfy the School's various computing needs. As big data initiatives become more



important to the profession and the School, SLIS is poised to increase its server capacity accordingly.

**Technology Infrastructure.** Wayne State University has a high-performance backbone that is now 10 Gbps TCP/IP Ethernet, and links over 100 buildings, including five extension centers. WSU's growing wireless network is transitioning from 802.11n to 802.11ac to allow for greater access and throughput. SLIS maintains the School's own subnet and subdomain, supported by the computing resources described above. The back-ups to the SLIS server and DMPL occur nightly and differential with a weekend full back-up.

**Audiovisual Facilities.** All SLIS classrooms and conference rooms are equipped with necessary audio/visual devices and the related software. The classrooms on the second floor (Rooms 201 and 202) have projectors, projection screens, and self-contained stand-alone units that include a VCR and an audio visual deck. The collaborative classroom and the faculty conference room on the third floor are equipped with advanced audio/visual devices as described in the previous section.

To support the faculty who teach online courses, SLIS maintains a sound-proof media recording lab on the 4<sup>th</sup> floor of the Purdy Library, where the faculty who teach online courses may record their lectures. The recording lab is equipped with a desktop computer, a camera, a microphone, and related software. The faculty may also record their online lectures from home or any other location using Adobe Connect, Presenter, and/or Camtasia, the software tools provided by the School.

The School also built a Digital Media Projects Lab (Room 301) in 2012, replacing the old Computer Lab (Room 301) that was obsolete both because of the equipment and inaccessibility for online students. The lab is equipped with two audio stations, two video stations, one Mac station, and three Annex stations. These stations overall are for digitization of archival audio visual material as well as digital preservation set-ups. Each station includes a state-of-the-art desktop computer with a set of specialized audio/video equipment attached. All DMPL stations include installations of the Microsoft Office 2013 Suite, Adobe Creative Suite 6, Adobe Acrobat XI Pro, ABBYY FineReader 6.0 Sprint, Audacity 2.1.1 audio editing software, Epson Scan software, WinHTTrack website archiving software, VLC Media Player 2.2.1, BitCurator and Symantec Endpoint Protection antivirus software. Specific configurations of each of the stations are listed in the attached supporting document, SLIS Technology Inventory. There are also two Mac stations, one a new iMac and one a 1980s Mac SE for student education on the history of technology. For teaching digitization of obsolete formats there are also several old video players utilized in the lab including Beta SP, SVHS and ¾" forms. The Annex stations have Marc Edit, Oxygen and Heritrix among other software packages.

### **SLIS Technology Budget**

Currently the University, and thus the School, funds upgrades to hardware, software, and furniture through general funds. SLIS has received between \$32,000 and \$54,000 annually for student technology. These funds roll over year to year and are thus available the next year if unused. (See more under V.5 and Supporting Document: Student Service Funds).

With management control over the entire technology infrastructure, many changes rapidly occurred. Several of the noteworthy recent key accomplishments (2009-2015) include:

- Security camera installation upgrades

- Creation of faculty webpages
- Inventory and tagging of all equipment
- Rigid back-up system for SLIS computers and DMPL Lab
- Expansion of instructional materials for faculty and students (See [Tutorials](#))
- Installation of Footprints tracking system for tech support
- New VMware hardware installation and migration
- Implemented virtual machine cloning process
- New password server

## Standards VI.3 and VI.4

*VI.3. Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.*

*VI.4. The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.*

In addition to the facilities, there are numerous physical and computing resources available to the faculty, staff, and students of the School. These include a university-wide and School-specific offerings as well as a state-of-the-art, fully equipped multi-platform Digital Media Projects Lab specifically designed for SLIS students. Both print and electronic library resources can be accessed by students in the WSU libraries (Arthur Neef Law Library, Vera [Shiffman Medical Library](#), [Purdy/Kresge Library](#), and David Adamany Undergraduate Library) at the main campus, as well as Detroit Public Library and other resource sharing consortia.

Students, faculty and staff have access to the needed resources provided by SLIS and the University for their learning, teaching, research, administration, and services. These resources include the physical facilities and the LMS described in the previous section, and the tools from the University. Detailed use of these resources and facilities are described in this section.

### Physical Resources for Faculty

The 12 faculty members have private/semi-private workspaces distributed on the first and third floor of the Kresge Library. Workspaces are furnished with a desk, chair, computer, and

necessary bookshelves and file cabinets. Faculty members are also networked to copiers/printers located on the first and third floors.

The third floor of the Kresge Library was renovated in 2009, with the objective of creating a collaborative faculty work environment. This renovation created 24 cubes as faculty office units along with several graduate assistant units. The renovation also included creating the School's server room, and an updated faculty conference room/classroom, and a collaborative classroom. The total cost for this renovation was \$333,840. When including the cost for the first floor renovation that occurred at the same time, the total renovation cost was \$463,672.

In addition to their offices, SLIS faculty have access to the conference room and the collaboration room needed. Faculty can also use other conference rooms on campus to host an event. In such situations, advance reservations are needed.

