



WAYNE STATE
School of
Information Sciences

KRESGE LIBRARY

Self Study

2017-2024

American Library Association
Committee on Accreditation

Table of Contents

Introduction and Program Information	iv
History and Overview of the School.....	v
Organization and Preparation of the Self Study.....	v
Glossary	viii
List of Tables and Figures	x
Index of Appendices.....	xii
STANDARD I: SYSTEMATIC PLANNING	15
Standard I.1	15
Standard I.1.1	15
Standard I.1.2	18
Standard I.1.3	19
Standard I.1.4	24
Standard I.2	25
Standard I.2.1:	25
Standard I.2.2:	26
Standard I.2.3:	26
Standard I.2.4:	26
Standard I.2.5:	27
Standard I.2.6:	27
Standard I.2.7:	28
Standard I.2.8:	29
Standard I.3	29
Standard I.4	32
Standard I.4.1	33
Standard I.5	34
Standard I.6	35
Sources of Evidence.....	36
STANDARD II: CURRICULUM	38
Standard II.1	38

Standard II.2.....	44
Standard II.2.1.....	47
Standard II.2.2.....	49
Standard II.2.3.....	50
Standard II.2.4.....	52
Standard II.2.5.....	52
Standard II.2.6.....	53
Standard II.3.....	54
Standard II.4.....	59
Standard II.5.....	63
Standard II.6.....	70
Standard II.7.....	70
Sources of Evidence.....	74
STANDARD III: FACULTY	75
Standard III. 1.	76
Standard III. 2.	85
Standard III.3.	95
Standard III.4	98
Standard III.5.	102
Standard III.6.	105
Standard III.7.	106
Standard III.8.	110
Standard III.9.	112
Standard III.10.	113
Sources of Evidence.....	115
STANDARD IV: STUDENTS	116
Standard IV.1.	117
Standard IV.2.	124
Standard IV.3.	126
Standard IV.4.....	132
Standard IV.5	140
Standard IV.5.1	140

Standard IV.5.2.....	140
Standard IV.5.3	142
Standard IV.5.4	143
Standard IV.5.5	144
Standard IV.5.6	145
Standard IV.6.	145
Standard IV.7	145
Standard IV.8	146
Sources of Evidence.....	146
Standard V: ADMINISTRATION, FINANCES, AND RESOURCES	149
Standard V.1	149
Standard V.2	152
Standard V.3	153
Standard V.4	155
Standard V.5	156
Standard V.6	157
Standard V.7	159
Standard V.8	160
Standard V.9	161
Standard V.10	163
Standard V.11	164
Standard V.12	169
Standard V.13	172
Standard V.14.	173
Standard V.15.	174
Sources of Evidence.....	174
SUMMARY: SYNTHESIS AND OVERVIEW	175

Introduction and Program Information

a. Unit

The School of Information Sciences (SIS) 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 establish a practical foundation for all students, while providing individuals the opportunity to customize their coursework with career pathways that suit their personal interests and professional goals. By emphasizing the core principles and practical experiences of information access, organization, services and support, we educate 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. The MLIS degree is presented entirely online.

c. School Administration

Paul Bracke, PhD

Dean of Wayne State University Library System and School of Information Sciences

d. University Administration

Kimberly Andrews Espy, President

Laurie Lauzon Clabo, Provost

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

e. Institutional Accreditation

Wayne State University is accredited by the Higher Learning Commission through 2027.

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, 2015 (revised 1/28/19)*.

History and Overview of the School

The Wayne State University School of Information Sciences (SIS) traces its origin 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. The name was changed to the School of Information Sciences in 2017.

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

In addition to the MLIS, the School offers an additional master's degree plus several graduate certificate programs. The Graduate Certificate in Archival Administration was established in 1961; the Specialist Certificate in Library and Information Science (SCLIS) was created in 1978. This specialist certificate was replaced in 2017 with a Graduate Certificate in LIS (GCLIS). Whereas the SCLIS was restricted to post-master's students, the 15-credit GCLIS is open to pre-master's, current master's, and post-master's students. Both the joint MLIS/MA in History degree and the Graduate Certificate in Information Management (GCIM) 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. The Master of Science in Information Science (MSIS) was first offered in 2018 as was the joint MLIS/MA in Public History.

Organization and Preparation of the Self Study

This Self Study is organized by standard. Each standard chapter includes a listing of supporting documentation related to the standard. Chapter standard appendices and other supporting documents are provided electronically via an internal SharePoint site to members of the External Review Panel (ERP). This internal site includes links to many SIS committees, working groups,

and document repositories. The appendices' documents are also provided as a separate compressed (zip) file accompaniment to this document.

The Master of Library and Information Science (MLIS) program was subject to a comprehensive evaluation in 2016 and received its latest accreditation in January 2017. The current Self-Study covers the period January 2017 through Summer 2024, with Fall 2024 enrollment data included.

Five committees were established to work on the five chapters of the Self Study. In addition to full-time SIS faculty and staff members, each committee included part-time faculty members, students, alumni, advisory board members and employers.

The chapter standard committees undertook the following activities:

1. 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*.
2. Conduct a program review that included the following activities:
 - a. Evaluate how the standard is being achieved.
 - b. Evaluate how the subject of the standard relates to the mission, goals and objectives, and the student learning outcomes.
 - c. Describe the School's outcomes assessment processes and how they provide an evaluation of the School's success in meeting the standards.
 - d. Indicate how the School's outcomes assessment is incorporated into the planning process.
 - e. Prepare an appropriate section for the *2024 Self Study*.

Self Study Preparation Committees

The membership of the five standard committees is as follows:

Standard I: Systematic Planning

Co-Chairs: Dian Walster and Kafi Kumasi

Staff Representative: Will consult with all three as needed for specific information.

Student Representative: Travis McAfee

Advisory Board Representative: Kathy Lester

Alumni Representative: Nick DeNardis (also on the Advisory Board)

Adjunct Representative: Gwenn Marchesano

Employer Representative: Jessica Keyser (Director Grosse Pointe Public Library)

Standard II: Curriculum

Chair: Deborah Charbonneau

Faculty Representative: Christine D'Arpa

Academic Staff Representatives: Mike Dutkewych and Amber Harrison (also SIS alumni)

Student Representative: Sandra Belz

Advisory Board Representative: Paul Gallagher

Alumni Representative: Jennifer Gustafson (also SIS Practicum Coordinator and Adjunct Instructor)

Adjunct Representative: Sean (Christopher) Cordes
Employer Representative: Laura Mancini (Director, Northville Public Library)

Standard III: Faculty

Chair: Hermina Anghelescu
Staff Representative: Amber Harrison
Student Representative: Casey Haapaniemi Gauss
Advisory Board Representative: Lance Werner, Executive Director, Kent District Library, Michigan
Alumni Representative: Patti Eastman-Talik
Adjunct Representatives: Holly Hibner and Liladhar Pendse
Employer Representative: Matt Church, Library Director at City of Berkley, Michigan, and SIS alumnus

Standard IV: Students

Chair: Bin Li
Faculty: Joan Beaudoin, Nic DePaula
Staff Representative: Matthew Fredericks
Student Representative: Tori Robinson [our GSA]
Advisory Board Representative: Paula Rose Montgomery [also alumni of the School]
Alumni Representatives: Katrina Rouan, Ian Hughes
Adjunct Representative: Holly Hibner
Employer Representative: Kevin King (also advisory board member)

Standard V: Administration, Finances, and Resources

Co-Chairs: Kim Schroeder and Xiangmin Zhang
Staff Representative: Rachel Beatty
Student Representative: Stephanie Poci-Morrison and Josh Spaman
Advisory Board Representative: Greg McElhatton
Alumni Representative: Rachael Clark
Adjunct Representative: Elliot Pollack
Employer Representative: Cathy Russ

Glossary

Terminology and Abbreviations contained in the Self Study

- AAUP-AFT: Wayne State’s faculty and academic staff union
- ACC: Administrative Concerns Committee, one of the school’s two major committees
- ALA: American Library Association
- ALISE: Association for Library & Information Science Education
- ASO: academic service officer
- BAC: Budget Advisory Committee, a School committee that meets with the Dean and BAO about school-related financial matters
- BAO, Business Affairs Officer, Dean’s Office staff person who oversees all financially-related matters for the school (and the library system)
- BOG: Board of Governors
- Canvas, the WSU learning management system (LMS)
- C&IT: Division of Computing & Information Technology
- CAC: Curriculum & Assessment Committee, one of the School’s two main committees
- PLO: program learning outcome
- COA: Committee on Accreditation
- Core Course: required course for the MLIS degree
- DMPL: Digital Media Projects Lab
- ESLCP: Experimental School Library Certificate Program
- ESS: employment security service (tenure-like status for WSU librarians and academic staff)
- GCLIS: Graduate Certificate in Library & Information Science
- Graduation Assessment: outcomes assessment activity required of all MLIS graduates
- IDEA /DEI: inclusion, diversity, equity, and accessibility
- IMLS: Institute of Museum & Library Services
- INF: course identifier for all school courses
- IRB: institutional review board
- LMS: learning management system
- LO: learning outcome
- MA: Master of Arts
- MAP: mid-semester assessment program, an optional peer review of a faculty member’s course
- MASL: Michigan Association of School Librarians (formerly known as MAME, Michigan Association for Media in Education)
- MLIS: Master of Library & Information Science
- MSIS: Master of Science in Information Science
- OTL: Office for Teaching & Learning
- POW: plan of work, student-specific listing of courses to complete the degree/certificate
- PROJECT RUSL: grant project, “Restoring Urban School Libraries”
- PTF: part-time faculty (aka adjunct)

- R1: Research 1, highest Carnegie designation for research universities
- SAR: student academic review, SIS's "early warning system" for students in academic difficulty
- SDS: Student Disability Services Office
- SET: student evaluation of teaching (aka course evaluation)
- SIS: School of Information Science
- SLM: School library media (aka school library)
- WSU: Wayne State University
- WSULS: Wayne State University Library System (aka "University Libraries")
- YALSA: Young Adult Library Services Association

List of Tables and Figures

Tables

- I.1 MLIS Curriculum Map Conceptualization
- II.1 MLIS Required Core Courses
- II.2 SIS Degree, Certificate and Endorsement Programs
- II.3 School Library Media Practicum Placements
- II.4 New Courses Developed Since the Last Accreditation Review
- II.5 Changes as a Result of Curriculum Review
- III.1 Full Time Faculty 2024
- III.2 Adjunct Faculty 2024
- III.3 Course Sections 2024
- III.4 Core and Elective Courses Each Term
- III.5 Sabbatical Leaves
- III.6 Average SET Scores
- III.7 Full Time Faculty Institutions
- III.8 Faculty Grants and Awards (Funded and Unfunded)
- III.9 Faculty Advising Load
- IV.1 Scholarship Awards
- IV.2 Overall SIS Student Financial Support
- IV.3 Admissions Data
- IV.4 MLIS Graduates' Race/Ethnicity
- IV.5 Certificate Graduates' Race/Ethnicity
- IV.6 Number of Graduate Certificates Awarded
- IV.7 Tuition Rates
- IV.8 Student Academic Review (SAR) Statistics
- IV.9 Student Performance on the Graduation Assessment
- IV.10 Employers and Alumni Survey Responses
- IV.11 Student Survey Responses
- IV.12 Alternate Spring Break Placement Sites
- V.1 Differential Tuition Allocations
- V.2 SIS Staff Responsibilities

- V.3 Student Service Fund Allocations
- V.4 Scholarship Fund Balances
- V.5 Faculty Salary Comparisons
- V.6 DMPL Software
- V.7 Library Expenditures for SIS

Figures

- I.1 Curriculum Map Conceptualization
- III.1 SIS Faculty/Staff Demographics
- III.2 WSU and SIS Average SET Scores (Fall 2019)
- III.3 WSU and SIS Average SET Scores (Fall 2023)
- IV.1 MLIS Graduates' Race/Ethnicity
- IV.2 Certificate Graduates' Race/Ethnicity
- IV.3 SIS Total Enrollment
- IV.4 Enrollment by Age Group (Winter 2024)
- IV.5 Enrollment by Race/Ethnicity (Winter 2024)
- IV.6 Information Warrior Journal Downloads

Index of Appendices

Appendix A: Standard I, Strategic Planning

Annual Evaluation Calendar.pdf
DEI workshop followup.pdf
MLIS Curriculum Review Meeting Dates.pdf
Operationalization SP.pdf (SIS Strategic Plan Operationalization Spreadsheet Printout)
Strategic Planning Retreat Agenda 032124.pdf

Appendix B: Standard II, Curriculum

MLIS Curriculum Retreats and Meetings.pdf
Sampling of Feedback Provided by SIS Practicum Supervisors.pdf
Sampling of Recent Student Feedback.pdf
SIS Syllabus Template.pdf

Appendix C: Standard III, Faculty

adjunct seniority list_current_2024.pdf
AssocDean_position_description_022224.pdf
Faculty Mentoring Plan sample.pdf
Faculty Professional Service.pdf
Faculty Research 2017-24.pdf
Figure III-1 SIS Faculty-Staff Demographics.pdf
P&T Factors Effective Feb2012.pdf
Policy on Course Leaders and Part Time Faculty 041124.pdf
PT faculty retreat.pdf
Sample SIS PTF Communications.pdf
SIS Committee Assignments (folder)
SIS Committees for 2023-24.pdf
SIS Travel Policy 2014.pdf
Table III-2 Adjunct Faculty 2024.pdf
Table III-3 Course Sections 2024.pdf
Table III-4 Core and Elective Courses Each Term.pdf
Table III-8 SIS Grants Funded and Not Funded 2017-2024.pdf
University Service Assignments (folder)
WSU Part Time Faculty Onboarding Guide.pdf

Appendix D: Standard IV, Students

Collaborative Work Faculty and Students.pdf
Figure IV-1 MLIS Graduates Race Ethnic Categories.pdf
Figure IV-2 Certificate Graduates Race Ethnic Categories.pdf
Figure IV-3 SIS Student Enrollment by Age Group - Winter 2024.pdf
Figure IV-4 enrollment age groups.pdf
Figure IV-5 Enrollment race-ethnicity.pdf
Figure IV-6 Information Warrior Downloads.pdf
Library GSA Projects.pdf

SAR Schedule.pdf
Table IV-4 SIS Graduation Race-Ethnicity.pdf
Table IV-5 Certificate Grad Race-Ethnicity.pdf
Table IV-6 Number Grad Certificates Awarded.pdf
Table IV-8 SAR.pdf
Table IV-9 Performance on Grad Assessment.pdf
Table IV-10 employers alumni survey responses.pdf
Table IV-11 Student Survey Responses.pdf
Table IV-12 Alt Spring Break Sites.pdf

Appendix E: Standard V, Administration, Finances, and Resources

Alumni and Donors Facts.pdf
Semester Registration Reports Fall22-Winter24.pdf
SIS Website Updates.pdf
SISTech Support.pdf
Table V-2 SIS Staff.pdf
Table V-4 Scholarship Funds.pdf
Table V-6 DMPL Software.pdf

Appendix F: Surveys

alumni_current_employment_0323.pdf
student_survey_winter24.pdf
survey_Alumni_Survey_2023.pdf
survey_Employer_Survey_2023.pdf
survey_Student_Survey_march2023.pdf



STANDARD I

Systematic Planning

STANDARD I: SYSTEMATIC PLANNING

Standard I.1

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

Standard I.1.1

Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes.

In accordance with the guidelines set forth by the Committee on Accreditation, the Wayne State University (WSU) School of Information Sciences (SIS) adheres to Standard I.1 through the implementation of an ongoing, broad-based, systematic planning process to achieve its mission, goals, and program objectives. This strategic planning process is characterized by its: 1) faculty-driven oversight, 2) data-informed decision making, and 3) alignment with constituent needs.

The overall strategic planning process is accomplished through various activities, committees, policies and procedures including:

- Monthly [Faculty Meetings](#)
- Bi-semester Curriculum Planning Retreats
- Annual Strategic Planning Retreats
- Annual reviews by the Curriculum and Assessment Committee (formerly Academic Concerns Committee)
- Quarterly MLIS Review Meetings
- Input from the SIS Advisory Board, alumni, and employers through various means such as the Career Fair, surveys, meetings, conversations, etc.
- Surveys sent regularly to multiple constituencies
- Reviews by all SIS committees and the full faculty

Faculty Driven Oversight- Educational

SIS adheres to a strong model of faculty governance, as codified in the school's bylaws and in the university's full and part-time faculty contracts. Faculty efforts have ensured that teaching and learning has not been adversely affected through several administrative leadership changes since the last accreditation review in 2016. The ongoing planning work has occurred in addition to both the regular faculty meetings and the two main contractual faculty governance committees ([Administrative Concerns](#) and [Curriculum and Assessment](#)). There have been additional [MLIS Curriculum Retreats and Meetings](#) that have taken place over the review period which are discussed at greater length in the Curriculum section of this Self Study.

- **Curriculum Retreats:** Primarily organized by Dr. Deborah Charbonneau while serving as chair of the CAC¹, the curriculum retreats evolved from a need to devote more time for voting on and revising key documents and policies related to the MLIS curriculum. A snapshot of the topics covered in recent Curriculum Retreats include:
 - Update Course Leaders, Aggregate Summaries from Student e-Portfolio Survey, Discussion of Academic Programs: MLIS, MSIS, and Certificates
 - Analysis of Course Offerings, Clean Up Course Catalog (see meeting minutes)
 - Review of School’s Vision and Mission Statements (see meeting minutes)
 - Top Aspirations and Concerns for SIS: Ad Hoc” Faculty Meeting. Conducted SIS Poll about the “Preferred Future for the School.” Reported the “Top Aspirations and Concerns for SIS” to Dean Cawthorne and Associate Dean Tom Walker. (see meeting minutes)
- **MLIS Curriculum Review:** Primarily organized by Dr. Deborah Charbonneau while serving as chair of the CAC, the MLIS curriculum review provided a high-level framework and timeline for updating the MLIS degree based on various decision-making meetings and stakeholder feedback. The full faculty has met [almost every month](#) during the past two academic years to discuss, deliberate, and effect changes to the MLIS.

The primary activity of the MLIS curriculum review for the 2022-23 AY was updating the MLIS learning outcomes (LOs) to conform to currently established best practices by reducing from ten LOs to four LOs.

Related activities that took place in this process include:

- Significantly enhanced the MLIS Curriculum Map by adding MLIS core course LOs and sample course assignments to overarching framework to show the relationship among overall MLIS Program LOs, MLIS course LOs, and MLIS core course assignments). (See [Figure I.1 and Table I.1](#))
- Distinguished between MLIS program goals and MLIS core course LOs (also show how they connect). Program goals – course learning outcomes – and course assignments.
- Updated Graduation Assessment to reflect the new MLIS LOs.
- Published new “MLIS Career Pathways” webpages.
- Participated in University assessment activities.

Faculty Retreats: These faculty retreats, primarily organized by former Associate Dean, Dr. Tom Walker, were topic-focused and mostly covered the administrative aspects of the school’s overall direction but were still faculty driven in terms of decision making. Below are the topic areas covered in the faculty retreats for the 2022-23 AY:

- Retreat 1: Strategic Planning (see meeting minutes)
- Retreat 2: MLIS Refresh and Review (see meeting minutes)

¹ The title of the Curriculum & Assessment Committee (CAC) was adopted during this reporting period. The former title of this committee was the Academic Concerns Committee. The change was made to note the increased emphasis on assessment-related oversight activities.