## Computing Resources for Faculty and Students

**Computing Resources for SLIS Faculty.** There are 19 computers for faculty use. Fourteen of the 19 are assigned to faculty, which include 10 desktop PCs and four laptop computers. The remaining five computers are laptops, for temporary use by faculty. Most faculty computers include Windows 7 professional and the latest Microsoft Office suite. Each faculty computer is then personalized for each individual's specific requirements. For example, the faculty member teaching indexing and abstracting has a full version of CINDEX installed. Each faculty is also provided with a personal printer. SLIS replaces old equipment with new ones for faculty and staff every three or four years, depending on the working condition of the equipment.

Faculty and staff have the ability to access University resources remotely via WSU's VPN (Virtual Private Network) and their operating system's remote desktop connection capability. The specifications of faculty computers are included in Supporting Documentation: SLIS Technology Inventory. All faculty computers are on the SLIS network.

**Computing Resources for SLIS Students.** The students have access to all necessary software and hardware SLIS courses require. SLIS has partnered with Microsoft Systems to provide the needed Microsoft software. The software provided for students is available via the School's subscription to the DreamSpark Academic Software Center. The School pays the subscription fee so that an extensive variety of leading software tools is provided at no additional charge. The software tools include productivity tools, operating systems, and development tools. The students can also download at no charge the latest version of the Microsoft Office suite.

SLIS students also have access to the computing resources that are housed on campus. For information technology courses, students have access to the SLIS computing facilities via virtualization technologies, and via Windows Remote Desktop Connection access. For example, SLIS provides virtual servers for each of the students who take the Building Web-based Information Services course (LIS 7430) to complete their course work. For the students who take the Human Computer Interaction class (LIS 7940), they have access to the licensed Morae Manager software through Windows Remote Desktop Connection to a dedicated computer. Students who take the Indexing & Abstracting class (LIS 8230) have access to the full version of Cindex on a virtual server. Enabling remote access to these computing resources is particularly beneficial to online students.

## Audiovisual Resources

SLIS students and faculty regularly use the School's classrooms and conference rooms where audiovisual equipment is available – these are described in the previous section. In addition, SLIS faculty have access to the media recording lab to record their lectures, while SLIS students can use the Digital Media Projects Lab to do their media projects. SLIS also possesses various peripheral camera devices for faculty to use when recording lectures.

## Technology Support at SLIS

SLIS Tech provides onsite support, telephone services, e-mail services, scheduling (via [slistech@wayne.edu](mailto:slistech@wayne.edu)) for appointments, and technology support for the students, staff and faculty of the School. SLIS Tech employs two students currently enrolled in the program with oversight by SLIS Lecturer, Kim Schroeder. SLIS Tech also works in conjunction with the WSU Library System's technology support team that oversees the School's technology management and needs, through liaison Rod Fiori, Associate Director of the Library System.

SLIS Tech is housed on the third floor of Kresge Library, offering daily support coverage totaling approximately 40 hours per week. SLIS Tech also oversees the computer and audio-visual equipment at SLIS-sponsored events across campus, as well as the wide variety of contemporary and obsolescent technology tools in the School's Digital Media Projects Lab. For the latter, SLIS Tech also delivers hands-on training and assistance for students working on projects in the DMPL.

From August 2014 through July 2015, SLIS Tech assisted students, staff and faculty on a total of 1,134 technology support inquiries. Student support accounted for 40% (454) of these inquiries; staff support, 20% (231); faculty support, 29% (331); and other miscellaneous inquiries, 11% (118).

SLIS students have access to other computing help services at Wayne State. Computing and Information Technology (C&IT) provides phone, email and live chat support for university-wide technology systems such as Blackboard, Academica, and WSU webmail from 7:30 am – 8:00 pm Monday-Friday. The Library System Computing Help Desk is also available a minimum of eight hours per day, seven days per week. The most-recent survey of current students shows a 97.5% satisfaction rate with the responsiveness of the technology support services provided.

Based on the alumni survey conducted by the School, this varying exposure to technology seems more than acceptable to alumni whom report an 89.95% cumulative high-level satisfaction in their technology skills in the workplace. The specific breakdown runs from 'Performance meets all job requirements in a capable manner' at 30.73% to 'Performance often exceeds the job requirements' at 37.43% and 'Performance consistently exceeds the job requirements' at 21.79%.

## SLIS Website

Communicating to students is an important function and the SLIS website is a vital tool to reach students, to provide services, and to share resources and information with current and prospective students, faculty, staff, and other stakeholders, regardless of their location. The SLIS website is centrally managed by the WSU Web Communications department, but the content is maintained and updated frequently by the School.

The website has gone through several redesigns in recent years. Below is a list of some of the enhancements to the website:

- 2009 - Launched a new website completely from scratch. Moved into the University's central content management system, consistent university branding and re-written content.
- 2011 - Launched an updated website with a similar overall flow but re-aligned navigation items, a wider frame and additional functionality. School and domain renamed to [slis.wayne.edu](http://slis.wayne.edu).
- 2013 - Completely redesigned visual look and re-architected the website with a responsive design added to focus on the pillars and dynamic pulling of social content and personalization.
- 2014 - Visual refresh to website was launched after feedback from SLIS staff and analytics on the usage of the site.
- 2015 - Another visual refresh to the homepage was made based on SLIS staff feedback.
- Mid 2015 - *Connections* HTML newsletter was created and built in the University content management system.