- Retreat 3: Accreditation (see meeting minutes)
- Retreat 4: Assessment (see meeting minutes)

External Consultants: Since the last accreditation review, the school has engaged two separate consultants to assist the school's leadership with strategic planning development and implementation. In August 2018, at the time when the longtime school leader stepped down, Dr. Carla Stoffle was engaged to consult with faculty and the campus to produce a report of the School's needs and to draft an updated Associate Dean job description. The sole physical copy of Dr. Stoffle's report is available upon request as there is no electronic version. Due to a lack of leadership engagement and oversight, Ms. Stoffle's efforts failed to achieve any intended benefit.

Shortly after the arrival of a new WSU Provost, Mark Kornbluh, near the beginning of the 2021-22 academic year, the university produced a five-year strategic plan. Academic and other units throughout the university were tasked the next year to establish strategic plans of their own by the end of the 2022-23 academic year. The Goals and Initiatives here reflect the major themes of the [WSU Strategic Plan 2022-27](#) and the most recent SIS Goals and Objectives.

In 2023, Dr. Heidi Julian was engaged to help guide the school through a strategic planning process. Dr. Julien was tasked with identifying planning priorities and was informed by a variety of resources. She started with a stakeholder survey in February 2023 exploring the views of the school's Advisory Board, alumni, faculty, staff, and students and interviews with all faculty and staff. Survey and interview results were collated and points where consensus was clear were shared at a focused full day retreat in March 2023 attended by faculty and staff. School faculty and staff met over a period of several weeks to consider results of interviews with faculty and staff. A draft plan was supplied by Dr. Julien and its priorities are reflected throughout the goals and initiatives. A final version of the front-facing goals and initiatives was approved by the faculty on May 3, 2023.

The goals and initiatives are assigned desired dates of completion and operationalized through periodic reviews (at least once per term) by appropriate faculty committees that will recognize completion of the initiatives, indicate that more work is needed, or that the initiative is ongoing.

Vision and Mission Statements

The current [Vision and Mission statements](#) resulted from strategic planning meeting sessions in January 2021 with continued discussions in Spring 2023 and are the result of focus group exercises to identify themes and potential wording. The texts were finalized in Spring 2023. The Values statement harmonizes with the parallel statement of the [WSU Strategic Plan 2022-27](#), with some minor adaptations to connect them to SIS and the information professions. These three components were approved by SIS faculty on May 3, 2023.

Vision

We will be an excellent institution of library and information sciences that prioritizes equity and inclusion. We will create leaders and empower diverse communities to harness information to inspire and activate positive change.

Mission

We create and advance knowledge through our research and teaching in library and information science and cultivate a diverse and professionally equipped student body to positively affect our communities, including the disciplines and professions we represent.

Values

1. Collaboration: Representing a wide array of information professions and multiple internal and external communities, we benefit from interactions with community, academic and professional stakeholders.
2. Integrity: We strive to operate ethically and to be accountable to ourselves and our stakeholders.
3. Innovation: We advance our disciplines and related professions through creative and continuous transformation in our research and teaching.
4. Excellence: We strive for the highest-quality outcomes in everything we do.
5. Diversity, Equity, Inclusion and Accessibility: We value equity and understand that the tenets of DEIA are at the core of the disciplines and professions we represent.
6. Leadership: We value our leadership role in the disciplines and professions we represent as well as in the university's research and instructional environments.

Operationalization

An [internal, working version of the SIS Strategic Plan](#) is available and reviewed at faculty meetings twice per academic year. In this version, the initiatives have been operationalized, which means that they are assigned the following:

- Timelines for accomplishment,
- Committees or project working groups to accomplish the initiatives,
- Specific persons (or work roles) to accomplish the initiatives,
- Sub-initiatives, if useful, to realize the spirit of the initiatives, and
- A mechanism for review, involving those involved in accomplishing the initiatives themselves and the Administrative Concerns Committee (ACC).

Standard I.1.2

Assessment of attainment of program goals, program objectives, and student learning outcomes;

Our assessment methodologies are comprehensive and multifaceted, incorporating both formative and summative approaches to evaluate student progress and program effectiveness. These methodologies, fully detailed in Standard II (Curriculum), include:

- **Direct Assessment:** This has involved the evaluation of student performance based on observable evidence such as assignments, exams, presentations, and projects. Rubrics are often used to standardize assessment criteria and ensure consistency in grading. Recent activities that reflect the planning in this area include:
 - SIS Faculty and part-time faculty updated the MLIS degree curriculum map to reflect the updated MLIS program learning outcomes. This curriculum map shows

- graphically how the program LOs are covered in each course (through the course LOs) and, in turn, how the assessment of student learning for each course LO is achieved.
- IDEA (Inclusion, Diversity, Equity, and Accessibility) Syllabus Statement(s) – the CAC has encouraged all faculty to incorporate IDEA statements into their course learning outcomes.
 - **Indirect Assessment:** This has involved gathering feedback from students, alumni, employers, and other stakeholders to gauge perceptions of the program's effectiveness in achieving its goals and objectives through surveys, interviews, focus groups, and alumni tracking.
 - Sought Feedback from SIS Advisory Board on MLIS Learning Outcomes ([LOs](#))' and MLIS Career Pathways. See [Summary of Responses](#) . Reviewed feedback and finalized MLIS LO's in February 2024. Made modifications to LOs based on feedback.
 - Sought Feedback from MLIS students on the Graduation Assessment Process Learning Outcomes ([LOs](#))' and MLIS Career Pathways. See [Summary of Responses](#). Reviewed feedback and finalized MLIS LOs in February 2024. Made modifications to LOs based on feedback.
 - Reviewed student feedback from Winter 2024 graduation assessment and made curriculum related recommendations.
 - **Program Evaluation:** As mentioned previously, the regularly scheduled curriculum retreats, faculty retreats and MLIS review meetings are the primary activities where we conducted periodic reviews of the overall program structure, curriculum design, instructional methods, and learning resources. This helped identify areas for improvement and refinement to better align with evolving needs and trends in the field. Results of these activities include:
 - Finalized and approved a reduced number of MLIS Program LOs (from ten to four) in accordance with assessment best practices
 - Correlated our LOs to COA's Core Competencies
 - Graduation Assessment
 - Advisory Board Feedback
 - Student Surveys

Standard I.1.3

Improvements to the program are based on an analysis of assessment data.

Continuous Assessment of Student Learning: SIS provides two levels of student learning outcomes that are publicized on the website for students and other stakeholders: program learning outcomes for each SIS degree and certificate, and course-specific student learning outcomes. The school also requires a Graduation Assessment process (known as the e-portfolio prior to fall 2021) for all degree and certificate graduates.

The MLIS graduation assessment includes all the following items:

- A Reflective Essay
- Artifacts or assignments supporting student learning outcome proficiency as discussed in the Reflective Essay
- A professional resume
- Completed survey in Canvas Graduation Assessment site

Since 2021, the school has gathered student data related to the MLIS Graduation Assessment. Specifically, students are surveyed each semester on the following question:

Based on your educational experience and course selection at the school, which learning outcome is least covered? Please use 200-400 words to explain your response.

The [results of these surveys](#) are reviewed for useful feedback related to program changes. LO survey results are reviewed and discussed by faculty on an annual basis and incorporated into curriculum revision initiatives such as the recent revisions to the MLIS student learning outcomes in accordance with best assessment practices.

SIS Advisory Board Feedback on SIS Learning Outcomes: In addition to student survey data, the School sought feedback on the recently modified student learning outcomes from its Advisory Board. Following this review, the School adopted updated [MLIS Learning Outcomes \(LOs\)](#)

Redefining MLIS Degree Learning Outcomes

The MLIS program has undergone a comprehensive review and enhancement process aimed at refining its educational offerings based on thorough analysis of assessment data. The initiative incorporated feedback from the Advisory Board, insights gleaned from student graduation assessments, surveys of students and employers, as well as input from faculty governance.

To align the MLIS program with evolving industry demands and stakeholder expectations, a holistic reevaluation was undertaken. The new overarching framework of MLIS Program learning outcomes (PLOs) – a comprehensive MLIS Curriculum Map – was developed through collaborative efforts involving the Advisory Board, student graduation assessment data, and faculty governance.

[Figure I.1](#) illustrates the SIS MLIS Curriculum Map and shows the interconnection between the MLIS Degree Program Learning Outcomes (left box), MLIS Core Course Learning Outcomes (center box), and MLIS Course Assignments (right box), creating a cohesive structure for program assessment and improvement. Further details about the MLIS Curriculum Map are contained in the Curriculum chapter.

Figure I.1 Curriculum Map

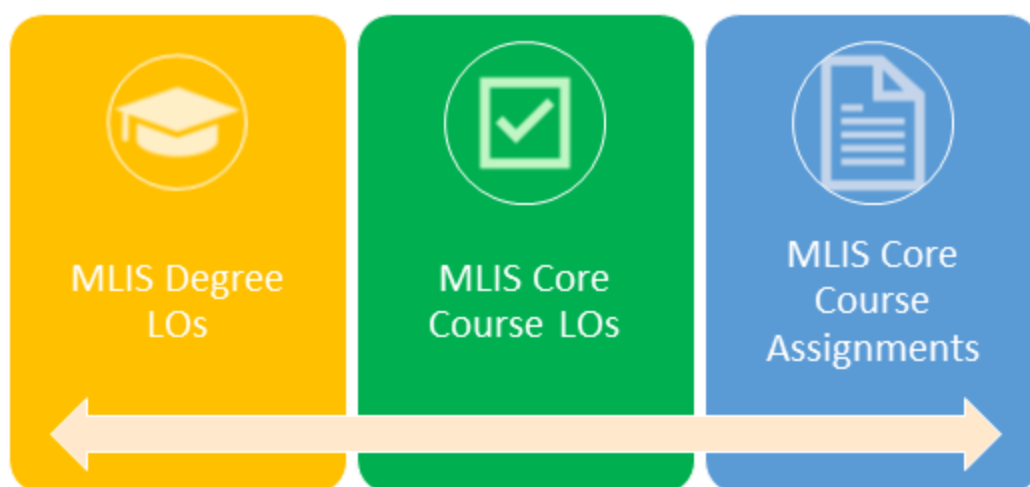


Table I.1 displays an example of the curriculum mapping process: connecting each of the MLIS Program LOs to their corresponding course LO and then indicating how student learning of the course LOs is assessed. The complete MLIS Curriculum Map, further articulated in Standard II, includes all courses.

Table I.1 MLIS Curriculum Map Example

Updated MLIS Degree Goals (Program Goals)	MLIS Degree Learning Outcomes (LOs) and Relation to MLIS Core Course LOs Graduates will be able to:	MLIS Core Course Assignments (examples)
<i>Notes: Overarching framework, MLIS Degree LOs.</i>	<i>Connect MLIS course LOs to the updated MLIS degree LOs in the framework.</i>	<i>Students could use course assignments as “artifacts” for the graduation assessment.</i>
Goal 1: Develop an understanding of the theoretical, conceptual, and historical aspects of the library profession and information lifecycle and their relevance to our diverse society.	<ul style="list-style-type: none"> • INF 6210, LO4: Identify major concepts concerning the functions of reference services: goals, direct and indirect services, instruction, and information-seeking assistance. 	<ul style="list-style-type: none"> • Final paper based on the observation of the activities and librarian-patron interactions at a reference desk in various types of libraries.

As stated previously, the primary activity of the MLIS curriculum review for the 2022-23 AY was updating the MLIS learning outcomes (LOs) to conform to currently established best

practices by reducing from ten LOs to four LOs. Table I.2 compares the previous and the current MLIS program learning outcomes.

Table I.2 Previous and Current MLIS Program Learning Outcomes

Previous MLIS Program Learning Outcomes	Current MLIS Program Learning Outcomes
<ol style="list-style-type: none"> 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, 	<ol style="list-style-type: none"> 1. Develop an understanding of the theoretical, conceptual, and historical aspects of the library profession and information lifecycle and their relevance to our diverse society. 2. Assess community needs and formulate a response to users grounded in the service-based and user-focused nature of the library and information professions. 3. Demonstrate professional competency, including critical thinking, research, communication, cultural competence, technology development, digital literacy, leadership, lifelong learning, and adherence to professional ethics. 4. Apply values, attitudes, and behaviors that are essential for library and information professionals to issues of social justice in scholarship and practice. <p>Approved May 2023 and finalized 2/14/2024</p>

<p>best practices, and assessment strategies to the range of information functions.</p> <p>10. Practice professional engagement through leadership, service work, lifelong learning and community involvement.</p>	
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Establishing New Student Learning Outcomes Based on External Feedback

Guided external feedback from industry professionals and stakeholders has played a pivotal role in shaping new student learning outcomes. This collaborative approach ensures that the program remains responsive to the evolving needs of the information and library science field.

Some of the feedback the school received concerning the new learning outcomes included:

- Quite comprehensive!
- I like the smaller and more defined outcomes, and these are more contemporary to my mind than the previous.
- I'm particularly pleased with the focus in #2, as the processes of external listening are now integral for most institutions. I also like the contemporary approach with #4, obviously dovetails with the industry trend to act in a role of community advocate as well as service provider.
- The degree still has the word "library" in it, which I agree with wholeheartedly, but I don't see the word itself emphasized in the overarching framework, except in #4, which only addresses values and behaviors.
- Thinking about the lifecycle of information feels like an archaic direction in the digital world.

Addressing Weaknesses Identified by Graduation Assessment Data

A targeted approach to addressing program weaknesses emerged from an in-depth analysis of the responses that students provide as a component of the graduation assessment that is required of all MLIS graduates. Specific course-level learning outcomes have been added to fortify areas identified as challenges by the student body. These outcomes contribute to a more robust and tailored learning experience. Further details about the graduation assessment and the data produced are contained in the curriculum and student chapters.

Updated Course Titles Based on Annual Curriculum Review

Incorporating insights from the annual curriculum review, course titles have been updated to better reflect the evolving content and focus of each course. This ensures that the program remains current and resonates with both students and prospective employers. Some examples include:

Old Course Title	New Course Title
INF 7370 Multicultural Services and Resources	INF 7370: Culture Matters: Decolonizing Information
INF 6530 Literatures for Children and Young Adults	INF6530: Beyond Books: Youth Literature in Action
INF 7710 Archival Administration	INF 7710 Archival Theory and Practice

Publication of New Career Pathways

To provide clarity and guidance for students regarding potential career trajectories, new [Career Pathways](#) have been published on the program's website. These pathways outline the potential skills and knowledge gained through the MLIS program, empowering students to make informed decisions about their professional journeys.

These initiatives collectively represent a strategic and data-driven approach to program improvement, reinforcing the MLIS program's commitment to excellence and responsiveness to the dynamic landscape of library and information science.

Standard I.1.4

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

The school employs diverse assessment methodologies, both formal and informal, to assess its operations and activities, ensuring continuous monitoring of changes in the profession. Annual formal surveys are conducted with current students and every three years with alumni and employers to gather insights in preparation for reaccreditation. (See [recent student, alumni, and employer surveys](#).)

Regular participation and presentations by the Dean, Associate Dean, faculty, and staff at the Board of Governors meetings and professional conferences contribute to staying abreast of industry developments. Alumni receptions at key conferences and the "[Annual Recognition Ceremony](#)" further foster engagement within the community. Additionally, the Dean's involvement in organizations like OCLC and ARL enhances the school's network.

Findings from these assessments inform ongoing curriculum refinement and the development of updated mission statements. Alignment with the University's goals is also ensured. Publicly available course profiles detailing objectives, content, and evaluation criteria aid prospective students and instructors alike.

The Graduation Assessment process facilitates student demonstration of learning outcomes, integrated into the Canvas learning management system for streamlined assessment and feedback. Publicly accessible data on student achievement is maintained on the [school's website](#).

Employer input is solicited through practicum evaluations and participation in events like career fairs and focus groups. The School Advisory Board, often comprising industry professionals, provides valuable guidance.

An [Annual Evaluation Calendar](#) outlines assessment activities throughout the year, including tenure evaluations, student academic and graduation assessments, faculty dossiers, and strategic planning sessions, ensuring a systematic approach to evaluation and improvement.

Standard I.2

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

As detailed below, the student learning outcomes (SLOs) in the six SIS MLIS core courses cover all the essential elements contained in Standard I.2. Included are course learning outcomes (LOs) from SIS MLIS core courses (6010, 6080, 6120, 6210, 7040, 7996) and select elective courses to demonstrate how the SIS MLIS curriculum meets ALA Standard I.2.

Standard I.2.1:

Student learning outcomes address the essential character of the field of library and information studies.

MLIS core courses and select electives that address this standard include:

- **INF 6010, LO1:** Articulate the roles and values of data, information, records, and documents across social, historical, and organizational settings.
- **INF 6010, LO2:** Distinguish the nature and functions of information institutions and organizations, including libraries, archives, businesses, governments, and not-for-profit organizations.
- **INF 6120, LO3:** Understand the stages of information seeking, negotiation and provision in physical and virtual environments.
- **INF 6120, LO4:** Identify major concepts concerning the functions of reference services: goals, direct and indirect services, instruction and information seeking assistance.
- **INF6210, LO1:** Understand and articulate the role of bibliographic control in providing access to information.
- **INF 7040, LO1:** Discuss the dynamic and evolving role of libraries and information institutions as influenced by leadership philosophies, societal trends and by diverse organizations of which they are part.
- **INF7500 LO1:** Recognize and appreciate the diverse range of information behaviors exhibited by individuals across various identifiers, backgrounds and contexts.
- **INF7500, LO2:** Identify and analyze challenges related to the discovery and exploration of information sources, taking into account diverse patterns of information-seeking behavior

Standard I.2.2:

Student learning outcomes address the philosophy, principles, and ethics of the field.

MLIS core courses and select electives that address this standard include:

- **INF 6010, LO6:** Interpret codes of professional ethics, including how diversity, equity, inclusion, and social justice affect work in information organizations.
- **INF 6120, LO8:** Develop an awareness of the ethical issues surrounding equitable and inclusive access to information.
- **INF6210, LO9:** Examine descriptive and organizational practices through a critical cataloging lens to highlight issues impacting users' access to information and their records.
- **INF 7040, LO6:** Articulate their philosophy of management and their preferred management style.
- **INF 7620, LO6:** Analyze the ethical and privacy issues related to technologies in healthcare.
- **INF7710, LO8:** Discuss legal and ethical considerations within archives.
- **INF 7996, LO8:** Articulate ethical concerns regarding the design and conducting of research studies in the information professions.

Standard I.2.3:

Student learning outcomes address appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

MLIS core courses and select electives that address this standard include:

- **INF6210, LO3:** Comprehend and use authority controls to assign name and subject headings to information records.
- **INF6210, LO4:** Understand and apply controlled vocabulary entries to information records.
- **INF6210, LO5:** Recognize, comprehend and build classification numbers using Dewey Decimal Classification and Library of Congress Classification systems.
- **INF6460 LO9:** Identify basic concerns regarding database control and security.
- **INF 7710, L03:** Exposure to the theory and practice of archival appraisal.
- **INF 7780, LO4:** Interpret standards of description for use in the archival profession.

Standard I.2.4:

Student learning outcomes address the importance of research to the advancement of the field's knowledge base.

MLIS core courses and select electives that address this standard include:

- **INF6210, LO2:** Analyze and evaluate information records, their methods of creation and how they are organized.
- **INF 7780, LO 6:** Evaluate archival professional literature and the gaps in research.
- **INF 7996, LO1:** Critically read and evaluate research studies from top tier journals in LIS including representative samples from at least three different LIS areas.