## SLIS on Social Media

Understanding the vast need to communicate to current and potential students and alumni, SLIS began developing a social media presence beyond listservs in 2010. Currently, the SLIS Facebook page and the LinkedIn Page are the most active and productive platforms, but recently, SLIS has become more active on Twitter.

Below are some of the stats for the most active platforms in various forms:

- Orientation Facebook Groups – for each incoming semester; started in Fall 2013 (for Winter 2014 semester and each subsequent semester)
- [SLIS Facebook page](#) - 1246 likes
- Facebook Group - [Wayne State University Library and Information Science Alumni Association](#) – 371 members
- SLIS [LinkedIn group](#) - 1035 members
- [Twitter](#) - SLIS - WSU @SLISwsu - 253 followers
- Listserv – Main list is "SLISINF" – 1885 subscribers

There is also an [active SLIS blog](#) which hosts stories by students and some faculty offering advice and sharing professional experiences. Some samples of topics include career advice, professional involvement, an alum running for ALA office, intern projects, and student

colloquiums. This platform gives more in-depth information about experiences in a manageable format.

## University Computer Resources and Services

Wayne State University's Computing and Information Technology (C&IT) is the University's central IT organization that provides services and resources which support and enhance teaching, learning, research, and administrative activities. C&IT's primary goal is to provide technology services that enable our students, faculty, and staff to be successful at Wayne State. C&IT strives to provide excellent customer service, respond to the changing needs of the University community, and make it easy and convenient for everyone to use. Public-access computers are available for use by all WSU students in labs all across campus.

This results in workshops for students, staff and faculty focused on knowledge of upgrades and new technologies. There is also an extensive technology support structure available for those affiliated with WSU. C&IT also manages several tools for research computation.

Security and privacy are indeed concerns with the use of IT at Wayne State, to the point that the C&IT Chief Information Security Officer is now a Director with a growing staff. The CISO, Kevin Hayes, works closely with the WSU Privacy Officer as well as higher-education, state, national, federal and international information assurance entities. He has also designed the IT Security Awareness training program available to all units of the University.

**WSU AccessIDs:** Every WSU student, faculty member, staff member, and employee receives a unique AccessID as a single login to comprehensive electronic services and resources at Wayne State University. These include e-mail and electronic directory services; software downloads; online courses; and student services such as registration, grades, tuition payments, financial aid application status, and library use.

**Access to the Internet:** WSU students can access the Internet and resources on the University's network from computers all over campus, from computer labs and other WSU campus locations, and also from home computers using the University's Virtual Private Network (VPN). The University installed wireless networks to support mobile applications in a number of its schools and colleges, including the libraries and SLIS.

**Electronic Communication:** WayneConnect, powered by Microsoft, provides free email, calendar, and collaboration tools to all WSU students and employees by using their WSU AccessID. The entire University community is encouraged to use WSU e-mail as a primary method of communication. Other centrally available electronic communication services at WSU include listserv discussion/ mailing lists, threaded conferencing and emergency communication broadcast messaging systems.

**Online Student Services:** WSU students can build a course schedule, register for classes, retrieve grades, pay tuition, check the status of financial aid applications, and obtain unofficial transcripts through WSU web portal Academica. C&IT works with the University administration to implement advanced computer systems that provide students and employees with the convenience of electronic services and information online making it easier to do business with WSU. C&IT continually strives to improve the availability and performance of its web-based administrative services.

**Educational Technology Support:** Faculty members have many tools available to them to add an online component to a class, or to develop an online course. The Blackboard course management system, which C&IT maintains, provides an easy mechanism for placing course material online, posting assignments, conducting threaded discussions, and giving exams. Interactive television, streaming audio and video, and a host of other tools are also available. Faculty and students receive assistance from the special Blackboard support unit that help troubleshoot any technical issues that might arise.

**Software Clearinghouse:** Wayne State students can obtain Internet software (public-domain or site-licensed) and set-up instructions from the C&IT Software Clearinghouse and Help Desk website. WSU students can also receive information about purchasing computer hardware and software at educational discounts from the online Clearinghouse or by contacting the C&IT Help Desk. It also should be noted that the University Libraries have acquired site licenses so that faculty can use most of this software on their home computers.

WSU students, faculty, and staff can contact C&IT Enterprise Operations Services by phone, email or live chat to check the status of WSU's network, central e-mail system, or any central computer system; and to report a suspected network problem. The C&IT Help Desk provides support by telephone, e-mail (via [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu)), and online information and tutorials to help Wayne State students, faculty, and staff access and use all the University's central computing and networking resources and services, work with general-productivity software, obtain site-licensed or public domain software, get information about purchasing computers at educational discounts, and troubleshoot computer problems. The C&IT Help Desk is available Monday-Friday, 7:30 am to 8 pm.

**Career Services:** In 2009, SLIS implemented Career Services to answer the job search needs of students and alumni. The goal was to build confidence and improved success in the job application process. Resume and cover letter review, mock job interviews and workshops all merge together to educate SLIS graduates for success in job seeking. The Career Advisor reviews approximately 100 resumes a year and provides at least three workshops annually. One comprehensive workshop is also available online at the Career Advising website (See more under IV.1 and IV.4).

## Resources for Staff

**Physical Resources for Staff:** The four administrative staff members have private offices located in the School's main office on the first floor of the Kresge Library. Each room is furnished with a desk, chair, computer, and necessary bookshelves and file cabinets. The student assistants share a large space at the entrance of the main office. The student assistants utilize the School's reception desk and three workstations. The workstations each have their own computer. The staff members are also networked to a printer located in the workroom at the rear of the main office. The workroom is a small space which is used for project assembly. A work table and the School mailboxes are located in the workroom.

**Computing Resources for Staff:** There are nine computers that are assigned to the staff. Each staff computer includes Windows 7 Professional and Microsoft Office suite. Each staff computer is then personalized for an individual's specific requirements, such as accessing the University's class registration database or with School specific databases. All computers are on the School's network. In addition, two computers are assigned to the SLIS Tech staff, to support their duties.

The SLIS has an extensive inventory of electronic equipment available for use by the administration and staff. They are assigned two, nineteen, and nine computers, respectively. The computers are primarily Dell or Gateway 32-bit desktop models; however, staff may choose laptop computers. Staff computers include Windows 7 Professional and Microsoft Office suite. Each computer is customized to meet the needs of the staff member. They may customize their computers with large selection of software, including, but not limited to, CINDEK, Adobe Presenter, and MapPoint.

**Photocopying and Other Reproduction Resources:** The School has one Brother MFC-8910DW Printer, which is a combination of B&W printer & photocopier, on the third floor of Kresge, for faculty to use. This printer is networked to faculty computers. SLIS also has two color printers: HP Color LaserJet 3600 and Toshiba E-Studio 5540C, on the first floor of Kresge, in the working area of SLIS administration and staff offices. These machines are for the use of faculty and staff. Wayne State University maintains an account with FedEx Kinko's which has a facility on campus. The School's students have access to copy machines located throughout the Purdy/Kresge Library and in other libraries on campus. The equipment available allows them to produce digital copies of the materials they need.

## Office for Teaching and Learning

The Office for Teaching & Learning (OTL) is located in a state-of-the-art faculty development center in the Purdy/Kresge Library. Facilities available for faculty use are:

- OTL Library: Books, journals, videos, and other resources for teaching, which are non-circulating.
- Development Lab: Drop-in lab with consultants available to help faculty.
- Instruction Lab: A large lab which can be reserved for instruction or training.
- Two Conference Rooms: Meeting/training rooms which can be reserved.
- Kitchenette: Coffee and tea available.
- Commons: Comfortable seating for relaxing and reading, as well as tables for working.
- Technology Classroom: Located in Purdy/Kresge Library, room 238.

In addition to the provided facilities, the OTL also organizes seminars a few times a semester on issues related to faculty teaching. SLIS faculty frequently attend these seminars. SLIS faculty can also consult with the OTL staff with teaching and learning related issues.

## Library Resources

The University Libraries support the education, research and service missions of the University and its communities through comprehensive, high-quality resources, services and programs. The Libraries are leaders in providing accurate and timely information to Wayne State University students, faculty and staff as well as the metropolitan Detroit area and Michigan. Scholarly materials in the University Libraries total more than three million volumes, over 56,000 journal titles and a broad range of electronic resources, including electronic journals and over one million e-books, all available through the Libraries' website.



The University Libraries offer in-person and online reference and research support, interlibrary loan, circulation and course reserve services, document delivery and library and information literacy programs. The latest information technologies provide state-of-the-art access to instructional and research materials. The libraries provide silent and collaborative study spaces, including a 24-hour facility, as well as classroom support to over 300 general purpose classrooms throughout campus.

All the facilities of the University Libraries are available to SLIS free of charge. The Library System includes the David Adamany Undergraduate Library, the Arthur Neef Law Library, the Purdy/Kresge Library, the Vera P. Shiffman Medical Library and its Learning Resource Center at the Eugene Applebaum College of Pharmacy and Health Sciences, the Walter P. Reuther Library of Labor and Urban Affairs and University Archives and the Library Services Centers at the Oakland Center in Farmington Hills and Macomb Center in Clinton Township. The School of Library and Information Science and the administrative offices of the Detroit Area Library Network (DALNET) are also under the Library System's charge.

The David Adamany Undergraduate Library (UGL) is designed to enhance the learning experience of undergraduate students by helping them master the research skills necessary for academic success. The UGL offers three floors of open, collaborative space for study as well as hundreds of computers for student use. The library features four instructional labs, collaborative study rooms, course reserves and the Warrior Writing, Research and Technology Zone (WRT Zone), a one-stop shop for Wayne State students to receive research, writing and technology assistance. Writing assistance is also provided online.