- **INF 7996, LO2:** Conduct an effective literature search and review of literature in an area of specialization in LIS (i.e. archives, technical services, school library, academic libraries, reference services, etc.).
- **INF 7996, LO2:** Describe and differentiate among various types of research designs (i.e. qualitative, quantitative, mixed methods) and explain the disciplinary foundations of these designs and methods.
- **INF 7996, LO4:** Write an effective research proposal which incorporates standard categories of information (i.e. introduction, review of literature, methodology, etc.) and follows APA formatting requirements.
- **INF 7996, LO5:** Use appropriate statistical analysis techniques to analyze research data and draw conclusions.
- **INF 7996, LO6:** Develop appropriate data collection measures.
- **INF 7996, LO7:** Analyze qualitative and quantitative reports of research for both the legitimacy of the research design and the impact that the research will have on the profession.

Standard I.2.5:

Student learning outcomes address the symbiotic relationship of library and information studies with other fields.

MLIS core courses and select electives that address this standard include:

- **INF 6010, LO4:** Assess personal career goals and opportunities in related fields.
- **INF 7620, LO5:** Apply evidence-based principles in selecting health information technologies for target populations and scenarios.
- **INF 7770, LO8:** Be aware of the advantages and limitations of oral history as a source in social science research.
- **INF 7770, LO9:** Understand the proper way to process and provide access to oral history sources in a library or archival institution.
- **INF 7996, LO10:** Apply principles of intellectual property and copyright appropriately.

Standard I.2.6:

Student learning outcomes address the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.

MLIS core courses and select electives that address this standard include:

- **INF6080 LO8:** Understand social justice issues relating to technology use and provide information to, and instruction for diverse users in thoughtful, inclusive, and accessible ways.
- **INF6210, LO9:** Examine descriptive and organizational practices through a critical cataloging lens to highlight issues impacting users' access to information and their records.
- **INF6415 LO9:** Manage projects that promote diversity, inclusion, and equity.
- **INF6460 LO6:** Design databases that are diverse, inclusive and accessible, accommodating a range of data types and structures.
- **INF 7040, LO5:** Understand management and leadership concepts that contribute to an organizational climate where social justice, equity, diversity, and inclusion are encouraged, supported, and promoted.

- **INF7500 LO3:** Demonstrate awareness and respect for individual differences, advocating for inclusive design and accommodations within information systems and services.
- **INF7500, LO5:** Apply inclusive design principles and culturally responsive practices to the development or enhancement of information sources, services, and systems, ensuring equitable access and usability for all users.
- **INF 7620, LO2:** Compare and evaluate available health information technologies (e.g. mobile apps, wearables, interactive health games, etc.) to help address health disparities.
- **INF 7770, LO3:** Establish rapport and show sensitivity to factors affecting the taping process such as advanced age of the interviewee, health handicaps, underrepresentation, etc.
- **INF 7885, LO 7:** Understand the role of community and the importance of community engagement.
- **INF 7996, LO9:** Demonstrate understanding of how to develop research questions that are critically oriented including issues of diversity, equity, inclusion and social justice.

Standard I.2.7:

Student learning outcomes address the role of library and information services in a rapidly changing technological society.

MLIS core courses and select electives that address this standard include:

- **INF 6010, LO3:** Describe components and interactions of major information technologies and information systems in organizations.
- **INF 6010, LO5:** Evaluate issues and challenges in information policies, organizational behavior, information access and retrieval, and new developments in information technologies.
- **INF6210, LO7:** Comprehend and identify MARC, Dublin Core, XML, HTML and other standard encoding formats.
- **INF6210, LO8:** Identify, discuss and apply data structure standards, such as AACR2 and RDA to information records.
- **INF 7620, LO1:** Examine the impact of emerging technologies on healthcare decision-making, patient self-management, and health information management.
- **INF6080, LO1:** Understand and apply the basic vocabulary and principles of computer software, hardware and networks.
- **INF6080 LO2:** Make informed technology purchasing decisions for information centers.
- **INF6080 LO4:** Apply knowledge of database construction to developing a database, to effectively using existing professional databases and to evaluating database searching.
- **INF6080 LO5:** Create and deliver online technology instructional materials.
- **INF6460 LO10:** Understand the trends of database-related technologies and the application of database technologies to various management activities in libraries and other information organizations.
- **INF6460 LO11:** Analyze complex information management problems that require database solutions.
- **INF 7780, LO 5:** Critique archival management systems
- **INF 7730, LO 1:** Differentiate between both historical and contemporary analog and digital A/V formats.

Standard I.2.8:

Student learning outcomes address the needs of the constituencies that the program seeks to serve.

MLIS core courses and select electives that address this standard include:

- **INF 6120, LO1:** Analyze and explain the characteristics of various types of reference sources to connect information seekers with accurate, relevant and appropriate information.
- **INF 6120, LO2:** Use reference tools and searching techniques to answer a wide range of questions reflecting the multidisciplinary and multicultural interests and characteristics of library users.
- **INF 6120, LO6:** Adapt reference services, resources and spaces to meet the needs and expectations of diverse patrons.
- **INF 6120, LO7:** Evaluate reference services and collections to address the needs of a diverse and changing society.
- **INF 6120, LO9:** Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate, collaborate and interact with colleagues and information users.
- **INF6210, LO2:** Analyze and evaluate information records, their methods of creation and how they are organized.
- **INF6210, LO3:** Comprehend and use authority controls to assign name and subject headings to information records.
- **INF6210, LO4:** Understand and apply controlled vocabulary entries to information records.
- **INF6210, LO5:** Recognize, comprehend and build classification numbers using Dewey Decimal Classification and Library of Congress Classification systems.
- **INF6210, LO9:** Examine descriptive and organizational practices through a critical cataloging lens to highlight issues impacting users' access to information and their records.
- **INF 7040, LO2:** Identify, analyze and assess environmental factors which influence libraries and information institutions and the specialized information services they are expected to provide to a diverse range of communities.
- **INF7500, LO4:** Critically evaluate and creatively address how different factors influence how people seek, find and use information.
- **INF 7740, LO1:** Assess the relationship of community, technology, and the historic record
- **INF 7730, LO 6:** Devise outreach uses for A/V collections.

Standard I.3

Program goals and objectives incorporate the value of teaching and service to the field.

The MLIS Program examines the value of teaching and service to the field in two ways. The first is to look at teaching and service opportunities for students. Both teaching and service activities for students are not required but are highly recommended as choices that students can make to support their degree program and for personal development toward career goals.

The second area considers how SIS evaluates and values teaching and service among faculty as part of its review processes.

The SIS values statements create a strong context within which the value of teaching and service to the field are operationalized:

1. Collaboration: Representing a wide array of information professions and multiple internal and external communities, we benefit from interactions with community, academic and professional stakeholders.
2. Integrity: We strive to operate ethically and to be accountable to ourselves and our stakeholders.
3. Innovation: We advance our disciplines and related professions through creative and continuous transformation in our research and teaching.
4. Excellence: We strive for the highest-quality outcomes in everything we do.
5. Diversity, Equity, Inclusion and Accessibility: We value equity and understand that the tenets of DEIA are at the core of the disciplines and professions we represent.
6. Leadership: We value our leadership role in the disciplines and professions we represent as well as in the university's research and instructional environments.

Teaching and Service Opportunities for Students

Students within SIS have a variety of opportunities to incorporate, practice, and evaluate teaching during their MLIS degree program. While there are no requirements that SIS students must engage in teaching activities, there are a variety of options available for students to choose from among: elective courses, student associations, and professional activities. Details of these activities can be found in the students, faculty, and curriculum chapters.

As with teaching, opportunities for students to engage in service activities are provided but not required. Some of these opportunities change from year to year and others are stable over time. Examples of the types of activities students engage in that support a focus on the values of teaching and service in the areas of assessment, course offerings and student associations are provided below.

- Opportunities for students to complete Student Evaluations of Teaching ([SETs](#)) and Mid-semester Assessments (MAP) are examples of student involvement in the values of Innovation and Leadership. Because the SIS MLIS program is exclusively online, it integrates a wide range of innovative technology uses, instructional design techniques, and advanced professional skills into both required and elective courses. In evaluating their learning experiences, students also reflect on the value and importance of the various innovations. SIS is a leader on the Wayne State campus in online teaching and learning.
- SIS provides several elective classes for students to learn about excellence in teaching. These include both SIS exclusive courses and courses that are cross listed with the Learning Design and Technology program in the College of Education. One of these courses is INF 7320, Media Specialist as Teacher and Instructional Consultant. The unique aspect of this class is that it is open to all students, not just school librarians. It is of particular interest to public librarians who work with schools to provide support and instruction for K-12 students. With an emphasis on collaboration through consultation, this course supports another of the SIS values.
- A wide range of student associations is available for students to demonstrate leadership and engage in service activities. In addition, a newly formed *Information Warriors*

Journal also provides opportunities for students to engage in soliciting, reviewing, and publishing work created by their peers.

Faculty Teaching and Service Faculty

Wayne State University supports a strong union environment. Because of this, there are standardized processes across the university for evaluation of research, teaching and service related to all categories of faculty: tenure-track faculty, full-time teaching faculty and part-time faculty. These processes provide systematic review and decision making regarding the quality of teaching and service provided by all involved with student teaching and learning in SIS.

Tenure-track Faculty

All tenure track faculty are evaluated based on both University and SIS factors with excellence in teaching, research and service being the criteria for tenure and promotion. These same criteria are also used annually during a merit review process which evaluates all tenure track faculty (assistant, associate and full) on teaching, research, and service.

Teaching Faculty

In 2021, when a new Union contract was negotiated, one of the new elements was the change in title and evaluation processes for full time teaching faculty. The titles of Lecturer and Senior Lecturer were retired. Teaching faculty now are Assistant, Associate and Full Professors of Teaching, with an associated review process for promotion that is like that used for tenure-track faculty. The same committees that evaluate tenure-track faculty for promotion also review teaching faculty for promotion including the university wide Promotion and Tenure committee. Teaching faculty may choose to be evaluated for promotion in two of the three areas: teaching, scholarship, and service.

Part-time Faculty

All courses in SIS are assigned a [Course Leader](#) who is a full-time faculty member. This person is responsible for working with all faculty, including part-time faculty (PTF), who teach a particular course in order to develop and ensure consistency across all sections of a course. Textbooks, student learning outcomes, and some assignments are expected to be the same in every section. There are several expectations for Course Leaders and part-time course instructors to work collaboratively to provide support and guidance for teaching and learning.

The School also designates one of its Academic Service Officers (ASO) as the liaison to PTF. The ASO is responsible for working with HR to get the PTF hired each semester and to ensure a smooth onboarding experience. Appendix C contains [sample communications to PTF](#) and also the [PTF onboarding guide](#) produced by the Provost's Office.

The [PTF Union contract](#) provides for a process for PTF to be promoted in rank from PTF 1 to PTF 2 to PTF3. This promotion process involves a formal evaluation with prepared dossiers. Informal evaluations of part-time faculty are also completed each time they teach a class. This includes a review of materials and student evaluations of teaching ([SETs](#)) by the SIS Associate Dean in consultation with the Course Leader.

Faculty engage in a variety of other activities which reflect the values that are placed on teaching and service. Participating in workshops, sessions, and learning experiences organized by the Office for Teaching and Learning (OTL), presenting at conferences on unique elements of the SIS program, providing leadership and active engagement on university committees, and recognition through awards are a few of the many options for SIS faculty to express the value of teaching and service.

Some examples of these activities are provided below:

- One of the ongoing services provided by OTL is a Mid-semester Assessment Program (MAP) which involves an external evaluation of student's perceptions of a course at midsemester. A review of the outcomes is shared with the instructor and this information can be used for future courses or to initiate course correction measures during the semester. SIS faculty take advantage of this service on a regular basis.
- A SIS faculty member along with two student assistants presented a juried paper at ALISE 2021 on similarities and differences among vision and mission statements in the information professions. This was the result of a data collection process used by SIS in the development of its updated vision, mission, and goals statements.
- A SIS faculty member helped develop two handbooks for the University Assessment Council which are used across campus to aid departments in developing and revising student assessment information such as learning outcomes, mission statements and assessment tools.
- Two faculty members who support The Graduate Certificate in Archival Administration received an award for enhancing student learning using innovative assessment procedures.

Standard I.4

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

One of the ways to characterize the progress of SIS over the past years is that there was a period of stability, followed by upheaval and reflection, and now SIS is on a new trajectory with updated ideas and directions. Along the way we had program goals and objectives that were stable and serviceable. With changes in administrative personnel and faculty, a review of the state of the school was commissioned and this resulted in ideas for future directions. And then there was Covid. While Covid cannot be blamed for all the upheaval it certainly was and continues to be part of the context for a short period of discontinuity in planning and review.

This time also resulted in serious reflection by faculty on what was needed to move the school forward and a renewal of faculty leadership with the Chairs of the ACC and the CAC taking on heavy responsibilities. They, along with their committees and the full-time faculty and staff, helped identify actions which were falling through the cracks, activities which needed to be started so that they could result in long term changes and then moving the committees and the full faculty forward. These events resulted in new learning outcomes, new vision, mission, values and goals statements, a new strategic plan, the finalization of a new set of by-laws, a review of

the MLIS curriculum including adding DEI learning outcomes to all required courses, articulation of updated career pathways for students and the beginnings of a complete curriculum overhaul to refresh and refocus the school.

This Self Study focuses on how the school has stabilized its leadership and is moving forward rather than analyzing the past. However, previous events do have an impact on the future and when relevant these will be addressed to indicate the way in which they helped shape what we are doing now. For example, an outside consultant was hired to help SIS create a Strategic Plan. It was a lengthy process which involved faculty interviews, multiple sessions with faculty to develop possible goals and strategies for achieving those goals and then a document was created by the consultant. After administrators and faculty reviewed the plan and it simply was not quite the right fit with SIS values, processes, or strategies. It had many elements that were somewhat relevant but also needed revisions and a different approach.

The plan was changed, adapted, rewritten, and now has resulted in a general strategic plan which overviews the big picture and provides specific operationalizations that are measurable and achievable. Finalization of the plan was systematic, and included development of appropriate objectives, reflection, and integration of the school's vision, mission, and values within the entire process. The process involved students, faculty, staff, part-time faculty (many of whom are program alumni) in various stages of this process.

Standard I.4.1

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

During this Self Study time period there have been many administrative changes at both the University and School levels. These changes have interrupted the overall flow of a systematic review of many processes in the School of Information Science. The chart of administrative changes shows the timeline of events as they occurred but does not indicate the problems inherent in the transitions from one administrator to another. In each case, new ideas, new ways of communicating and new priorities were implemented which took time to be integrated into the culture of the organization. In addition, due to declining enrollment the faculty was steadily decreasing in size but with expectations of completing all the previous requirements and additional pressures added by the Covid pandemic.

Two major evaluation processes are used by SIS in reaching program goals and objectives: qualitative, local and informal methods and quantitative, broad and survey-based methods. Some of the activities which engaged those served in both formal and informal processes include:

- A review of the state of the school with recommendations for future directions. This included interviews with faculty, staff, and administrators.
- An evaluation of goals and objectives for the school with interviews with faculty and consultation with administrators, staff, and students.
- A [DEI consultant-led workshop](#)
- Yearly career day/employer fairs
- Inclusion of students, staff, and part-time faculty (many of whom are alumni) on committees including a student on Promotion and Tenure (by contract)

- Surveys of students, alumni, and employers
- Meet your advisor sessions, part-time faculty retreats and advisory board meetings.
- Inclusion of faculty, staff, employers, students, alumni, and part-time faculty on the accreditation Self Study standards' writing committees.

Standard I.5

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

Evidence of ongoing decision processes can be found not only in the minutes of meetings but in the existence of ongoing meetings to discuss, review, revise and implement mission, goals, and objectives. While some meetings are predominantly informational, many meetings or parts of meetings involve working on a specific problem, policy or set of procedures to draw conclusions and make decisions. These can be short term or long term in duration. They can involve problems both internal and external to the school that affect the implementation and successful conclusion to a decision-making process. In the same way, many potential decisions involve financial implications. To that end, the Budget Advisory Committee (BAC) provides feedback on financial matters of importance to the School. The BAC meets quarterly with the Dean/Associate Dean and the Business Affairs Officer (BAO) to review accounting reports and data that may be needed to enable the BAC to provide consultation to the unit administrator about unit budgetary priorities.

Three examples of decision processes that ultimately were resolved successfully are provided. They each took different amounts of time to complete, were affected by different external forces and resulted in the completion of critical policies, procedures and goals for the school.

The Effect of Administrative Changes on Decision Making: One of the items that took seven years to complete is an example of how the changes in administration affected decision making in the school. In 2016 SIS undertook a process to make some minor revisions to its by-laws. Regular review is an expectation by contract. We made revisions and submitted them to the Dean for approval. Then the Dean retired before the updates were approved. The ACC set aside the 2017/18 academic year to review and revise the *SIS Faculty Handbook* and SIS by-laws. Five years later (in 2023) the by-laws were finally approved by the Provost and President's offices. An updated version of the *SIS Faculty Handbook* has been reconceptualized in web format so that all SIS stakeholders have ready access to the school's pertinent administrative policies. The URL for the administrative policies webpage is <https://sis.wayne.edu/faculty/administrative-policies>.

The Effect of Covid on Decision Making: Another example on an ongoing decision process is the development of the vision, mission, and values statements. In 2020 the school began the process of creating a new mission and goals. At the Curriculum Retreat in October 2020 the results of a research project by a faculty member with the support of two graduate students were used as the basis for discussion. In 2023 the Vision, Mission and Goals were completed.

The Effect of Faculty Leadership on Decision Making: In 2022, after a variety of efforts to engage administrators in activities to develop a strategic plan, recreate an Advisory Board, and

create systematic processes for faculty committees to have student data, members of the faculty independently began taking on responsibilities for assuring these processes would occur. The chairs of the ACC and the CAC were instrumental in creating processes and ensuring activities were not only started but also completed.

Three examples of faculty leadership which lead to decisions that moved the school forward are provided below:

- A spreadsheet with actions to complete was created and added to on a regular basis and forwarded to the Interim Dean/Associate Dean.
- An evaluation of what was needed for administrative leadership in the school was conducted by the faculty and a letter sent to the Provost asking for support in achieving the directions needed.
- Ongoing issues regarding faculty workload were brought up regularly in [faculty meetings](#) and a potential process for reducing the tenure track load to 2/2 and the teaching faculty load to 3/2 was proposed. A course load reduction was implemented in 2023/24 and will be continued through 2024/25.

Standard I.6

The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Some of the evaluations used to improve the program and plan are listed below. These are used in a variety of ways such as providing data for committees to evaluate needs and develop priorities, revise and improve student assessment measures, develop new courses or modify existing courses, implement new processes, create procedures for ensuring oversight of process and write policy that addresses ongoing issues.

- Graduation Assessment
- Teaching Evaluations
- Outside Consultants
- Surveys of faculty, staff, students, alumni, and employers
- Advisory Board discussions
- Annual and biennial reports (e.g. COA, ALISE, *Library Journal* employment issue)
- Administrative Concerns, Curriculum and Assessment, Budget Advisory Committee and full time faculty evaluations of needs
- Dean's Budget Presentations

Examples of how evaluations have been used to make substantial changes in the school's day to day operations include:

- The use of a data analysis and modeling project to examine course offerings, student enrollment and faculty workload became the impetus for the development of a new Plan of Work database that would provide information for more sophisticated statistical modeling.