The UGL provides access to nearly 450 computers and is the home of the Library Computing Help Desk, which serves the needs of students and staff in the libraries and is available 24/7 during fall and winter semesters. The UGL also houses Student Academic Success Services, which includes the Academic Success Center, Student Disability Services and the University Advising Center, the Irvin D. Reid Honors College and the Blackstone LaunchPad.

Located at the north end of the University's main campus, the Arthur Neef Law Library offers researchers a comprehensive legal research center. Its collection of more than 620,000 print and microform equivalent volumes, plus an expansive collection of e-books, databases and other digital resources makes it a leading legal research facility in the state of Michigan.

The Law Library is also a partial depository for U.S. government publications and for the records and briefs filed with the Michigan Supreme Court. Professional assistance with accessing these and all other Law Library resources is available on site and through the Ask-A-Librarian link on the [library's website](#).

The Purdy/Kresge Library is the primary research library for the social sciences, humanities, arts, education and business disciplines at Wayne State University. The Purdy/Kresge Library supports the research and instructional needs of faculty, graduate students and upper-level undergraduates in these disciplines, as well as the information needs of the greater Detroit community. The library provides access to over sixty computers while providing ample study space in a traditional library atmosphere.

The Purdy/Kresge Library houses a book collection of over 1.5 million volumes, an extensive microform collection, and a number of named special collections including the Leonard N. Simons Collection of Rare Michigan History texts, the Arthur L. Johnson Endowment Collection

and the Eloise Ramsey Collection of Literature for Young People. The LC and Dewey Closed Collections are also in this building, as well as the Vault Collection. This library is also the home of the Teaching Commons, a collaborative effort of the University Libraries, the Office for Teaching and Learning and Computing & Information Technology which provides an integrated and interdependent hub for educational practitioners that supports excellence in teaching and learning.

The Shiffman Medical Library supports the research, education and clinical and public health care information needs for the University, major hospitals within the Detroit Medical Center and unaffiliated health care providers and trainees throughout Michigan. In addition to assisting WSU undergraduate students with research, learning and internship information needs in the health sciences, all WSU students are encouraged to use the library's consumer health information services. The library maintains access to all the major health sciences, bio-scientific and consumer health databases; a core collection of journals dating to the mid-19th century; and print and ebooks. Health information learning programs and informatics workshops are open to all members of the University community. A Learning Resources Center focused on the daily information and computing needs of students of the Applebaum College is available Monday through Friday.

The archival collections held in the Walter P. Reuther Library cover a variety of topics, organizations, and individuals. In all, the Reuther Library has more than 95 million documents, 20,000 books, monographs, union publications and proceedings, 2 million photographic images; and 20,000 audio and moving image recordings. Due to issues of format, size, and security, the collection stacks are not open to the public and researchers work with these materials in the Reuther reading room during established hours of business.

The Reuther Library has an international reputation as the largest labor archives in the world and additionally holds significant collections relating to social and urban affairs in the metro Detroit area. It collects and preserves records of the American labor movement, related social, economic, and political reform groups, and twentieth century urban America. The Reuther Library has become the official depository for the inactive files of several labor unions and organizations, including the United Auto Workers, the American Federation of Teachers, the National Association of Letter Carriers, the Newspaper Guild, the United Farm Workers, the Service Employees International Union, the American Federation of State, County and Municipal Employees, the Air Line Pilots Association, the Association of Flight Attendants, the Industrial Workers of the World, the Society of Women Engineers, and many state and local organizations. Records have also been received from urban and civil rights groups as the Citizens Crusade Against Poverty, the Michigan Chapter of the American Civil Liberties Union, the Detroit Branch of the National Association for the Advancement of Colored People, the United Community Services of Detroit, United Way for Southeastern Michigan, and New Detroit, Inc. A unique portion of the holdings is a labor journal and newspaper collection, which has nearly 1,600 current and non-current titles dating from the late 1800s to the present. Many individuals who played leading roles in labor and urban affairs have also placed their papers in the Reuther Library.

The Reuther Library also houses the Wayne State University Archives which provides historical information about WSU and its predecessor institutions that date to 1868. In addition to collecting the University's historical records, the WSU Archives holds the papers of presidents and administrative leaders, the papers of selected faculty members, and the papers of student

and professional organizations that document the development of the University and higher education in Michigan. The WSU Archives also collects all publications created by and pertaining to the University, including the student newspaper from 1917 to present, as well as departmental newsletters. Subjects in the collection range from student activities such as athletics and student organizations, to local subjects such as Central High School, the Detroit Medical Center, and the Detroit Board of Education.

Library Resource Desks are located at the Oakland Center, the Macomb Education Center, the Advanced Technology Education Center and the Schoolcraft Center. Through the Resource Desks, users can access print course reserves, and pick up/drop off MeL Cat requests, interlibrary loan and paged ("Get It!") requests.

### **Library Services for SLIS**

The Wayne State University Library System provides e-access to over 590 library and information science periodicals through subscriptions, package deals and aggregator provided service. Of the 22 journals subscriptions that are still in print, e-access to ten of them can also be found through an aggregator. During FY2014-2015, the University Libraries spent approximately \$9,598,799 on acquisitions, with continuing databases, serials and periodicals comprising \$8,996,141 of the total expenditures.