While there continue to be roadblocks to the implementation of the digital system that was created, the project is still considered viable and will be worked on in the future.

- SIS Poll of Faculty for future directions and concerns and how a decrease in faculty workload was one of the concerns that was addressed.
- Changes to assessment procedures based on the results of Graduation Assessment reviews. These changes focus assessment more clearly on specific LOs rather than on all LOs collectively. In addition, new graduation assessments were added for certificate programs.

Sources of Evidence

Appendix A: Standard I

Annual Evaluation Calendar

DEI Workshop Followup

MLIS Curriculum Review Meeting Dates

Operationalization of the SIS Strategic Plan

Strategic Planning Retreat Agenda (3/21/24)

SIS Internal Sites

[Administrative Concerns Committee](#)

[Curriculum and Assessment Committee](#)

[Faculty Meetings Teams Site](#)

[Graduation Assessment Survey Results](#)



STANDARD II

Curriculum

STANDARD II: CURRICULUM

The curriculum of the WSU School of Information Sciences (SIS) has evolved since the last accreditation review and has been a focus of intense effort. Improvements and curriculum updates are based on continuous internal evaluation and revision processes, changes in the field, and student and employer demand. SIS currently offers two graduate degrees (Master of Library and Information Science/MLIS and Master of Science in Information Science/MSIS), two joint graduate degrees with the Department of History (MLIS and MA in History and MLIS and MA in Public History), several graduate certificates and an Experimental School Library Media Certificate Program. This chapter will focus on the curriculum of MLIS program, SIS's flagship graduate degree. This chapter describes how the current curriculum is developed through systematic planning and the application of data collection and analysis results from diverse stakeholders.

SIS offers an ALA-accredited MLIS degree program that builds the competencies and skills grounded in theoretical and practical knowledge essential for a LIS professional to perform at a high level of proficiency. Overall, the MLIS is a 36-credit hour program consisting of six required core courses and six electives. It is the mission of SIS to combine theories with practices to prepare leaders to advance the value and importance of information in society through a critical lens and firmly rooted in the core values of librarianship as articulated by ALA. We deliver accessible, high-quality education incorporating professional scholarship and best practices and emerging trends. The MLIS degree at WSU was first accredited by the American Library Association (ALA) in 1967. Faculty in SIS at WSU have been leaders on campus in online teaching and learning, and the MLIS degree program has been offered fully online since 2009.

As a result of our ongoing strategic planning and assessment processes, SIS has instituted several data-driven innovations to the content and delivery of the curricula since the 2016 *Program Presentation*. To meet our stated mission, we evolve the curriculum to ensure that SIS prepares students for the range of career opportunities that exist today, we provide educational experiences that provide students with foundational skills of value throughout their careers, and we continually strive to provide good returns for the time, money, and energy our students expend on their graduate education with us. Existing courses have been improved and updated, new and special topics courses added to the curriculum, and systematic data collection and analysis have been used to inform these curricular enhancements. The chapter also describes our decision-making processes and how they are informed by the continuous cycle of planning and improvement based on data.

Standard II.1

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

The MLIS curriculum has been the focus of a continuous cycle of planning and improvement throughout the review period. This chapter describes how the current curriculum has been developed through systematic planning, and how the feedback from various stakeholder groups has been applied to keep the curriculum up to date and relevant to changes in the information professions. As a result of our ongoing processes, existing courses have been refined and updated, new elective and special topics courses have been added, and the overall MLIS program student learning outcomes have been updated and revised.

MLIS Goals and Student Learning Objectives

The MLIS program is based on goals and program learning outcomes intended to ensure that our educational offerings meet the needs of our students and their future employers and are consistent with ALA core values and competencies. The MLIS degree requirements are 36 credit hours (12 courses, consisting of six core courses and six electives) plus an end-of-program student learning outcomes assessment. Our MLIS program goals are tied to professional competencies in the field, and are intended to support and promote excellence, inclusion, and innovation in education for information professionals. SIS 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. Wayne State University has long been an institution focused on making higher education accessible and affordable with an eye to equity and opportunity. SIS shares those values and draws on resources from the unique set of institutions, businesses, and organizations that make Detroit a vibrant and innovative place. Against a backdrop of the automotive industry, fine and performing arts libraries, museums, schools and school districts, and nationally recognized archives and historical societies, SIS builds its curriculum on the foundation of remarkably diverse resources, faculty, students, and community. Our goal is to educate an increasingly diverse graduate student body towards understanding, achieving, and applying and critically engaging the core competencies and foundational principles of librarianship as articulated by the [American Library Association](#) (ALA).

In 2008, SIS began offering its MLIS degree fully online to meet the educational needs of libraries and individuals across the entire state of Michigan and beyond. For the first few years, we continued to offer classes on campus as well, since most of our students were based in the Detroit area and most of them expressed a preference for face-to-face classes. Despite that stated preference, the growth in distant enrollments was combined with a rapid decrease in on-campus participation except for a few courses, such as the Archives courses, that still justified on-campus offerings. Today, the SIS MLIS is totally online – there is no campus option available.

Within the University, SIS has been a pioneer of online teaching and offers more online courses than all other units on campus combined. By emphasizing the core principles and practical experiences of information access, organization, reference and information services, technologies, management, leadership, and research skills, we educate a diverse student body for professional service to meet the various information needs of their local and global communities.

To achieve this goal, the core MLIS courses are based on the theoretical foundations and principles of practice consistent with the core values articulated by ALA. In addition to the six required core MLIS courses, students complete six elective courses, which can be used to form a specialization, and to further gain additional in-depth knowledge and exposure. Courses beyond the core/required courses for all MLIS students are both theoretical and practical, engaging

students with professional practitioners through coursework that includes interviews, observations, mentoring, and job shadowing opportunities.

During this review period, SIS went through a detailed process to review, revise, and update MLIS program-level student learning outcomes (LOs), which is described later in this chapter. These newly created LOs replace the previous MLIS Program LOs, which though also based on the ALA core competencies, called for new energy, focus, and articulation.

The new MLIS Program LOs state that students who successfully complete the Master of Library and Information Science (MLIS) degree at the Wayne State University School of Information Sciences will be able to:

1. Develop an understanding of the theoretical, conceptual, and historical aspects of the lifecycle of information and its relevance to our diverse society.
2. Assess community needs and formulate a response to users grounded in the service-based and user-focused nature of the information professions.
3. Demonstrate professional competency, including leadership, critical thinking, research, communication, cultural competence, technology development and use, lifelong learning, and adherence to professional ethics.
4. Apply values, attitudes, and behaviors that are essential for information and library professionals to issues of social justice in scholarship and practice.

Course [descriptions](#) for all regular courses are publicly available on the SIS [website](#). The curriculum establishes a practical foundation for all students, while providing individuals the opportunity to customize their coursework with curriculum paths to suit their interests and career goals. As noted, students complete a set of six core courses as the foundation for the MLIS degree and can choose a path through additional electives in alignment with their professional goals and interests. For the convenience of students and advisors, the SIS website offers student planning resources where the courses are grouped into the following “[Career Pathways](#)” categories: Archival Administration, Children and Youth Services, Community Outreach and Engagement, Data Management and Information Systems, Digital Libraries and Preservation, Diversity, Equity and Inclusion, Health, Human-Computer Interaction and User Experience, Leadership and Management, Reference and Information Services, Technical Services, and School Library Media. A [Master Course Schedule](#) is also provided with the course semesters and rotations indicated for planning purposes.

Systematic Planning Process

SIS engages with a diverse range of individuals and organizations as part of our systematic planning efforts. SIS’s curriculum offerings reflect the needs of students, employers, alumni and the professional communities that SIS serves. Systematic planning and curriculum input is gathered from constituent groups through multiple formal and informal channels. Through formal channels, graduate students, alumni, and employers provide curriculum feedback via graduating student exit surveys, alumni surveys, and employer/strategic planning surveys. SIS also regularly collects feedback from practicum students and practicum supervisors each semester. SIS also has an Advisory Board, currently comprised of 13 members, that meets to discuss the program’s strategic goals, objectives, and curriculum updates. This ongoing feedback

process is invaluable and helps inform the curriculum's overall direction, development of new course offerings, and enhancements to existing courses.

Overall, SIS 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), practicum students/supervisors, and taking a holistic view of the curriculum to ensure that the curriculum overall responds to SIS's mission and goals. Curriculum planning and evaluation are mainly the responsibility of the full-time faculty, directed by SIS's academic and administrative officer, the SIS Associate Dean. In November 2022, SIS appointed a Chair of the MLIS Program to help coordinate a comprehensive review of the curriculum. The MLIS Program Chair leads regular monthly meetings dedicated to curriculum issues and has facilitated several curriculum planning retreats during the review period. A list of the curriculum retreats and MLIS-specific curriculum review meetings ([24 total meetings from 2020-present](#)), along with meeting minutes, is available.

Curriculum and Assessment Committee

The [Curriculum and Assessment Committee \(CAC\)](#) is composed of faculty, staff, and students, and is charged with aspects related to the academic functioning of SIS. These aspects are curriculum oversight; monitor course enrollment, review faculty teaching loads, assessment; part-time faculty engagement and orientation and academic-related policies. The CAC meets approximately once per month during the academic year to develop policies and procedures, to review new course/curriculum proposals based on faculty areas of expertise and student interest, 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 CAC. This committee currently consists of seven faculty members, one academic staff member, and one student member. Curriculum recommendations from the CAC 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 faculty, adjunct instructor, or interested party at any time and proceeds through the CAC. Most SIS –approved course/curriculum changes are reviewed by the New Programs and Program Review Committee of 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 additional approval of the University's Board of Governors.

Faculty hold regular advising sessions primarily so students can consult on courses to take, professional goals, or to discuss problems they are having in current courses. Any main issues from these sessions are discussed at faculty meetings and, where appropriate, are referred to the CAC.

Revisions to the MLIS Student Learning Outcomes

Emanating from SIS's mission to “advance knowledge through our research and teaching in library and information science” and “to cultivate a diverse and professionally equipped student body to positively affect our communities, including the disciplines and professions we

represent,” SIS faculty regularly review a set of student learning outcomes (LOs) expected of all students who successfully complete the Master of Library and Information Science (MLIS) degree. In 2023, these student learning outcomes were expanded as part of the curriculum review process and were shared with external stakeholders who gave feedback during the revision process. The revised learning outcomes reflect the professional skills and knowledge that students should develop during their coursework and demonstrate upon completing the MLIS program.

The sources of evidence faculty use to regularly evaluate how well students meet these learning outcomes are provided through the required graduation assessment process, which is described later in this section. Through the graduation assessment process, each student must submit course artifacts and write a reflective essay demonstrating how they have met the MLIS student learning outcomes. Faculty worked on revising the MLIS learning outcomes in 2023. Members of SIS’s Advisory Board were asked for feedback on the updated MLIS program-level LOs. See the summary of responses from the Advisory Board. Input from the Advisory Board was reviewed by faculty, integrated, and resulted in another revision to the LOs in 2024. The updated MLIS Student Learning Outcomes, which are outlined in an earlier section of this Standard, are publicly available on the SIS website. As noted, the updated MLIS program overarching goals and revised program-level LOs are designed to align with core competencies defined by ALA.

Core Course Alignment with MLIS Program Goals Based on ALA Competencies

The MLIS required core course structure is based on the ALA core competencies for librarianship with core courses matched with various ALA competencies. The goal of the MLIS degree is to educate students who understand and can apply the core competencies of library and information studies as articulated by the American Library Association.

To achieve this goal, our six required core courses for the MLIS degree align with the [ALA core competencies](#) as follows:

1. Gateway Knowledge
 - INF 6010 - Foundations of the Information Professions
2. Information Resources
 - INF 6120 - Access to Information
3. Lifelong Learning and Continuing Education
 - Incorporated into every core course
4. Management and Administration
 - INF 7040 - Management and Leadership
5. Organization of Recorded Knowledge and Information
 - INF 6210 - Organization of Information
6. Reference and User Services
 - INF 6120 - Access to Information
7. Research and Evidence-Based Practice

- INF 7996 - Research for the Information Professions
8. Social Justice
- Incorporated into every core course
9. Technological Knowledge and Skills
- INF 6080 - Fundamentals of Information Technology

The ALA competency “Lifelong Learning and Continuing Education” is integrated throughout the curriculum, rather than offered as one individual course. Prior to our 2024 MLIS LO revision, this competency was a distinct LO. For the ALA Competency “Social Justice,” all MLIS core courses include an IDEA-oriented LO. As detailed in Standard I.2, the MLIS core course LOs line up with ALA requirements.

Curriculum Mapping Process

The Curriculum Mapping process connects the course-specific objectives to the student learning outcomes and assessments. Instructors were asked to indicate the extent that each of the four updated MLIS LOs were covered in their courses and to provide examples of assignments (student assessments). These data will inform the next phase of the curriculum review process, where the faculty, staff, and administration will compile the data and review the summary, draft recommendations to faculty, and develop an action plan for ensuring that ALL courses more fully integrate activities that lead to expanded competence of each LO. (See [MLIS Curriculum Map](#)). The MLIS curriculum map indicates the extent to which each program learning outcome is covered in each course and how student learning is assessed.

MLIS Program Revisions

Highlighted below are some of the major changes in SIS 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 SIS curriculum more broadly. Recommendations for necessary curriculum changes from formal and informal feedback are reviewed and assessed by the faculty members.

The activities and changes affecting the MLIS curriculum include:

- Updated and revised MLIS program-level student learning outcomes (LOs).
- Refined course-level student learning outcomes for all six core MLIS courses.
- Engaged in curriculum mapping efforts to reflect and assess course alignment with the new MLIS LOS in our courses.
- Integrated DEIA more thoroughly into the six core/required MLIS course descriptions and course-level student learning outcomes.
- Redesigned the SIS website to feature new “MLIS Career Pathways” to provide guidance to students in the selection of relevant coursework.
- Developed new courses, including “special topics” offerings, to be responsive to student interest, feedback from employers and alumni, and workforce trends.
- Revised several courses substantially to ensure current coverage of emerging topics for LIS graduates.

- Involved all full-time faculty in ongoing curriculum planning activities to provide strategic direction and coordination of the MLIS curriculum.
- Gathered data annually from practicum students on their experiences and practicum hosts.
- Gathered feedback each semester from the student graduation assessment and conducted student, alumni, employer surveys.
- Gathered data from students on their experiences throughout the master's degree program, and more specifically, about courses that were most beneficial and recommendations for topics that should be added to the curriculum.
- Established new dual-degree options (MLIS-MA in Public History and MLIS-MA in History) which have been offered since the last accreditation.
- Launched the Experimental School Library Media Specialist Program in 2018 which is an abbreviated pathway to earn an endorsement in school library media in response to demand in K12 public school markets for classroom teachers to fill school library vacancies in less time and education costs.
- Supported two cohorts of school library students funded through external (Project RUSL) and internal (Virgin Island students) grants to help meet demand in K12 schools for certified school librarians at ALA accredited institutions.

Standard II.2

The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The MLIS curriculum introduces and educates students to the theory, principles, practice, and values of the field. Each course develops or builds upon core competencies and knowledge in information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management as articulated as essential areas of competency for librarianship by ALA. The curriculum also strives to remain flexible to enable students to build a program to meet their unique professional career goals.

MLIS Required Core Courses

The core MLIS courses are based on the theoretical foundations and principles of practice. The six core classes for the MLIS with brief descriptions are listed below.

Table II.1: MLIS Required Core Courses

Course #	Course Title	Description
INF 6010	Information in Society	Foundational information is essential to providing knowledge of, and appreciation for, the nature and functions of the information professions. This course assists in the development of a conceptual framework to understand the role of information organizations in society, past, present and future, and promotes a personal philosophy of professional development. Social justice is a critical element to working in information organizations and to the creation of personal beliefs and values. The integration of both professional knowledge and personal values toward working in an information organization creates the structure of the course.
INF 6080	Fundamentals of Information Technology	Students will understand the interactions of computer hardware, software, networks and systems. Students will also apply productivity tools to solve professional problems of practice. Finally, students will have the foundation to recognize and improve accessibility of information technologies for diverse users and information centers. The 21st Century information professional is faced with an ever-changing environment with new and updated technologies as well as an increasingly tech-savvy patronage. The very existence of libraries depends upon the professionals who work there. Providing information to patrons in a way that is appropriate, accessible and relevant is the key to survival. This course provides the framework for students to understand the important roles of information technologies in the information center to develop an understanding of the technology lexicon and to confidently adapt to changing technologies.
INF 6120	Access to Information	This general reference course introduces students to the content, structure, and organization of print and nonprint reference resources. The course addresses the philosophy and procedures of equitable and inclusive information provision to diverse populations. The course provides practical experience in reference

		interviewing and searching techniques in finding answers to real world questions along with promoting information literacy instruction.
INF 6210	Organization of Information	This course introduces the fundamental principles and concepts critical to a user's ability to access information efficiently and effectively. Libraries and information centers ensure that materials are described, classified and organized so that users can find, identify, select, obtain and navigate the documents that satisfy their information needs. These fundamental principles and concepts are examined and applied in practice and with a critical eye to social justice issues to develop students' understanding of the basic processes involved in providing access to information.
INF 7040	Management and Leadership	This course introduces management skills and leadership development necessary for the successful functioning of libraries and other information institutions. Students will learn strategies that foster diverse leadership styles and practices to meet the needs of communities being served. Libraries and information institutions are complex organizations influenced by several factors including their size, user communities, mission, organization structure and location. New graduates often receive assignments that require managerial and leadership skills. Professionals advancing within their careers may further become involved in the management process and assume responsibilities at various administrative levels. This course is designed to prepare students with the foundational skills for various levels of involvement in the management of libraries and information institutions.
INF 7310*	School Library Media Programs	Orients the student to the major facets of managing a school library media program, the leadership roles and responsibilities of the school library media specialist, and the contribution of school library media programs to student learning and achievement.

INF 7996	Research for the Information Professions	<p>A knowledge of research methods is necessary for information professionals to conduct research, assist other researchers, integrate ethical principles and critically read research literature. This course is also designed to demonstrate the importance of research and to strengthen the critical and analytical skills of students. It examines the role of social justice, inclusion, equity, and diversity in research in the information professions.</p> <p>This course examines the role of research in the development of the profession and in contemporary management. It includes consideration of various research methods used in the information professions with illustrations based on specific problems related to information organizations. Students identify a research problem, design a research project to investigate the problem and write a research proposal describing how the research would be conducted.</p>
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*** Students in School Library Endorsement take INF 7310 as an alternative to INF 7040. A teaching certificate is required for course enrollment.**

In addition to the above six required core MLIS courses, students complete six elective courses, which are intended to provide additional in-depth knowledge and expertise. Courses beyond the core courses are both theoretical and practical, engaging students with professional practitioners through coursework that includes interviews, observations, and engaging assignments.

Coverage of coursework addressing all aspects of information resources, services, and technology in curriculum content is described (standards II.2.1 to II.2.6).