Databases for Library and Information Science include:

- *Library Literature & Information Science Full Text*
- *Library Literature & Information Science Retrospective*
- *Library and Information Science Abstracts (LISA)*
- *Library, Information Science & Technology Abstracts (LISTA)*
- *Information Science and Library Issues Collection*

Other major Databases/Electronic Resources of Interest to Library and Information Science:

- *ACM Digital Library*
- *Arts & Humanities Citation Index*
- *Biography in Context*
- *Book Review Index*
- *Books 24X7*
- *Books in Print*
- *British Humanities Index*
- *Cambridge Histories Online*
- *Dissertations and Theses Full Text*
- *Education Abstracts*
- *Encyclopedia of Library and Information Science*
- *ERIC*
- *Gale Virtual Reference Library*
- *Health & WellnessResourceCenter*
- *HealthReferenceCenter Academic*
- *Humanities & Social Sciences Index Retrospective, 1907-1983*
- *JSTOR (Arts & Sciences I, II, III, IV, V, VI, VII, VIII, IX, X and XI Collections)*
- *LiteratureResourceCenter*

- *Oxford English Dictionary – OED Online*
- *Oxford Reference Online - Premium*
- *Reader's Guide Retrospective, 1890-1982*
- *ScienceDirect*
- *Scopus*
- *Ulrich's International Periodical Directory*
- *Web of Science*
- *WorldCat*

#### General Databases:

- Academic OneFile
- Expanded Academic ASAP
- General OneFile
- GeneralReferenceCenter Gold
- Lexis-Nexis Academic Universe
- Library Press Display
- OmniFile Full Text Select
- ProQuest Research Library

The FY 2014-2015 Wayne State University Library System Expenditures for Library and Information Science are as follows:

Books:	\$ 5,260.26
Serials:	\$ 91,019.15
Databases & Aggregators:	\$ 19,618.58
<b>TOTAL:</b>	<b>\$115,897.99</b>

In terms of monographs, the Library System makes every effort to purchase and provide access to e-books for School of Library and Information Science students and faculty. There is also a physical print collection that combines a legacy collection with contemporary titles not available electronically but considered important enough to the discipline to warrant inclusion in the collection. Online-only students have the option to access physical materials owned by the Library System using Interlibrary Loan for document delivery. Book material is also available through e-book aggregators and Patron Driven Access initiatives, with current titles continuously added to the catalog for immediate access.

The FY 2014-2015 Wayne State University Library System Book Totals for Library and Information Science (excluding Bibliography) are as follows:

Print Titles:	29,308
E-Titles:	2,573
<b>TOTAL:</b>	<b>31,881</b>

A supplemental collection available to students and faculty with an interest in School/Media Center Librarianship and Public Librarianship is the extensive juvenile collection that is housed in the Purdy/Kresge Library. In addition, the Millicent A. Wills Collection of Urban Ethnic Materials is of importance to those interested in children's literature. There are 64,664 physical juvenile titles available from both the open stacks collection and the Eloise Ramsey Collection of Literature for Young People special collection.

Considered by the University Libraries as an integral extension of the collection, Inter-library Loan and document delivery services are an increasingly important means for students and faculty to access important resources from a vast network of partners, including the RAPID ILL Consortium, the statewide MeLCat borrowing network, DOCLINE, OCLC, and other partnerships. Interlibrary Loan and document delivery routinely fulfills over 300 requests daily, many of which are completed in one hour utilizing the Copyright Clearance Center's "Get it Now" service. Services are provided to both students and faculty free of charge, with most articles being delivered in electronic format. Physical materials can be delivered to any of the University Libraries for convenient pickup.

There are many resources available throughout the Detroit metropolitan area that serve to supplement the collection of the University Library System. One example is the Detroit Area Library Network (DALNET), a multi-type library consortium composed of 20 member libraries which include academic, public, hospital, and special libraries. The Detroit Public Library (DPL), an important DALNET member, has a collection of over seven million book and serial volumes and over four thousand periodical subscriptions. The DPL is located directly across the street from the Purdy/Kresge Library. Both the Detroit Public Library and Wayne State University participate in a state-wide program called MI Library, which means that Wayne State University students, faculty and staff can add a participatory sticker for the back of their OneCard at one of the Library System's access desks and borrow material from the Detroit Public Library. Wayne State University is also a member of the Michigan Research Libraries Triangle (MRLT), where graduate students from Wayne State University, Michigan State University and the University of Michigan have guest privileges at the other two universities. The University of Michigan has a major collection in library and information science.

The Wayne State University Library System offers library services and resources to all Wayne State University students regardless of physical proximity to the collections. The only difference in providing library services and resources to online students is in the mode of delivery for physical materials.

### **Library Website**

The library website provides an entry point to library services and resources for faculty and students, especially for online students. Therefore, much effort has been made in designing a user experience rich website. The library's website went through a major revision in 2014, with a streamlined, mobile device-optimized, easy-to-navigate interface and a new URL: [library.wayne.edu](http://library.wayne.edu). New and enhanced features were added to make searches more robust and results more plentiful. The Libraries launched Summon, a search index that integrates nearly 99% of all licensed articles into a single set of results. This new index has been integrated directly into QuickSearch, a tool that organizes search results into navigable categories so users can easily find what they need. QuickSearch combines the search power of Summon, the library catalog, research guides, DigitalCommons@WayneState, digital collections and the Wayne State University website into a single search interface. The library was visited in 2014 1,291,739

times, a total of 2,626,855 page views, with about a half (1,291,739) as unique page views (Supporting Documentation: Library Annual Report-2014). The library website plays a very important role in providing services to students and faculty.

### **Library Staff**

The University Libraries (WSULS), as part of a research institution, provide staff and service to meet the needs of the University's academic programs. The library system employs 205 full time equivalent (FTE) service staff; 96 FTE professional staff members, 40 FTE support staff members and 69 FTE student assistants (Supporting Document: Library Staff). The student assistants include SLIS Graduate Student Assistant students who work with professional librarians to provide service at reference desks and are integrated into library departments to work on professional projects for both educational and functional benefit to the libraries.

The Wayne State University Library System provides a liaison librarian to the students, faculty and staff of the School of Library and Information Science. The liaison librarian attends SLIS faculty meetings and is available for research consultations with students through email, telephone and face-to-face meetings. The librarian liaison maintains a LibGuide Research Guide for Library and Information Science, working with faculty to provide course-related and access to current resources for the study of the discipline. The librarian liaison also attends SLIS new student orientation to explain library services to new students.

In addition, SLIS has a faculty member who is the liaison with the WSULS. This person compiles lists of materials requested for purchase by faculty members.

## **Accessibility**

### **Physical Accessibility (ADA Compliance)**

Wayne State University continues to strive to make the campus barrier-free and Americans with Disabilities Act (ADA) compliant. In 2007, the University conducted a campus-wide building ADA survey which revealed several areas which need to be addressed. The Purdy/Kresge Library, where SLIS is located, is accessible from all major routes, including public transportation, passenger loading zones, accessible parking, and campus circulation routes. Since the 2007 audit, signage has been improved, the west stairs were renovated to include handrails, and a new alarm system was installed that meets all requirements for visual and auditory alerts.

The interior of Purdy/Kresge, like many buildings on the WSU campus, has automatic door openers and barrier free restrooms located throughout. While the Kresge elevator does not meet ADA standards for size, the elevator in Purdy is ADA compliant; and the elevators in both the Purdy and Kresge buildings allow students to access all the floors. The auditorium in Kresge does not accommodate access to the stage, but it does allow for handicap seating. The 2007 ADA survey also indicated that interior signage does not fully meet the requirements for placement and raised Braille lettering. WSU is responsible for building improvements.

In many cases, appropriate accommodations have been made by scheduling classes in accessible spaces. Wheelchair compliant desks are made available upon request, and adaptive technology is available as part of the campus services provided by centralized Student Disability Services.

Wayne State University has been successful in making sure that individuals with disabilities have a rewarding and obstacle-free learning experience. It is the SLIS goal to make this accommodation as easy as possible for students.

### **Virtual Accessibility (508 Compliance)**

Accessibility is ensured for the virtual resources provided by SLIS and Wayne State University. Both the School and Library System websites were designed in compliance with Section 508 of the Rehabilitation Act of 1973 accessibility requirements.

The Wayne State University Student Disability Services works closely with SLIS faculty to ensure academic access and inclusion for students (i.e. Section 508 compliant). For learning materials (audio/video), especially for online courses, the faculty works with the Student Disability Services (SDS) office to ensure the material is 508 compliant by providing transcripts and captions for audio/visual content. The SDS provides trained staff and advanced technology for captioning and creating transcription to help faculty serve students who need special accommodations. SLIS makes sure every student has equal opportunity to access the learning resources provided by the School.

## **Standard VI.5.**

*VI.5. The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

The SLIS planning and evaluation process for the physical facilities includes a review of the adequacy of access to physical resources and facilities. The SLIS Associate Dean along with the University Libraries Dean regularly review the various facilities requirements during management meetings. In addition, the SLIS Administrative Concerns Committee is partially involved in evaluating the facility needs in making recommendations of changes for Kresge Library.

### **Facilities Review Process**

There is ongoing systematic planning and evaluation of the physical facilities and the IT infrastructure at both the School and University levels. Particularly as the School has transformed over this reporting period into an overwhelmingly online operation, technological advances continue to transform how the School conducts its academic and administrative activities. Current activities center primarily on ensuring that the facilities remain in good working order and that the technology stays current and meets the teaching, learning, research, and administrative needs of the students, faculty, staff, and administration. Faculty, staff, and student involvement is assured through the Administrative Concerns Committee. Technology issues are an agenda item at every faculty meeting.

The University's Computing and Information Technology Division (C&IT) developed the WSU Strategic Technology Action Plan in 2013, with broad stakeholder input and a campus-wide

technology survey. The plan was recently updated to respond to the strategic priorities of the WSU 2016-2021 Strategic Plan.