Standard II.2.1

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

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

- **Project Management ([INF 6415](#))** - 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. This course provides up-to-date information on how good project management and effective use of

tools can help students manage projects effectively and prepare them for success in a wide range of careers. 3 credits

- **Management and Leadership (INF 7040)** - This course introduces students to the management skills and leadership development necessary for the successful functioning of libraries and other information institutions. Students will learn strategies that foster diverse leadership styles and practices to meet the needs of communities being served. This course is designed to prepare students with the foundational skills for various levels of involvement in the management of libraries and information institutions. Core Course - 3 credits
- **Public Libraries (INF 7050)** - This course is intended to expand the concepts which are broadly introduced in INF 6010 and INF 7040 (core courses), and to build on other courses which are required of MLIS candidates in a manner which is specific to public librarians. It provides library and information science students with knowledge of the history, organization, and function of public libraries, and the skills necessary to deliver the wide range of services unique to this challenging area of librarianship. 3 credits
- **Academic Libraries (INF 7060)** - Development of topics introduced in INF 7040; history, organization, and function of the academic library within educational and research institutions; development of management and personnel concepts necessary to academic librarianship. This course is designed to discuss and analyze a variety of complex issues facing academic libraries. 3 credits
- **Special Libraries and Information Centers (INF 7070)** - This course provides students with the knowledge of the history, organization and functions of various types of special libraries and the competencies necessary to deliver a wide range of services. The course further addresses how special library managers can understand the corporate culture of their organizations and adapt appropriate services to meet their clients' needs. 3 credits
- **Archival Administration (INF 7710)** - This course provides a broad introduction to archival administration and the various functions of archival institutions. This includes the development of archival institutions in the western world, terminology, differences between library and archival techniques, the arrangement and description of archival materials, security, acquisitions, outreach, reference, and appraisal. 3 credits
- **Cultural Heritage Institutions: Management and Leadership (INF 7885)** - Many archivists, librarians, historians and other information professionals find employment in a broad range of public history institutions, such as museums, archival repositories, not-for-profit organizations, educational institutions, and government agencies. This course explores the breadth of activities and functions of cultural heritage organization/historical institutions that are part of the expanding information sciences profession. It focuses on the functions and the management of cultural institutions. 3 credits
- **Seminar in Information Policy (INF 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 and “special issues” classes are also designed to respond to trends that are occurring on the job and based on feedback from various stakeholders including alumni, advisory board, and job titles that come through SIS’s job and career listserv. These courses allow our faculty and students to become thought leaders in new and expanding areas of the field. Course numbers 6850, 8410, and 8850 are designated for special topics classes which may vary by semester.

The seminar and newer special issues classes offered in SIS include:

- **Issues in Information Science** ([INF 6850](#)) - 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)
- **Community Engagement** ([INF 7830](#)) - Community engagement in the context of LIS refers to the ways that information professionals in libraries, archives, and museums (for the purposes of this course called, public information institutions) learn about, collaborate with, and provide service and outreach to community members. Public information institutions and libraries in particular have historically enjoyed a high degree of public trust and respect. Today, librarians and information professionals in these settings are building on that trust and working to support, invigorate, and sustain the communities they serve by collaborating with members of those communities.
- **Community Archives** ([INF 7835](#)) - In recent years, the work of community archivists has gained visibility and with it voice and power. Grassroots and community-based archives projects carry critical impact that is hard to ignore. Community-based archives projects can be seen as examples of self-determination by historically disenfranchised communities to identify and preserve records that document the complexities of their community histories. These projects locate the power to preserve and shape history, heritage, and memory in communities themselves. The narratives that emerge from those efforts challenge and enrich how we all understand the past and the present. In this class we will consider the history, politics, challenges, and possibilities of community archives.
- **Cultural Heritage Institutions** ([INF 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
- **Seminar in Information Policy** ([INF 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.
- **Topics in Information Management** ([INF 8410](#)) - Current topics and issues affecting information management systems and services. Topics to be announced. 1 - 3 credits.
- **Advanced Issues in Information Sciences** ([INF 8850](#)) - Current topics affecting the information sciences.

Standard II.2.2

The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

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, INF 7996 - Research for 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 regularly teaching the research course are Drs. Walster, 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.

A knowledge of research methods is necessary for information professionals to conduct research, assist other researchers, integrate ethical principles and critically read research literature. 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. This course is also designed to show the importance of research and strengthen students' critical and analytical skills. The INF 7996 course examines the role of social justice, inclusion, equity and diversity in research in the information professions. In addition to what students learn in the research course, they encounter research articles in their elective classes.

Lastly, faculty in SIS 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 [SIS faculty publications](#) are archived and available in full text.

Standard II.2.3

The curriculum integrates technology and the theories that underpin its design, application, and use.

The MLIS degree requires all students to complete at least one technology course. Students may complete the core course in information technology ([INF 6080](#) Fundamentals of IT) or one of these alternate courses: [INF 6050](#) Introduction to Programming, or [INF 6420](#) Web Development, or [INF 6460](#) Introduction to Database Design.

SIS offers the following technology-oriented basic courses:

- **Fundamentals of Information Technology ([INF 6080](#))** – Students will understand the interactions of computer hardware, software, networks, and systems. Students will also apply productivity tools to solve professional problems of practice. Finally, students will have the foundation to recognize and improve accessibility of information technologies for diverse users and information centers. This course provides the framework for students to understand the important roles of information technologies in the information center to develop an understanding of the technology lexicon and to confidently adapt to changing technologies. (3 credits)
- **Computer Programming ([INF 6050](#))** – This course introduces students to the development and implementation of dynamic and interactive computer programs through

a basic scripting language (Python). To accomplish this, students learn the basics of programming both through lectures and hands-on exercises. (3 credits)

- **Web Development** ([INF 6420](#)) – 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)
- **Introduction to Database Design** ([INF 6460](#)) – Fundamentals of database design and basics of database implementation. Related and current database management technologies used in hands-on experiences. (3 credits)

SIS also offers the following advanced technology-oriented elective courses. MLIS students are encouraged to include as many of these elective courses as possible into their programs of study.

- **Integrated Library Systems** ([INF 7435](#)) – System configuration and implementation and associated technologies such as authentication, eResource management, link resolution, and discovery systems. (3 credits)
- **Advanced Web Development** ([INF 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)
- **Human Computer Interaction** ([INF 7455](#)) – Study of the interactions between human beings and computer technologies through usability evaluations and user experience design. (3 credits)
- **Information Architecture** ([INF 7470](#)) – Dissemination of information that affects context, content, and user. Associations with website development; use in technical writing, presentation preparation, and report generation. (3 credits)
- **User Experience (UX) Design** ([INF 7930](#)) – An introduction to user experience (UX) design, this course applies concepts of human-computer interaction through a series of assignments and a class project, which deal with methods of designing and developing a system/product with effective UX. (3 credits)
- **Description and Access for Archives** ([INF 7780](#)) - The description of and systems used for accessing archival materials are unique and separate from traditional library description. This course investigates the description of archival materials with particular emphasis on the application of technologies and standard practices developed in the archival profession. (3 credits)
- **Website Preservation** ([INF 7785](#)) - This is a demanding but growing field with a limited number who possess these unique skills. This course addresses the challenges in needs assessment, as well as technological limitations. Students will spend significant time with these complex tools and understand how to create successful workflows. (2 credits)

As detailed in Standard V, the university provides faculty, staff, and students with Microsoft Office and synchronous meeting tools and asynchronous content delivery through the Canvas Learning Management System (LMS) and the Zoom video conferencing platform. Canvas is used by most SIS faculty to deliver online instruction and related materials to their students.

Faculty also use Microsoft Teams and/or Zoom to conduct virtual office hours and other meetings that require real time interactions.

SIS houses a Digital Media Projects Lab (DMPL) on campus in Kresge Library room 301 so that archival students can receive hands-on experience with digital media. Details about the DMPL are provided in Standard V. Support for the curriculum is also provided through various software and systems (e.g., CINDEX, Wiki, DSpace, CONTENTdm, ASpace, Bit Curator, Omeka, Cataloger's Desktop, Tobii, etc.).

Standard II.2.4.

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

The University and SIS affirm inclusion, diversity, equity, and accessibility (IDEA) 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 and inclusion are imperative for SIS.

SIS supports this value and strives to build a culture that encourages diversity and inclusion. SIS is part of one of the most racially and culturally diverse campuses in the country. Even though most of our courses are online and most of our students reside beyond campus, we strive to infuse a sensitivity and awareness about the importance of diversity throughout the curriculum. One of our MLIS students learning outcomes directly addresses this issue. We expect our MLIS graduates to be able to “apply values, attitudes, and behaviors that are essential for information and library professionals to issues of social justice in scholarship and practice.” Likewise, all SIS students are exposed to social justice and DEIA-related issues throughout the curriculum. Analysis of graduation assessment data suggests that students feel especially proud of their learning in this area. They demonstrate meeting this LO in their reflective essays and with supporting coursework, which further reinforces the importance placed on this learning outcome. The online course delivery format further creates opportunities for more diversity—not only diversity in terms of race, ethnicity, culture, and geographical location, but also opportunities for unconventional or non-traditional students with an accessible graduate program who would not otherwise be able to complete the MLIS degree if it were not offered online.

Standard II.2.5

The curriculum provides direction for future development of a rapidly changing field.

As stated previously, all MLIS students take INF 6080, Fundamentals of Information Technology, or another 6000-level technology course, to ensure that they can demonstrate the necessary technological competency to be successful throughout the rest of the MLIS degree program and on into the workplace. SIS offers a range of 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 course catalog, we

offer several data-informed courses to help prepare students for workforce realities and technological expectations.

As an online program, the SIS faculty, staff, and students are all well-positioned to meet this Standard because we are experienced with adapting to the evolving nature of teaching and learning online. Technology mediates the interactions of the SIS community in a range of areas from course delivery, faculty advising, student organization meetings, showcasing 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 differences) on teaching and learning.

Standard II.2.6

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

In addition to a rich catalog of full-semester electives, SIS prepares students for future developments in the field by offering one-credit or two-credits elective courses on trending topics that position students at the forefront of inquiry and action around these areas. The lists of one-credit and two-credits courses offered in the past review period are featured below. Several of these offerings have been developed into regular courses (for 3 credits) after piloting them initially based on domain need and student interest (e.g., INF 7900: Digital Libraries, INF 7910: Metadata).

Recent “Special Topics” course offerings include:

- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; began in 2018 and offered ever Fall semester since)
- Archival Reference (1 credit; began in 2018 and offered ever Winter semester since)
- Adult Readers’ Advisory: What Do I Read Next? (1 credit; Fall 2022; S. Bowman)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2017)
- Primary Historic Research for Information - Professionals and Archivists (1 credit; Fall 2017)
- Unknown course title (1 credit; Winter 2018; Schroeder)
- Exploration of Humanities Resources (1 credit; Fall 2018)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2019)
- Advanced Legal Research (2 credits; Spring/Summer 2019; cross listed as LEX 7827)
- Likes, Follows, and Friends: Understanding Social Media Use for Nonprofits (1 credit; Fall 2019)
- Graphic Novels in Libraries (1 credit; Winter 2020)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2020)
- Archival Reference (1 credit; Fall 2020)
- Social Media Use for Nonprofits (1 credit; Fall 2021)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2021)

Standard II.3

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

SIS Degree, Certificate, and Endorsement Programs

SIS provides various educational experiences for studying theories, principles, practices, and values necessary to provide services in libraries and other information organizations. In a vibrant, diverse, and innovative urban environment with a global reach, SIS builds its curriculum on the foundation of remarkably diverse resources, faculty, students, and community. Local students may draw from and practice in several highly regarded libraries and information agencies. As the School continues to evolve to draw students from outside Metro Detroit through its online degree program, it has cultivated and developed lasting partnerships with LAMS and other cultural heritage organizations throughout the state of Michigan and reaching across the U.S. into Canada.

SIS offers one ALA-accredited degree, the Master of Library and Information Science (MLIS), and two joint degrees with the Department of History (MA in History/MLIS and MA in Public History/MLIS). SIS also offers the Master of Science in Information Science (MSIS) degree, four graduate certificates, and the School Library Media (SLM) teaching endorsement.

Table II.2: SIS Degree, Certificate and Endorsement Programs

Formal Program of Study	Types of Offerings
Graduate degrees	Master of Library and Information Science (MLIS) Master of Science in Information Science (MSIS) Joint: MLIS/MA in History Joint: MLIS/MA in Public 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, micro-urban, suburban, and rural areas who encompass a wide range of racial, ethnic, gender and ability (the online program along with the student services at Wayne overall). Given our online course delivery format, SIS further attracts international/Canadian students, first-generation students, and students interested in earning a graduate degree while attending school on a part-time basis (if desired).

Master of Library and Information Science (MLIS)

The foundation on which the SIS curriculum is built is the 36-credit hour Master of Library and Information Science (MLIS) degree. This is SIS's flagship degree with approximately 400 students enrolled in Fall 2023. The MLIS encompasses six required core courses and six electives.

MLIS Required Core Courses

The six core classes for all students in the MLIS program ensure that students graduating with the MLIS have mastered foundational skills, knowledge, and understanding. As explained above, the six core classes for the MLIS with brief descriptions were outlined in Table II.1. The six core courses serve as the cornerstone around which students build a solid understanding of the field. The core courses are offered every semester (Fall, Winter, and Spring/Summer).

In a more expansive curriculum review during the 2022-2023 academic year, SIS faculty decided to re-envision and refresh how we present the MLIS strengths since more of our students obtain rewarding, professional positions across a variety of settings and work locations. We felt the need to communicate more clearly how transferable and flexible the MLIS degree is. Courses, and course content, are continually reviewed and updated by faculty and part-time faculty who teach them. While the makeup of the core curriculum (six core classes) for the MLIS degree remains unchanged, faculty worked to re-structure how we describe and articulate the curriculum offerings to prospective and current students and all other stakeholders.

Beyond the six core courses, students also take six elective courses of their choice based on interest and career goals. As noted earlier, the courses and program are under regular review and evaluation by the CAC and SIS. As part of SIS's strategic planning and curriculum review processes, the faculty approved new courses in the areas of community archives, community engagement, decolonizing information, intellectual property, reader's advisory, data fluency/data-informed, and more technology-focused course offerings.

MLIS Career Pathways

The faculty and staff met regularly to develop a more streamlined connection between the existing course offerings, traditional careers, and emerging workforce trends. The result was the creation of "MLIS Career Pathways" to articulate our current curriculum strengths. These are intended to be recommended guideposts that help students determine a career pathway in library and information science, and to aid in selecting relevant coursework. Students are free to select one of the three career pathways, or students can select elective courses from the various career pathways to create their own pathway. The various career pathways are highlighted on the SIS website ([link](#)). The career pathways webpages are updated regularly to identify relevant courses for students to consider, as well as alumni profiles, and professional organizations.

Over the 2022-2023 academic year, a significant focus of the [faculty meetings](#) was streamlining the MLIS curriculum into these career pathways to highlight our curriculum strengths. As noted, the career pathways are designed to help students select coursework based on their career interests and to assist them in planning accordingly. Career pathway designations are not specifically listed on the diploma so there is no minimum requirement for the number of courses to take in each pathway. Students are encouraged to decide, in consultation with their academic advisor, which recommended courses will provide them with the knowledge and skills needed to reach their individual career goals. SIS offers a wide range of electives which allow students to shape their degree to fit their specific interests and career goals.

The SIS course catalog is robust and offers students an array of course options to meet their career goals. As shown in the [SIS Master Schedule](#), MLIS students can choose from a wealth of courses offered throughout the academic year. The Master Schedule lists all the courses in SIS's catalog and indicates which term(s) the courses are scheduled to be offered for planning purposes. MLIS courses are also organized into suggested “[Career Pathways](#)” to help guide students in their selection of relevant coursework.

In total, students complete 36 credits (six core courses and six electives) to fulfil the MLIS degree requirements. Students are encouraged to plan for taking their courses 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 are in place to enforce these suggestions. The 6000-level courses do not have any pre-requisites whereas 7000- and 8000-level courses do. Pre-requisite requirements for all courses have been reviewed by faculty and are 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 before taking any other courses in the program (e.g., students take 6000-level core courses before taking 7000-level courses). 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 to the flagship MLIS, the School offers two other degree programs: the Master of Science in Information Science and a joint degree with the History Department (MLIS and MA in History/Public History). Neither degree program counts for but a very small portion of SIS’s overall student body.

Master of Science in Information Science

The [M.S. in Information Science](#) uniquely prepares students to be successful in data-intensive and user-centric environments. This 30 credit hour degree prepares students to support data-driven problem-solving and decision-making in diverse fields. With this degree, students will develop skills necessary to assess, adopt, and utilize information technologies to design positive user experiences and obtain useful insights. The MSIS degree includes four required courses, an elective practicum, and six elective courses, organized into a few recommended specializations. As of fall 2024, the required introductory course will be same as for the MLIS (INF 6010, Information in Society). This program remains very small. Since its inception in 2018 through 2023, the MSIS degree program has graduated 17 students.

Joint MLIS and MA in History Degree Program

Students in this [joint program](#) earn both the Master of Library and Information Science (MLIS) and Master of Arts (MA) in History degrees. Joint-degree programs allow students to earn two degrees with fewer credits than if the degrees are earned separately. Candidates must complete the required courses as outlined for both programs to graduate. Core courses in one program may not be used as elective courses in the other; fourteen credits of electives may be double counted. Graduates of the program will subsequently increase their job market potential and be prepared to enter a new workforce that is able to appraise and describe historical records, create websites, and preserve electronic documents. All MLIS courses are offered online, and history courses are offered both online and at our campus in the heart of Detroit's cultural center. From 2017 – 2023, this program graduated eleven students.

Certificates

SIS currently offers four graduate certificates and an experimental certificate in School Library Media:

- [Graduate Certificate in Archival Administration](#) (15 credits). The Graduate Certificate in Archival Administration (GCAA) at Wayne State University, one of the oldest archival programs in the country, was established both for individuals entering the archival profession and for those with experience in the field. The certificate program provides a professional education to individuals wishing to identify, preserve, and make historical records accessible for use.
- [Graduate Certificate in Information Management](#) (15 credits). The Graduate Certificate in Information Management (GCIM) uniquely prepares students and information professionals to be successful in data-intensive and user-centric environments. This certificate, often completed along with the MLIS, prepares students to support data-driven problem-solving and decision-making in diverse fields. With this certificate, students develop skills necessary to assess, adopt, and utilize information technologies to design for positive user experiences and obtain insights.
- [Graduate Certificate in Public Library Services to Children and Young Adults](#) (15 credits). The Graduate Certificate in Public Library Services to Children and Young Adults (PLSCYA) was developed in response to a 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 is beneficial to any information professional who would like to support the literacy needs of children and young adults in public library settings.
- [Graduate Certificate in Library and Information Science \(GCLIS\)](#) (15 credits). The Graduate Certificate in Library and Information Science (GCLIS) equips paraprofessionals, current master's degree students and master's degree 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 SIS. For instance, if a GCLIS student would like to update his or her skills in a particular area, he or she may select courses that offer training in recent technologies, techniques, or skills that either were not obtained in a previous degree program or have become outdated.

- [Experimental School Library Media Certificate Program](#) (15 credits). This experimental program seeks to address the critical shortage in Michigan of certified school librarians by building an abbreviated pathway for teachers to earn the ND endorsement outside of the Master of Library and Information Science degree. The experimental program is designed for Michigan classroom teachers who have an interest in becoming school librarians. Candidates must have a valid Michigan teacher's certificate to be recommended for school library media endorsement by the School of Information Sciences.

Academic Advising

Faculty hold regular advising sessions primarily so students can consult on courses, discuss career goals, or seek advice for challenges they are having in current courses. Advising is offered in flexible ways to accommodate students and their schedules (e.g., advising may be in-person, via telephone, email, or virtual sessions). Students are encouraged to work closely with their faculty advisors throughout their educational program to select appropriate elective coursework for their career goals. Any crucial issues from these advising sessions are, where appropriate, discussed at [faculty meetings](#) or referred to the [CAC](#) when academic-related program policies may need to be updated or clarified.

Each faculty member advises an average of 40 students and reviews and advises on 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 \(POW\)](#), which is designed to help students develop a coherent plan of study and guides their course selection and career trajectories. The POW form includes a list of core and elective courses with the semester the student plans to enroll in each course. The work plan is a formal requirement mandated by the University and is one of the important ways to assure that students are on track to meet their academic program goals and degree requirements. Our faculty spends significant amounts of time helping students determine a curriculum path that best suits their educational background and future career goals. Various career pathways are not specifically listed on the diploma so there is no minimum requirement for the number of courses to be taken in each area of interest.

In response to the [student survey conducted in Winter 2023](#), SIS began offering new “Meet Your Advisor” drop-in virtual sessions that are scheduled once per semester (in addition to the other advising methods mentioned above) due to student feedback about wanting more opportunities to connect with advisors.

Graduation Assessment

All MLIS students must complete a graduation assessment successfully 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 about how each sample reflects personal and educational development are part of the graduation assessment, as is a summary essay analyzing the student's professional growth over the degree program. We continue to evolve our graduation assessment process to ensure students can demonstrate how they meet or exceed the MLIS learning outcomes while allowing for facilitated grading and feedback by the faculty reviewers. Our graduation assessment submission/review system is

incorporated into our Canvas learning management system. Over time we have seen improvements in the percentage of MLIS students who complete the graduation assessment successfully on the first pass. SLS maintains [publicly-accessible data on student achievement](#) on the SIS website. (See details on graduation assessment in Standards IV.7-IV.8).

Standard II.4

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

The MLIS curriculum is informed by numerous other professional association competencies for specific specializations. In addition to the ALA Competencies for Librarianship, professional competencies relevant to specializations within SIS are those relating to school librarianship and archival work. SIS faculty solicit input from stakeholders in these areas to ensure that coursework is preparing students to work in these areas.

Experimental School Library Media Certificate Program

In 2018, Wayne State University professor Kafi Kumasi, in consultation with members of the Michigan Association of School Librarians (MASL), was granted a waiver by the Michigan Department of Education to permit WSU School of Information Sciences to offer a 15-credit hour [experimental school library certificate program \(ESLCP\)](#). This experimental program seeks to address the critical shortage in Michigan of certified school librarians by building an abbreviated pathway for teachers to earn the school library media endorsement outside of the traditional Master of Library and Information Science degree. This program features the same number of hours required to obtain other graduate certificates in the School of Information Sciences.

This waiver responds to Michigan Department of Education rule R 390.1129 for a program of fewer than 20 credits. Currently, Wayne State is the only ALA accredited master's program offering School Library Media coursework in Michigan. Only 8% of Michigan public schools have a certified school librarian, which has led to their recent designation as a critical shortage area by the Michigan Department of Education.

The experimental program is designed for Michigan classroom teachers who have an interest in becoming school librarians. Candidates must have a valid Michigan teacher's certificate to be recommended for school library media endorsement by the School of Information Sciences. In recent years, the number of full-time certified librarians in Michigan has dropped sharply. Since the inception of the ESLCP, enrollment in the master's level school library courses has been triple the numbers it had been in recent years. Table II.3 details the numbers of students who have applied for a practicum in School library Media between 2017-2024.

Table II.3: School Library Media Practicum Placements

	2017	2018	2019	2020	2021	2022	2023	2024
Number of SLM Practicum Students	5	2	5	19	15	18	18	8

Professor Kumasi and Adjunct Professor Gwenn Marchesano published an [article outlining the success of the SLMCP](#) entitled, “Michigan Teachers Transitioning to School Librarianship.” Currently 30% of the students in the program are working in libraries in a librarian role, 60% are classroom teachers, and 10% are working as a library aide. One-third of the students are either already in a school library position or have a library position waiting for them upon completion of the program. In 2022, Kumasi and Marchesano submitted a [report on the progress of the experimental SLMCP](#) to the Michigan Department of Education.

In 2023, the Michigan Department of Education reauthorized the experimental School Library Certificate program for 5 years, noting that the program has successfully prepared 26 new school librarians. The next report is due June 30, 2027

The SIS [webpage](#) includes information about courses, procedures for applying for standard and alternative certification, professional associations, standards of the profession, and other links and tools related to school media librarianship, including the practicum requirements, led by the . the School Library Media Practicum Coordinator, Kathleen McBroom.

Archival Administration

Another popular concentration within the MLIS is archival studies. Students interested in archives can pursue the [Graduate Certificate in Archival Administration](#) or they can choose to take one or a few archival electives as part of fulfilling the MLIS degree requirements. Faculty work to ensure archival curriculum reflects the skills needed for the profession. Faculty survey and meet with employers, alumni, and an advisory board, regularly. Archival students at SIS have opportunities to work with collections in and outside of the classroom. Experiential education including paid [Alternative Spring Break](#), paid work scholarships, the Digital Media Projects Lab and active projects in student organizations assure that students graduate with the knowledge that they need to walk right into professional positions.

Cross-Listed Courses

SIS offers cross-listed courses with the Department of History at WSU to enhance cooperative and interdisciplinary opportunities. Each of the following cross-listed courses is taught by SIS faculty. Students from other programs may also enroll in SIS courses, regardless of whether the course is officially cross-listed or not (e.g., student in anthropology, nursing, education, etc.).

- INF 6780 Introduction to Records and Information Management --> HIS 6780
- INF 7710 Archival Administration --> HIS 7840
- INF 7730 Administration of Audio Visual Collections --> HIS 7890
- INF 7770 Oral History: A Methodology for Research --> HIS 7860
- INF 7780 Description and Access for Archives --> HIS 7820
- INF 7885 Cultural Heritage Institutions: Management and Leadership --> HIS 7880

Student Practicums

All SIS students can benefit from work-based learning experiences offered through practicum placements. Depending upon their area of interest, students work together with the designated Practicum Coordinator to determine the best practicum host site, dependent on geographic location, student skills, interests, and career goals. Non-traditional library settings are identified through personal contact by the Practicum Coordinators. Projects are flexible, devised by both

host supervisor and student, but must be of graduate level caliber, confirmed by the Practicum Coordinator. Projects range from answering research questions and working with the public, to creating displays, coordinating programs, maintaining websites, utilizing data analytics programs, processing collections, digitizing materials, cataloging, and creating finding aids. At the end of the semester each student writes a Reflective Summary, expounding on what they did, what they learned, why it is important, and how they will carry it forward positively in their future.

At the start of the COVID-19 pandemic, practicum student projects were immediately converted to a fully virtual arrangement to finish the Winter 2020 Term successfully. This was not easy as it required high levels of patience, flexibility, and understanding by all parties. Subsequently, practicums are offered as fully virtual, hybrid, and fully face-to-face. This has expanded options for student placement.

SIS placed 124 SIS students in practicums from 2016-2024. Out of these 124 student practicum placements, most students were placed in libraries (public or academic libraries); however, SIS also placed 39 of these students in non-traditional settings at a variety of institutes, health and medical organizations, centers, councils, museums, university administration, and corporations throughout the United States.

These non-traditional practicum settings for student practicums included:

- Cengage Learning, Farmington Hills, MI (2017, 2019, 2021)
- Columbus Zoo and Aquarium Library, OH (2017)
- Credit Union ONE, Ferndale, MI (2021)
- Detroit Institute of Arts, MI (2020, 2022)
- Dickinson Wright PLLC, Detroit, MI (2021)
- DTE Energy, Detroit, MI (2022) virtual
- Folio: The Seattle Athenaeum, WA (2019)
- Gale World Headquarters, Farmington, MI (2019)
- Henry Ford Health System, Detroit, MI (2021, 2022)
- Howard Miller Library, Zeeland, MI (2022)
- Library of Congress (2022) virtual
- Los Angeles County Museum of Art, CA (2018)
- Mathematical Reviews, Ann Arbor, MI (2020) virtual
- Motown Museum, Detroit, MI (2024)
- Quicken Loans, Detroit, MI (2021) virtual
- Southeast Michigan Council of Governments, Detroit, MI (2017, 2018, 2019)
- US Coast Guard Academy, New London, CT (2022)
- World Bank, Washington, DC (2016)

Some of the feedback received from practicum student includes:

- “I developed quite a bit over the course of the practicum by observing, planning, and implementing alongside professional librarians, and from receiving valuable feedback on my own delivery.”
- “My new skills will be valuable in my career and help me to place my classwork in context.”
- “I developed a number of professional skills that I hope to carry forward into my career as a librarian. “
- “My practicum was with Henry Ford Health System in the Revenue Integrity Department. I worked with the team to create a data dashboard using PowerBI and SQL. I really enjoyed the work and work culture so when I saw there a job opening during my practicum I applied and happily just started working at Henry Ford full-time in the same department.”
- “The practicum has been such a rewarding experience for someone like me who is transitioning to librarianship from another field.”
- “I learned what reference services look like outside of a public or academic library, and I got to apply the skills I've learned during this program in a new setting.”
- “I have learned such a great deal from each of the librarians that I have worked with here in their various specialties, whether it is ILL, teaching, reference, circulation and collection development, the IT aspect of maintaining a library, or overseeing the various sites that make the lives of healthcare professionals easier so they are better equipped to help patients. I not only feel as though I've gained priceless knowledge and experience, I have made fantastic connections with librarians who have done everything they could to help guide me to succeed in this field through suggestions on professional groups to join, continuing education, and how to market my skills. They're also a group of truly great, collaborative people that have really made an impact on this pinnacle point in my library school experience.”
- “Overall, this experience has helped me make connections with other librarians, improved my self-confidence, and taught me valuable job skills.”
- “I am extremely thankful for the opportunities this practicum has presented.”
- “I gained more confidence in my skills and knowledge, and learned more about what it's like to work in a small library setting, which I would like to do.”
- “It was an eye-opener to see how data can be used to direct successful marketing campaigns and develop programs, services, and collections.”
- Many students expressed confidence as a direct result of their practicum experience. In addition to the above MLIS student practicums, SIS placed another 93 school library media practicum students from 2017-2024 and 180 students in archives and digital content management [practicums](#) during this time.

Research and Directed Studies

Students can take the INF 7990 “Research and Directed Study” course. These are designed as directed and research study courses for credit and this option may be arranged as Directed Readings, Directed Projects, or Directed Research. [Detailed information about this option](#) is found on the SIS website. Interested students are encouraged to enroll in directed studies to explore topics of interest under the guidance of a specific faculty member. Students can earn 1-8

(3 credits maximum per semester) for directed and research studies. From 2017 to present, a total of 17 graduate students undertook a “Directed and Research Study” for credit and worked closely with a faculty advisor during the semester to complete a project. A sample of recent directed and research Collaboration: Representing a wide array of information professions and multiple internal and external communities, we benefit from interactions with community, academic and professional stakeholders.

Standard II.5

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

Faculty members recognize the importance of continual course evaluation to inform updates to the curriculum. Mechanisms for continuous evaluation of the curriculum include student course evaluations of teaching, graduating student exit surveys, alumni surveys, and employer surveys that target different information environments. In addition, informal feedback and recommendations submitted to the Associate Dean and faculty (often via email) are considered for curriculum improvements. LIS practitioners are members of the advisory board and may also provide curriculum recommendations to SIS. The Associate Dean shares this information with the CAC to review.

Due to this ongoing process and feedback, potential new and special topics courses have been added showing the curriculum offerings are responsive to feedback and trends. As noted, new and special topics courses have been offered to be responsive to constituent feedback. Overall, the SIS has a systematic process in place to collect and use feedback from several constituents about the curriculum (described in more detail in the next section).

Ongoing Faculty Curriculum Review Informs Planning Process

Faculty members regularly review courses to identify opportunities for continuous improvement. This has resulted in updates to course titles, descriptions, the creation of new content, and new class assignments. Within SIS, faculty can propose new courses or modification to existing courses, the CAC reviews these proposals. Faculty vote on new course proposals and updates to existing courses (e.g., changes to course titles and/or when there are substantive content changes to courses). Courses are updated regularly by faculty instructors using evaluation data from student feedback. Instructors use this data to assess their courses, evaluate potential improvements to make, and plan for future improvements.

Course Leaders

Each course in the SIS catalog is assigned a full-time faculty member to serve as its [Course Leader](#). Designated Course Leaders perform the following functions:

- Ensure course profiles are up-to-date and accurate.
- Serve as a liaison to part-time and full-time faculty teaching the course.
- Serve as a liaison to certificate programs associated with the course.

- Provide input on part-time faculty syllabi for the course before instruction begins.
- Review and approve student requests for waiver or substitution of courses.
- Choose the required textbook(s) for core courses and ensure that the textbook is used across all sections of the course.

This process helps to ensure communication, coordination, and consistency among our course offerings. Course Leaders also help to ensure that courses are meeting the goals and learning outcomes specified in the course profile, especially when multiple sections and multiple instructors are involved in teaching a course. Likewise, Course Leaders play a supportive role in onboarding and assisting new part-time and full-time faculty members.

New Course Development

Faculty and individuals, such as LIS practitioners that are interested in teaching courses for SIS, can propose new courses. The process for reviewing and approving new courses is as follows: The CAC reviews the new course proposals and then faculty vote on new courses to be added to the curriculum before they are submitted through the university systematic process. SIS also shares a range of new course development materials with instructors (See Appendix B: “[Part-Time Faculty Onboarding Guide](#)” and “[Syllabus Template](#)”). As noted above, full-time faculty also serve as Course Leaders and a liaison to both part-time faculty and full-time faculty to be a point of contact in a supportive way as they develop new courses. New course offerings are based on evidence, such as developed in response to workforce trends, employer input, student surveys, student graduation assessment data/responses (e.g., INF 7712 Intellectual Property for Information Professionals and Archivists), and faculty interests or expertise (e.g., INF 7830 Community Engagement, INF 7835 Community Archive, etc.).

Table II.4 lists all of the new courses SIS has developed since the last accreditation review.

Table II. 4 New Courses Developed Since the Last Accreditation Review

- INF 6000 Data, Information, and Society
- INF 6050 Computer Programming
- INF 6490 Statistics and Data Analysis
- INF 6850 Special Topics:
 - Social Media Use for Nonprofits (1 credit; Fall 2021)
 - Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2022)
 - Archival Reference (1 credit; Fall 2022)
 - Adult Readers’ Advisory: What Do I Read Next? (1 credit; Fall 2022)
 - Grant Writing (2 credits; Spring/Summer 2024)
- INF 7712 Intellectual Property for Information Professionals and Archivists
- INF 7715 Archival Reference
- INF 7830 Community Engagement
- INF 7835 Community Archives
- INF 7850 Issues in Librarianship
 - Reading Theory and Reader's Advisory Services for the Information Professional (3 credits; Winter 2016)
 - Graphic Novels in Libraries (3 credits; Winter 2016)
 - Marketing Your Library to the Community (3 credits; Winter 2017)

- Primary Historic Research for Information - Professionals and Archivists (1 credit; Fall 2017)
- Copyright (1 credit; Winter 2018; Schroeder)
- Exploration of Humanities Resources (1 credit; Fall 2018)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2019)
- Marketing Your Library to the Community (3 credits; Winter 2019)
- Advanced Legal Research (2 credits; Spring/Summer 2019; cross listed as LEX 7827)
- Information, Media, and Society (3 credits; Fall 2019)
- Likes, Follows, and Friends: Understanding Social Media Use for Nonprofits (1 credit; Fall 2019)
- Graphic Novels in Libraries (1 credit; Winter 2020)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2020)
- Archival Reference (1 credit; Fall 2020)
- Community Engagement (3 credit; Winter 2021)
- Introduction to Copyright and Intellectual Property for Information Professionals (1 credit; Winter 2021)
- INF 7930 User Experience (UX) Design
- INF 8410 Topics in Information Management
 - Introduction to Programming (3 credits; Fall 2017)
 - Identity Communication and Social Media Use (3 credits; Winter 2017)
 - Misinformation (3 credits; Winter 2018)
 - Advanced Programming (in Python) (3 credits; Winter 2019)
- INF 8850 Advanced Issues in Information Sciences
 - Advanced Database Design (3 credits; Winter 2022)
 - Community Archives (3 credits; Winter 2022)
 - Website Preservation (2 credits; Summer 2023)

Involvement of Students, Alumni, and Employers in Evaluation Process

The School's curriculum, courses, and programs of study are reviewed and revised in response to input from various constituencies. For instance, SIS conducted a survey of alumni about their educational experiences to assess if they felt SIS prepared from their current position (see 2023 Survey Results of Alumni).

Alumni shared the following responses demonstrating how they feel about their time at SIS:

- “The emphasis on being adaptable to the changing library profession was immensely helpful. Being flexible and continuing to learn new skills and stay aware of the trends in librarianship has helped me so much in my current role.”
- “Interactive courses that mixed theory and practical perspectives and required initiative and research.”
- “As someone new to library work, practical instruction was useful in my understanding of how the theory was applied.”
- “Wayne State does a far better job of teaching the practicalities of library work.”

As part of the alumni survey, SIS also provided this open-ended survey question: “What aspects of the MLIS curriculum were most helpful to your professional position?” Responses below highlighted that collaborative assignments and group project were beneficial as illustrated in the following statements:

- “The collaborative assignments. It taught me how to work well with my colleagues.”
- “Focus on importance of and how to collaborate.”
- “Group work...did fully prepare me to engage in committees and community of practice.”
- “Learning about information organization and access to information. Learning to think about how people can search.”

Many alumni survey respondents mentioned their practicum opportunities were valuable experiences, and SIS’s effort to emphasize technology skills as an essential part of library work were also appreciated by many alumni.

SIS also surveys students and regularly reviews this input to identify curriculum strengths and improvements as part of our ongoing evaluation process. Responses from the student surveys illuminated some of the current strengths of the MLIS program as illustrated in the following comments. [Student survey responses](#) ranged from an appreciation of the fully online program, supportive faculty and staff, opportunities to interact with faculty and fellow students, and knowledgeable instructors.

To illustrate, students were asked: “What do you like best about your experience so far in SIS?” and shared the following comments:

- “I’m not sure what needs to be added. Most of the courses I took helped me immensely on the job.”
- “That the program is 100% online. I wouldn’t have been able to do it otherwise.”
- “I like that it is flexible and allows me to continue to work at my job and take as many or as few classes that I can handle at a time.”
- “I really appreciate the fact that the program has a fully remote option. Living out of state, the remote option made this a simple choice to attend Wayne State.”
- “Interacting with fellow students and professors either through online discussion forums or live via Zoom meetings. The professors are experts on subject matter and most students read and absorb all course material, which makes for interesting and useful discussions on course content.”
- “Meeting and connecting with professors and classmates. I’ve learned a lot!”
- “Some of the information was really fascinating and are things I can and will take with me into my career.”
- “Most of the professors are really great, knowledgeable, responsive, and flexible when needed.”

- “Many instructors are very knowledgeable and give great feedback. “
- “Elective courses in the MLIS program are wonderful. Many of the adjunct instructors are great resources of real-world knowledge. I also enjoy the chance to develop relationships with peers who will be future colleagues.”
- “The career counseling program you offer is fabulous. The advisor met with me to work on my resume, cover letter, practice an interview, and even to advise me when I was corresponding with a potential employer. The information she shared on how a search committee works was spot on and honestly would not have been intuitive without guidance. I found a professional job before I graduated thanks in large part to the career counseling services the program offered. It saved me a lot of time and stress to have someone like that help me. I hope you still offer and promote those services, and I hope those staff members are valued know what a huge difference they make in the lives of students like me.”
- “My advisor is very helpful and responsive so nothing I can think of at this time.”