The SLIS annual student surveys query students about their level of satisfaction with the School's IT infrastructure and the extent to which this infrastructure meets students' expectations. In the 2016 student survey, 93% of responding students expressed satisfaction with the quality of the School's technology and 97% are satisfied with the level of technology support the School provides. Over this reporting period, the extent to which the quality of the school's technology infrastructure meets students' expectations has risen from 88% to 98%.

Evaluation of university-level IT is accomplished through the C&IT Performance Scorecard and the annual IT Services Survey. As a key provider of campus technology services, C&IT needs to know how well these services are meeting the needs of the WSU community. The Performance Scorecard presents measures of C&IT performance level for key systems and services provided to the University community. C&IT is continually gathering data about the systems and services that Wayne State students, faculty, and staff find most valuable and use the most. Beginning in 2007, C&IT has conducted an annual Information Technology Services Survey to obtain feedback from faculty, students, and staff about the effectiveness of these services.

## Summary

In conclusion, the School has access to adequate physical resources and facilities to indicate compliance with Standard VI. The School undertook major renovations of its facilities in 2009-2010 that better positioned SLIS to support its mission and its teaching, research, and service goals. There is recognition that the two classrooms on the second floor of Kresge Library (201 & 202) need remodeling. With the support from the University, this remodeling project is currently being planned, scheduled in 2017. Since the School assumed responsibility in 2008 for its own technology planning and management, the level of technology hardware and software is state-of-the-art: more than adequate to meet the on-campus and online teaching, research, administrative, and service goals of SLIS students, faculty, and staff. Likewise, the School has put in place the needed technology support infrastructure and mechanisms to ensure that its instructional technologies deliver the quality and reliability its stakeholders demand.

## Supporting Documentation

### Library System Documents

- 2015 Annual Report

- Library Collections

- Library Expenditures

- Library Staff and Resources

- Use of Online Resources

### WSU Library Maps



Information on Accessing Physical Books and Other Non-Electronic Materials for SLIS Online  
Students (Mailing Directions for Library Resources)  
SLIS Technology Inventory



SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

## SUMMARY

The Wayne State University (WSU) School of Library and Information Science (SLIS) has continued to progress since its last review by the ALA Committee on Accreditation in fall 2009. At that time, SLIS had just been elevated from program to school status and had not yet completed the implementation of its fully-online MLIS degree program. Since becoming a School, SLIS has assumed from the WSU Graduate School full responsibility for its academic program oversight and its degree-granting authority.

Transitioning to an overwhelmingly-online program has meant that the majority of SLIS students now reside beyond the university's traditional geographic reach in Southeast Michigan. What started in 2008 as a small number of online course offerings, augmented by face-to-face classes at three different locations, has morphed into almost all students (even those near campus) taking all or nearly all of their classes online. As the first, and by far the largest, nationwide, fully-online program at the university meant figuring out all aspects of program delivery. Our ability to ramp up so quickly and successfully transition to online delivery on a campus that remains predominantly face-to-face is a testament to our planning and assessment activities and the dedication of sufficient resources – both human and technological – to get the job done right.

At the time of the last review, we noted several incomplete initiatives that are now accomplished or continuing to evolve. These include:

- allocation of additional space and remodeling of the entire campus facilities devoted to the School in order to meet the teaching and research needs of our geographically-dispersed faculty, staff, and students;
- implementation of an e-portfolio student learning outcomes assessment;
- implementation of comprehensive curriculum planning and learning outcomes assessment across all SLIS degrees and certificates; and
- expanded efforts, which are still ongoing, to recruit a more diverse student body.

As detailed in this Self Study and in the appendices, we provide evidence of continuing compliance with the ALA/COA standards. This evidence includes:

- Ongoing, systematic planning and assessment activities, involving all SLIS stakeholders, to ensure that SLIS remains at the forefront of LIS education and prepares its graduates for the career opportunities that exist today
- An evolving student learning outcomes assessment process which provides data that SLIS students obtain the requisite knowledge, skills, abilities, attitudes, and values

- A curriculum that continues to evolve through effective planning and assessment processes to meet the evolving educational needs to be a successful librarian or information management professional in the years ahead
- A faculty highly credentialed and fully capable of meeting the teaching, research, and services needs and requirements of the School and the university
- A student body that is increasingly diverse, self-motivated and committed to learning
- Sufficient financial resources and administrative policies and procedures to meet the School's mission, goals, and objectives; and
- Virtual as well as physical facilities and resources to meets the School's teaching, research, and service obligations.

In conclusion, the Dean, Associate Dean, faculty, staff, students, alumni, advisory board members and others who participated in this self study of our activities over the 2009-2016 review period believe that the master of library and information science degree program of the Wayne State University School of Library and Information Science conforms to the *Standards for Accreditation of Master's Programs in Library and Information Studies, 2008*. We believe that this master's degree program is a strong one: fully supported by the University; SLIS faculty, staff, students and alumni; employers, and the professional library and information communities across the state and nationwide. While SLIS is not immune to the challenges faced by a significant portion of master's degree programs today, we are satisfied with our solid foundation and confident that the future of the WSU School of Library and Information Science continues to be a bright one.

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