Students also provided suggestions pertaining to the MLIS program, and faculty responded by incorporating these suggestions into existing courses or by designing new courses. For example, students shared the following feedback about the MLIS curriculum (See 2023 Student Survey Results):

- “More information about community engagement & dealing with library challenges - we did address these issues, but they are much more of a factor now than five years ago, and complicated by social media and national organizations challenging books.”
 - Response: SIS has a new course entitled “Community Engagement” (INF 7830) and dealing with politics and book challenges are now more prominent in the INF 7040 (Management and Leadership) core course. Additionally, the new MLIS Career Pathways webpage features “Community Outreach and Engagement” related coursework to highlight our curriculum strengths and options to students in this area.
- “Offer grant writing courses.”
 - Response: SIS will offer a new Grant Writing course (INF 6850) in Spring/Summer 2024.
- “It would have been useful if facilities management was covered within the curriculum. As a Director I found that the building took up 40% of my workweek. In fact, Directors joke about how it’s the majority of what we do and that it’s not taught in library school.”
 - Response: Facilities management is covered in the new edition of the INF 7040 Management and Leadership core course textbook, and 7040 course instructors also discuss this aspect in more detail now.
- “More focus on data management - there are so many data jobs out there and they just need people to be trained for them.”

- Response: While aspects of research data management and services are covered across various courses (INF 7620 Health Informatics, for example), the idea of a new course specifically focusing on research data management is being considered by the Curriculum Committee as a possible future offering.

Examples of Changes Made as a Result of Curriculum Review

To summarize, substantial curriculum changes have been made since the last accreditation based on a continuous process of review and input. These changes include updating the MLIS Degree program-level student learning outcomes, refining course-level student learning outcomes for the six core courses, revising MLIS core course titles and descriptions, incorporating DEIA into the core curriculum, making course title changes to reflect current workforce trends and terminology, and engaging in new course development. Changes because of our ongoing review of the curriculum are highlighted in Table II.5.

Table II.5 Changes as a Result of Curriculum Review

Curriculum Changes	Type of Evidence/Feedback
Updated the MLIS Degree program-level student learning outcomes.	Graduation assessment data, feedback from Advisory Board.
Refined course-level student learning outcomes for the six MLIS core courses.	Based on graduation assessment data, faculty ongoing review of curriculum.
Updated and revised the six MLIS core course titles and descriptions.	Based on graduation assessment data, faculty ongoing review of curriculum.
New course development (Grant Writing in Summer 2024 and AI in Libraries in Fall 2024).	Based on graduation assessment data, faculty ongoing review of curriculum.
Piloted new courses initially as “Special Topics” course offerings and then courses were added to the permanent course catalog based on student interest (e.g., Community Engagement, Community Archives, and Archival Reference)	Based on graduation assessment data, faculty ongoing review of curriculum, and new faculty hires/expertise.
Updated and substantially revised course titles to reflect current workforce trends and terminology (e.g., 7370, 7900, 7910)	Based on workforce trends and faculty ongoing review of curriculum.
Redesigned courses (e.g., 6010 Information and Society; INF 7885 Cultural Heritage Institutions: Management & Leadership)	

Expanded options for students to fulfill the tech class requirement for the MLIS degree. Course options expanded from 6080 to a list of classes (6080, 6420, 6050, or 6460) that students can take to fulfill the requirement. This provides more flexibility for students (students can waive out of 6080 and take another approved tech course).	Based on faculty ongoing review of curriculum.
Incorporated DEIA more thoroughly into the core curriculum (DEIA, teaching inclusiveness; updated/integrated DEIA language into six core MLIS courses, some electives course profiles have been updated).	As part of university and school strategic planning initiatives.
Adjusted student practicums to provide virtual opportunities.	In response to student practicum feedback and demand.
Hosted new “Meet Your Faculty Advisor” sessions	Winter 2023 student survey responses (e.g., wanted more opportunities to connect with faculty academic advisors).
Updates to the graduation assessment process	Added new questions to the graduation assessment to gain additional student input (e.g., most beneficial courses and recommended topics to be added to the curriculum).
Plan for new course offerings.	<p>Faculty review of student responses to the 2023 and 2024 student survey and Winter 2024 graduation assessment data (e.g., about beneficial courses and recommendations for new topics).</p> <p>A new course entitled “Artificial Intelligence (AI) in Libraries” will be offered in Fall 2024. Future course offerings to be explored include Research Data Management and Makerspaces.</p>

In addition, several courses were discontinued due to low student demand and were eliminated from the course catalog:

- INF 6350: Design Thinking and Knowledge
- INF 6360: Producing and Evaluating Technology-Based Instructional Materials
- INF 6510: Survey and Analysis of Current Literature for Children: PS-Grade 3
- INF 7410: Software Productivity Tools
- INF 7645: Practicum: Urban Librarianship
- INF 8120: Legal Information Resources and Services

Course titles that have been revised and updated, include:

- INF 6010 from “Introduction to the LIS Profession” to “Information in Society”
- INF 6050 from “Introduction to Computer Programming” to “Computer Programming”
- INF 6080 from “Information Technology” to “Fundamentals of Information Technology”
- INF 6210 from “Organization of Knowledge” to “Organization of Information”

- INF 6420 from “Introduction to Web Development” to “Web Development”
- INF 6460 “Database Concepts & Applications to Introduction” to “Introduction to Database Design” to “Database Design and SQL”
- INF 6510 from “Survey and Analysis of Literature for Younger Children” to “Beyond Books: Youth Literature in Action”
- INF 7040 from “Library Administration and Management” to “Management and Leadership”
- INF 7370 from “Multicultural Information Services & Resources” to “Culture Matters: Decolonizing Information”
- INF 7440 from “Scripting” to “Advanced Web Development”
- INF 7620 from “Introduction to Health Informatics and E-Science” to “Health Informatics”
- INF 7780 from “Electronic Archives” to “Description and Access for Archives”
- INF 7885/HIST 7885 from “Administration of Historical Agencies” to “Cultural Heritage Institutions: Management and Leadership”
- INF 7996 from “Research in Library and Information Science” to “Research for the Information Professions”

Standard II.6

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

As detailed in Standard I, curriculum matters such as program revisions, new courses, and major updates (e.g., course titles and descriptions) are discussed in the [CAC](#) and then brought to the [faculty meetings](#) for discussion and voting. New course proposals are also submitted to the CAC for review and, if supported, to a faculty vote. Supporting documentation and evidence are available.

Standard II.7

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

Program Revision Process: Curriculum Review

SIS’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 CAC, the Associate Dean, the Advisory Board, current students, alumni, and members of the professional community, to guide SIS’s curriculum forward into the future. This ongoing cycle of assessment, recommendations, and revisions is done through several channels. An overview of these activities follows, listed from most to least formal.

Strategic Planning Retreats: SIS held strategic planning retreats and meetings, which bring together individuals representing various SIS stakeholders: Advisory Board, administrative personnel, full-time faculty and invited representatives from its alumni, adjunct faculty, professional organizations, student body, and employers meet and exchange information about the state of SIS. Collectively, these gatherings focus on conversations around the current issues facing practicing information professionals. Data gathered through a series of presentations,

breakout groups, and informal conversations during these meetings are analyzed and used by SIS to help assess and define the changes required by SIS to continue to graduate individuals with work-ready competencies.

An explicit example of stakeholder input is the direct impact on the development of SIS's curriculum, which can be seen in the recent revisions made to the MLIS Degree Student Learning Outcomes. The learning outcomes were revised based upon comments and suggestions received from SIS's Advisory Board.

Curriculum and Assessment Committee: The CAC, composed of individuals from SIS faculty, staff and current students, is tasked with reviewing SIS's curriculum and recommending changes. With monthly meetings taking place across the academic year, this committee examines SIS'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. Faculty have adopted a three-year cycle to review all [course profiles](#) to ensure that course descriptions and student learning outcomes are reviewed regularly. Since the last accreditation review this committee has analyzed the need for and assisted in the development of SIS's career pathways and several new areas of expanded interest (e.g., Community Outreach and Engagement, Diversity, Equity, and Inclusion, Data Analytics and Information Systems). It has also addressed the updating of SIS's graduation assessment process and examined student data from this process to identify areas of potential future pedagogical development.

Constituent Involvement

Ad Hoc Committees: Revisions to SIS's curriculum have also been initiated by faculty who have gathered around 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 SIS curricula. Course modifications and the addition of new courses have resulted from these ideas. Full-time faculty also review the courses they teach regularly 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 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 CAC.

Employer/Alumni Surveys: As noted above, surveys are periodically distributed to SIS 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 SIS needs to enhance the curriculum and/or shift priorities. The most recent Employer and Alumni survey results from 2023 are available in the Appendix.

Practicum Supervisor Feedback

Feedback from practicum supervisors, in addition to student input, was collected systematically every semester to gather input about the library services and information management practicum experience. When asked if it was worthwhile for their institution to host a WSU SIS practicum student, nearly all practicum supervisors responded enthusiastically with “Yes!” or “Absolutely!” One supervisor wished for a “Do Over” without COVID during the Spring/Summer 2020 term. Ninety-three out of the 99 supervisors chose voluntarily to add comments. While many of the responses are quite lengthy, included is a [sampling of the feedback from practicum supervisors](#) about student placements at their institution:

Student Feedback

As noted, SIS engages with students on an ongoing basis using a variety of approaches to gather more student feedback that can be used to identify curriculum strengths and areas for improvement. Student surveys continue to be valuable sources of feedback related to instruction and curriculum (see responses from recent 2023-link and 2024 surveys-link). Likewise, responses collected from student graduation assessments each semester shed light on coursework that students perceive as most beneficial and provide meaningful suggestions for new course topics to add to the MLIS degree curriculum. This [sampling of recent student comments](#) illustrates our ongoing process to collect and review curriculum-related feedback.

Future Plans

Moving forward, SIS’s new strategic plan articulates the importance of infusing DEIA more explicitly into the overall curriculum. Future curriculum directions will include extending our DEIA review and incorporating DEIA more fully into all courses (we started with the six core MLIS courses). Based on student comments from Winter 2024 graduation assessment data, SIS will also explore the needs for new course offerings in response to student interest. A new faculty search will be conducted during the 2024-25 academic year, and this will be an opportunity to recruit new faculty expertise and to develop new course offerings. The culmination of these varying efforts, both information gathering and curriculum planning, has resulted in several new initiatives that will be implemented soon. The curriculum will see major changes in the coming years that are directly related to the SIS’s new initiatives:

Strategic plan expansion areas include new faculty hire(s) in the 2024-2025 academic year to complement existing faculty expertise.

Based on feedback from SIS advisory board members and 2023 alumni survey results, we are exploring more “data-informed” coursework to prepare LIS professionals for workforce demands.

To continue to be responsive to changes in practice; and to meet the growing needs and interests of students, we are exploring new course offerings in research data management, AI in libraries, data analytics in libraries, and makerspaces (to name a few).

More specifically, a new course entitled “Artificial Intelligence (AI) in Libraries” was scheduled for the Fall 2024 semester. Unfortunately, despite heavily promoting the course and encouraging students to apply, insufficient enrollment forced the cancellation of this offering.

Continuing with our DEIA initiatives in the learning environment, we anticipate hosting additional DEIA workshops on teaching inclusiveness for full-time and part-time SIS faculty.

Since Fall 2016, SIS has provided newly admitted students with a fully online orientation experience. Between 2016 and 2021, new student orientation was facilitated through Wayne State's learning management systems (LMS), Blackboard and, later, Canvas. Since Fall 2021, SIS has utilized a third-party content management platform called Go2Orientation to host an asynchronous online orientation. As of Winter 2024, SIS began transitioning away from Go2Orientation and back to the Canvas LMS. Online orientation content will further be incorporated into the introductory course, INF 6010: Information in Society, a required course for all MLIS students. This will ensure that all students encounter this important material at the start of their degree. Faculty and staff are collaborating on the revision of existing orientation content and the development of new content. The roll-out of this new online orientation is Fall 2024.

We plan to assess the new MLIS LOs, review, and update annually as needed.

We will review MLIS program goals to reflect the newly adopted and revised 2023 ALA core competencies.

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 [CAC](#) and SIS faculty as each curriculum modification is adopted.

Sources of Evidence

Appendix B: Curriculum

- MLIS Curriculum Retreats and Meetings
- Sampling of Feedback Provided by SIS Practicum Supervisors
- Sampling of Recent Student Feedback
- SIS Syllabus Template
- Research and Directed Studies

Additional Sources of Evidence

- [New Course Development Resources](#)
- [Course Syllabus Guidelines](#)
- [Student Practicum Sites](#)
- [Syllabi Archive](#) (organized by year and then by semester)



STANDARD III

Faculty

STANDARD III: FACULTY

The School of Information Sciences (SIS) at Wayne State University (WSU) has a diverse faculty across academic rank, discipline, expertise, and demographics. In addition to its excellence in teaching, research and publications, and service, SIS faculty's overarching commitment to diversity, equity, and inclusion is exemplified by its governance structure, which positions faculty in a central role in systematic planning. The full-time faculty of SIS represent a balanced combination of full-time tenured, tenure-track and non-tenure-track appointments. The mix of faculty expertise and each faculty member's commitment to research, teaching, and service/outreach make it possible to support SIS' mission and accomplish the School's goals and objectives.

As typical of research universities tenure-track and tenured faculty have a terminal degree in their academic discipline and a program of research in their area of expertise. The School also recognizes two associate professors of teaching whose focus is on high-quality teaching and student-related service and whose depth of knowledge is derived from experience in academic and professional settings. SIS faculty are highly credentialed from a variety of institutions in the United States and abroad. As WSU is a major research institution, its full-time faculty are held to strict and demanding standards for tenure and promotion. Within SIS, numerous [part-time faculty](#), with diverse and varied backgrounds and specializations, enhance and complement full-time faculty expertise to ensure a high-quality and comprehensive program.

Standard III. 1.

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

The School of Information Sciences faculty are recognized leaders in quality online education, research and scholarship, and service. Table III.1 outlines the primary teaching responsibilities and research interests of the full-time faculty. As detailed in Table III.1, full-time faculty members possess expertise in diverse research areas and extensive teaching and curriculum development experience.

Table III.1: SIS Full-Time Faculty: Courses, Research Areas, Status

Last Name	Title	Courses Taught	Course Title	Research Areas	Tenure Status
Anghelescu	Professor	INF 6120 INF 8160	Access to Info Adv Online Srchnng	Information Organization and Retrieval Information Seeking Behavior Indexing and Abstracting Comparative and	Tenured

				International Librarianship	
Bajjaly	Associate Dean & Professor	INF 6420 INF 7040	Web Development Management & Leadership	Education of Information Professionals Data Management / Information Policy	Tenured
Beaudoin	Associate Professor	INF 6210 INF 7900 INF 7910 INF 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	Professor	INF 7040 INF 7620 INF 7996	Library Adm & Mgt Int:Health Informatics & E-Sci Research: INF	Reference Academic Libraries Management Scholarly Communication	Tenured
D'Arpa	Assistant Professor	1-INF 6210 2-INF 7830 3-INF 7835 4-INF 7885/HIST 7880 5-INF 7990	1-Organization of Information 2-Community Engagement 3-Community Archives 4-Cultural Heritage Institutions 5-Research & Directed Study	Public libraries and community engagement History of libraries/information Role of the federal government in information provision	Tenure-Track
Kumasi	Associate Professor	INF 7320 INF 7370 INF 7996	Media Spc: Tch&CsIt Mltictrl Info Svc Research: INF	School Library Media Urban Education Multicultural Education Children's and Young Adult Literature	Tenured
Li	Associate Professor of Teaching	INF 6080 INF 6415 INF 6460 INF 7500	Fundamentals of Info Technol Project Mgmt Database Design & SQL Information Behavior	Social Aspect of Computing Human Information Interactions Information Technology for Development	Non-tenure Track
Schroeder	Associate Professor of Teaching	INF 7685/INF 7700 INF 7730 INF 7740 INF 7770 INF 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
Walker	Professor	INF 7040 INF 7060	Management & Leadership Academic Libraries		Tenured

Walster	Professor	INF 6010 INF 6520 INF 7996	Intro: Info Profssn Lit-Chld: Gds 4-8 Research: INF	Information Technology and the Urban Poor Managing Information Environments School Library Media Ethnographic Research	Tenured
Zhang	Professor	INF 6080 INF 7420 INF 7470 INF 7940	Info Technol Website Development Information Architecture Human Computer Interaction	Information Technology Information Retrieval Human Computer Interaction	Tenured

The full-time faculty's combination of strengths makes significant contributions to the students' education, to the university, and to the information professions. Drawing from the wide knowledge base of its faculty members, the School offers courses in a wide range of subject areas. Since the previous accreditation visit in 2016, the full-time faculty at SIS has decreased by one faculty line, with some turn-over, due to retirements, resignations, and contract non-renewals, all combined with reduced enrollment and a financial budget crunch that have not enabled the School to replace all those faculty.

Full-Time Faculty: Tenured, Tenure-Track, and Associate Professors of Teaching

Full-time faculty are unionized and the current [Agreement](#) between the Wayne State University and the Wayne State University and the American Association of University Professors-American Federation of Teachers Local 6075, Wayne State University Chapter provides the framework for "the roles and responsibilities of the University Administration and the teaching faculty and academic staff, which are interdependent in the determination and implementation of educational policy and objectives."

As of the end of the 2023-24 academic year (May 2024), (the time frame for most of the tables that follow will cover the period Winter 2017-Winter 2024), there are eleven full-time [faculty members](#), including the former Associate Dean (Thomas Walker), currently on administrative leave, and including Dr. Stephen Bajjaly, who rejoined SIS in January 2024 as Interim Associate Dean until August 2024. SIS is comprised of the full-time faculty members noted below: eight tenured (seven at the full professor rank and one at the associate professor rank), one tenure-track (at the assistant professor rank), and two non-tenure-track (at the associate professor of teaching rank). Nine of the current full-time faculty (designated with an asterisk below) were with the School at the time of the previous COA review, demonstrating the stability of the School's teaching staff at the senior level.

Hermina Anghelescu, Professor*

Stephen Bajjaly, Professor Emeritus*

Joan Beaudoin, Associate Professor*

Deborah Charbonneau, Professor*

Christine D'Arpa, Assistant Professor

Nic DePaula, Assistant Professor (2019 – May 2024)

Kafi Kumasi, Professor*

Bin Li, Associate Professor of Teaching*

Kim Schroeder, Associate Professor of Teaching*

Dian Walster, Professor*

Thomas Walker, Professor

Xiangmin Zhang, Professor*

Since the previous COA review three faculty members have retired, including Associate Dean Stephen Bajjaly who returned from January – August 2024 as the School’s Interim Associate Dean. In 2019 SIS received permission to fill the Associate Dean vacancy. After a nationwide search, Dr. Thomas Walker joined the School as its Associate Dean. In summer 2022 he also assumed the position of Interim Dean of WSU Library System while continuing to serve as the School’s Associate Dean. Since September 2023 he has been on a one-year administrative leave and the Associate Dean position is currently open. SIS has received permission to hire a new Associate Dean and the [position](#) is currently open. During the review period (Winter 2017 to date) two faculty members have retired (Bajjaly and Neavill); three tenure-track faculty members have resigned (Hook, 2014-2018; Bowman, 2016-2023; and DePaula, 2019-2024); and one left due to a non-renewed contract (Sheble, 2017-2021). In 2017 SIS received permission to fill two faculty vacancies and successfully recruited Dr. Christine D’Arpa who joined SIS as a tenure-track assistant professor, in Fall 2017, and Dr. Laura Sheble who joined SIS as a tenure-track assistant professor, in fall 2017 and remained with SIS until May 2021.

In 2019-2020 WSU recruited a group of twelve [Big Data Interdisciplinary Faculty](#) who became affiliated with different departments on campus that had expressed interest in serving as hosts for the new hires, based on their area of specialization. As a result, Dr. Nic DePaula joined SIS as a tenure-track faculty member beginning Fall 2019. In 2022 and in 2023 we had two failed searches. Budgetary constraints prevented us from continuing the searches in the 2023-2024 academic year. SIS has requested approval to search for one or two additional faculty members during the 2024-2025 academic year.

SIS faculty are qualified and capable of accomplishing the School’s mission, goals, and objectives. They hold PhDs in disciplines that support their teaching and research responsibilities. All full-time, tenured and tenure-track faculty merit appointment to the graduate faculty as verified by the University. [Six SIS faculty are members of the WSU graduate faculty](#). In addition to teaching graduate-level classes, graduate faculty are eligible to chair doctoral committees and serve as dissertation advisors. Aside from the normal review of qualifications that takes place during the hiring process, faculty must seek the approval of the university’s [Graduate School](#) to serve on doctoral dissertation committees. As new faculty are hired, they are encouraged to complete a digital application for graduate faculty status, which is forwarded by SIS to the Graduate School. Based on an evaluation of the faculty member’s CV and the application, the Graduate School confers graduate faculty status for a term of five years.

All SIS full-time faculty teach courses in the MLIS program that align with their specialty and areas of expertise. They carry out the major share of teaching at SIS. They also serve as advisors to students and supervise independent studies. Ms. Kim Schroeder also serves as

advisor for practicums in the archives track. Three faculty members also teach in the other programs the school offers including the MS in Information Science (MSIS). All faculty teach online, mostly asynchronously. All full-time faculty have active research agendas.

Full time faculty also serve on [various SIS committees](#) that guide the program including the Curriculum and Assessment Committee (CAC), the Administrative Concerns Committee (ACC) and its subcommittee, the Scholarships and Awards Committee. [Student chapters](#) of the [American Library Association](#), Association for Information Science & Technology, [Future Librarians for Inclusivity and Diversity](#), National [Digital Stewardship Alliance](#), and [Society of American Archivists](#), all have faculty advisors. Ms. Kim Schroeder also serves as the faculty advisor to the student editorial committee of [The Information Warrior Student Journal](#), an open-access, peer-reviewed SIS student journal which had its debut in January 2024.

SIS faculty expertise spans multiple specific research areas. As an interdisciplinary program, [faculty webpages](#) on the School's website reflect the faculty member's research areas for prospective students and potential collaborators.

Faculty Expertise and Recognition

Faculty expertise and research output has been conveyed and acknowledged by the scholarly community. Professor Deborah Charbonneau received the 2023 ALISE/ProQuest Methodology Paper Competition award. This prestigious award, sponsored by ProQuest, recognizes innovations in research methodologies in the field of library and information science. Dr. Charbonneau collaborated with Dr. Keren Dali from the University of Denver for their research paper entitled "Using Hermeneutic Phenomenology and the Single Question Aimed at Inducing Narrative (SQUIN) in Disability Research."

Professor Kafi Kumasi received multiple awards during the review period, such as: The President's Award, Michigan Association for Media in Education (2021), the Provost's Office Academic Leadership Academy Award, Wayne State University, (2019) the Provost's Office, Tenured Faculty Professional Development Award, Wayne State University, (2019), the Trends Impacting YA Services, Midwinter Paper Award, Young Adult Library Services Association (2018), and the Research Fellow Award, Children's Book Center, iSchool at University of Illinois, Champaign-Urbana (2016-2018). In 2021 Dr. Kumasi was nominated for the WSU President's Award for Excellence in Teaching.

Professor Zhang and his co-presenters received the WLU CS Workshop Award at the 21st IEEE/WIC/ACM International Conference on Web Intelligence and Intelligent Agent Technology (2022) for "The International Workshop on Explainable AI for Recommender Systems."

Professor Anghelescu received the Provost's Office, Tenured Faculty Professional Development Award, Wayne State University (2022 and 2024).

Part-Time Faculty

In addition to full-time faculty, qualified individuals, designated as part-time faculty, are hired to teach some courses in the School. Currently, thirty-five [part-time faculty](#) members expand and enhance the full-time faculty's competencies and areas of expertise in several ways. They are integral to the program and enrich the quality and diversity of the program's offerings. The most

important asset is professional experience in various information agencies, combined with strong academic qualifications. Several part-time faculty hold Ph.D. or Ed.D. degrees in addition to their MLIS or a Master's in a related area. The part-time faculty members who have taught graduate courses at SIS since the last reaccreditation bring expertise and perspective to the School beyond what the full-time faculty provide. Part-time faculty allow the School to offer more sections and classes than the full-time faculty alone can cover. ([CVs of current part time faculty](#) are available.)

As detailed in [Table III.2](#), some part-time faculty have ongoing relationships with the school, they are accomplished alumni of the program, while others are drawn from the local area or other institutions in the US. The Associate Dean oversees recruiting and hiring part-time faculty. Potential part-time faculty are subject-area 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 Education (ALISE), Michigan Academic Libraries Consortium, Michigan Library Association, Michigan Association of School Librarians, and other professional venues. Vitae for potential part-time faculty are made available to all full-time SIS faculty. After a phone or Zoom interview, those potential part-time faculty who seem suitable are typically invited to teach a course at SIS.

A “[Course Leader](#)” from among the full-time 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 part-time faculty is hired the Course Leader is notified to reach out to the new part-time faculty, 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 SIS. The part-time faculty's course delivery is monitored by the Course Leader who is embedded in the part-time faculty's course the first time the part-time faculty teaches a particular course. The recently updated [policy statement regarding Course Leaders and Part-Time Faculty](#) provides the framework for this collaboration.

SIS maintains ongoing, regular communication with part-time faculty. There is a listserv (sisadjunct@lists.wayne.edu) specifically for broadcast communications to these faculty. Prior to the start of each semester, the Associate Dean sends an email message to each part-time faculty who is teaching that semester to provide up-to-date information about 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 part-time faculty is fully apprised of the SIS course delivery expectations.

Two part-time faculty serve as practicum coordinators for the MLIS and the School Library Media students. In addition, Ms. Schroeder, who is the coordinator of the Archives Program, also serves as the practicum coordinator for the students on the Archives track.

Part-time faculty are unionized and the current [Agreement](#) between the Wayne State University and the Wayne State University Union of Part-Time Faculty AFT Local 477, AFL-CIO stipulates all the requirements for promotion. Part-time faculty are eligible for promotion from PTF 1 to PTF 2, and subsequently to PTF 3. Currently, candidates need to have taught a course six times within seven years to be eligible for this promotion. To be promoted, the eligible PTF member must request a promotion review. Then, the Associate Dean, together with the part-time faculty's Course Leader, engage in the evaluation for promotion within SIS. The process includes a review and assessment of course materials, submission and review of two most recent complete

Student Evaluation of Teaching ([SET](#)) scores, and letters of recommendation. One current PTF has completed the promotion evaluation and been promoted to PTF2.

Part-time faculty are eligible to attend any faculty meetings and other School get-togethers that they desire. Part-time faculty participate in the Student Academic Review (SAR) process held each semester where faculty report on and counsel students who are encountering academic problems (See more under IV.4).

Occasionally, SIS holds a “Part-Time Faculty Retreat” where part-time faculty interact with full-time faculty, Course Leaders, and staff and engage in interactive discussions focused on teaching when resources and support available on campus are featured. During the review period two such retreats took place online ([March 2, 2023](#), and [January 31, 2024](#)). When individual training needs arise, they are handled one-on-one or with support from the [Office for Teaching and Learning \(OTL\)](#).

Teaching Distribution/Loads

Table III.3 shows the number and percentage of course sections taught by full-time and part-time faculty each term over this reporting period. [Semester class schedules](#) are provided in Appendix C.

Table III.3 Course Sections

Term	Total Number of Sections Offered	Taught By Full-time Faculty		Taught by Adjunct Faculty	
		Number	Percent	Number	Percent
Fall 2016	45	21	47%	24	53%
Winter 2017	46	23	50%	23	50%
S/S 2017	22	5	23%	17	77%
Fall 2017	40	26	65%	14	35%
Winter 2018	45	32	71%	13	29%
S/S 2018	19	5	26%	14	74%
Fall 2018	22	21	95%	21	95%
Winter 2019	45	28	62%	17	38%
S/S 2019	21	9	43%	12	57%
Fall 2019	45	31	69%	14	31%
Winter 2020	47	29	62%	18	38%

S/S 2020	21	8	38%	13	62%
Term	Total Number of Sections Offered	Taught By Full-time Faculty		Taught by Adjunct Faculty	
Fall 2020	43	34	79%	9	21%
Winter 2021	43	32	74%	11	26%
S/S 2021	21	10	48%	11	52%
Fall 2021	44	33	75%	11	25%
Winter 2022	44	31	70%	13	30%
S/S 2022	22	9	41%	13	59%
Fall 2022	44	31	70%	13	30%
Winter 2023	42	31	74%	11	26%
S/S 2023	18	5	28%	13	72%
Fall 2023	36	21	58%	15	42%
Winter 2024	39	23	59%	16	41%
Total	814	498	60%	336	40%

As detailed in Table III.3, the full-time faculty carry out the major share of teaching during the regular academic year (fall and winter terms). The evidence for this is contained in Appendix C, which includes all the [semester course schedules](#). Having full-time faculty teach as much as possible helps ensure the continuity and consistency needed in the School.

Until recently, SIS faculty have carried among the highest teaching loads on campus, amounting to five courses per academic year for tenured and tenure-track faculty and six for professors of teaching. Beginning with the 2023/2024 academic year the teaching load was reduced, on an experimental basis, to four or five courses per academic year respectively to allow faculty to engage in the elaboration of the present self study and to devote more time to their scholarship. The experiment will continue during the next academic year, 2024-2025. An assessment will be conducted to determine the cost/benefit/impact of the reduced teaching load to determine if the reduction should be permanent.

Over this reporting period, the number of full-time faculty who are afforded the opportunity to teach in the spring/summer semesters has been reduced to only one. 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 considerable differential over the standard pay that part-time faculty receive for teaching the same course. Also, in contrast to previous Self Study reporting periods, SIS is now rated on the extent to which it keeps its spring/summer expenses in check, further

compounding the reliance on part-time faculty during the spring/summer semester. To cope with these changes, SIS has redesigned its teaching schedule to ensure that courses in which part-time faculty teach some or all 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. Full-time faculty generally devote summers to their research and publication efforts.

The SIS curriculum includes six core courses (INF 6010, 6080, 6120, 6210, 7040, and 7996), often offered in multiple sections over the same term. Table III.4 details the numbers of core and elective courses each term taught by full-time and part-time faculty. All core courses are offered exclusively online.

Table III.4 Core and Electives by FT and PT Faculty

Term	Total Number of Sections Offered	Taught By Full-time Faculty		Taught by Adjunct Faculty	
		Core	Elective	Core	Elective
Fall 2016	45	8	13	9	15
Winter 2017	46	6	17	7	16
S/S 2017	22	1	4	6	11
Fall 2017	40	12	14	1	13
Winter 2018	45	12	20	1	12
S/S 2018	19	0	5	6	8
Fall 2018	22	2	19	4	17
Winter 2019	45	9	19	3	14
S/S 2019	21	2	7	3	9
Fall 2019	45	14	17	3	11
Winter 2020	47	12	17	2	16
S/S 2020	21	2	6	5	8
Fall 2020	43	13	21	1	8
Winter 2021	43	12	20	2	9
S/S 2021	21	3	7	5	6

Fall 2021	44	12	21	2	9
Winter 2022	44	9	22	2	11
S/S 2022	22	3	6	5	8
Fall 2022	44	9	22	3	10
Winter 2023	42	10	21	1	10
S/S 2023	18	1	4	5	8
Fall 2023	36	6	15	5	10
Winter 2024	39	8	15	4	12
Total	814	166	332	85	251

SIS 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 Metro Detroit area students have shown strong preference for online courses due to their demanding work schedules, family commitments, and distance from campus. The Covid-19 pandemic only reinforced the need for online teaching and learning. The School's continuing online course delivery has increased its visibility nationwide, thereby resulting in a significant portion of its students residing beyond a reasonable commuting distance from campus.

Standard III. 2.

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

Wayne State University is one of only two U.S. public universities to hold both the "Highest Research Activity" (R1) and "Community Engagement" designations from the [Carnegie Foundation](#) for the Advancement of Teaching. Excellence in teaching, research, and service are held in high regard by WSU in its mission. New faculty are appointed based on a strong record and potential for teaching, research, and service. As per the University's [Promotion and Tenure Procedures](#), "The assessment of a faculty candidate's qualifications [for tenure or promotion] shall be based upon excellence in teaching and in scholarly achievement.... Consideration shall also be given to non-instructional service to the department, School/College, and/or University and/or public and/or professional service which benefits the University.... For tenure, "assessment of a candidate's qualifications must take into consideration both performance to date and prospects for continued excellence based on that performance." For promotion, "assessment of a candidate's qualifications must take into consideration proven abilities, professional experience, and potential for continued professional growth as appropriate to the candidate's current and contemplated ranks."

Tenure and promotion policies are unit-specific and approved by the School and the Provost. The Provost's office lists the university-wide promotion and tenure policies, procedures, and timelines on its [website](#). A recent communication from the Provost office mentions the following:

Beginning academic year 2024-25, the university will be implementing [new promotion and tenure factors for faculty](#). These new factors were developed by a committee consisting of AAUP-AFT faculty representatives, faculty members of the academic senate, and academic administrators. The main impetus behind the update was to make the factors more inclusive and to recognize a broader range of scholarship, teaching, and service activities. The intent is not to require these activities, but to make sure they are recognized.

Major items addressed in the new factors include:

- Diversity, equity, and inclusion (DEI) related activities should be considered an important type of academic activity across scholarship/creative activity, teaching, and service.
- Publicly engaged scholarship should be considered a significant type of scholarship/creative activity and definitions and examples are provided.
- Interdisciplinary/collaborative research should be recognized as an important type of scholarship/creative activity.

Other changes were also made to bring the university factors up to date (e.g., incorporation of gender-neutral pronouns). Units are expected to review and implement the new factors beginning next academic year. Units will be asked to examine and potentially update their own factors based on these changes.” Several [information sessions](#) about the new university factors were scheduled, with the very first one organized on 1 March 2024.

[SIS current factors for tenure and promotion](#) have been in place since 2012. SIS has started the review of its tenure and promotion factors and plans to complete its update during the 2024 fall semester.

Appointments and Promotions and Faculty Turnover

Since the last reaccreditation, SIS has recruited the following faculty members:

- Dr. Timothy Bowman, Assistant Professor (hired in 2016, resigned in 2023)
- Dr. Christine D'Arpa, Assistant Professor (2017--)
- Dr. Laura Sheble, Assistant Professor (2017-2021)
- Dr. Nic DePaula, Assistant Professor (hired in 2019, resigned in 2024)
- Dr. Thomas Walker, Associate Dean (2019-2023), Professor (2024--)

Associate Dean Stephen Bajjaly, hired in 2007, stepped down in August 2018. After an administrative leave, Dr. Bajjaly returned to the faculty in fall 2019. He spent academic year 2022-2023 assisting Interim Dean Tom Walker with SIS administrative work. He retired in May 2023 but was rehired in January 2024 as Interim Associate Dean to oversee the school until a

permanent associate dean could be hired. Since the search for a permanent associate dean has so far failed to recruit a suitable candidate, Dean Bracke will take over as primary head of the school in August 2024 when Dr. Bajjaly again retires.

Four faculty members were promoted to the full professor rank: Dr. Hermina Anghelescu in 2017 and Drs. Deborah Charbonneau, Kafi Kumasi, and Xiangmin Zhang were promoted to full professors in 2023. At this point the School has the highest number of full professors in its entire history.

Faculty receive support for excellence in teaching, research, and service through the following support mechanisms at the department and university levels.

New Faculty

Newly hired tenure-track faculty receive one course release during their first semester to allow the faculty member to get oriented and to establish their research agenda. New faculty members are assigned advisees only starting with their second year at SIS, allowing them one year to become familiar with the School and its academic policies and procedures. Junior faculty members have a reduced service load on committees and typically do not serve as committee chairs in their first three years in rank. This practice places a greater service expectation on senior faculty. Each new faculty member is assigned a SIS faculty mentor. As a member of the Big Data cohort, Dr. DePaula received start-up funding at an amount set by the Provost's Office.

The Provost's Office offers new [faculty orientation](#) and onboarding sessions. They ensure that faculty accounts and Canvas accounts are set up as soon as the employment paperwork is submitted. The new faculty orientation is two days in-person with a Zoom option. It is optional, and all new faculty are invited. Topics include a welcome from the Provost, the Associate Provost for Faculty Affairs, and the Assistant Provost for Faculty Development and Faculty Success; as well as introductions to teaching, research, the Graduate School, the University Libraries, C&IT, Office for Teaching and Learning, Canvas, HR, promotion, tenure, and evaluation. Their offerings are continually being developed and updated. The [WSU Faculty Resources](#) website contains a plethora of resources and guidance on research, teaching, service, grant seeking, and writing as well as suggestions on how to navigate the university to ensure each faculty member is successful.

Non-tenure-track (renewable) Faculty

Currently SIS employs two non-tenure-track (renewable) faculty, both at the associate professor of teaching rank. The newest contract not only changed the titles of non-tenured teaching faculty but also added processes for promotion from Assistant Professor (Teaching) to Associate and Full. Promotion requires evaluation by the School's Promotion and Tenure committee and the development of appropriate guidelines (or the use of existing guidelines). "The factors shall distinguish among teaching, scholarship and service, and the balance of requirements for each of these criteria shall be consistent with the distinct responsibilities of each classification: tenure-track faculty, faculty (clinical), faculty (research), and faculty (teaching)." Stipulations of Article XXIII of the contract are related to promotion factors. In addition, requirements for promotion on the teaching track are provided on the Provost's [website](#).

Teaching Releases

Tenure-track and tenured faculty are also eligible for course releases when they engage in long-term funded research, administer a grant, or are involved with administrative assignments.

Online Teaching Support

WSU supports a stimulating learning and research environment through numerous offerings for professional development and support provided by the [Office for Teaching and Learning](#) (OTL) where faculty take part in workshops and educational activities. OTL “strives to promote excellence in the learning environment by empowering faculty with the tools and resources necessary to develop and maintain quality courses.” OTL staff have been extremely helpful to SIS in the implementation and creation of new online courses, helping faculty design online course structures that use best practices for student learning, and solving problems related to online teaching. In order to enhance faculty’s quality of teaching and students’ learning experience OTL offers to conduct a [mid-semester assessment](#) of students’ perceptions of what goes well and what could be changed or improved while the course is in progress. All SIS full-time faculty and many part-time faculty have invited OTL staff to conduct assessments of their classes.

Technology Support

SIS provides faculty with a computer which will be replaced every four years. WSU’s Center for [Computing & Information Technology](#) (C&IT) offers workshops and provides assistance on the use of new technologies and applications. The School employs a graduate student assistant to address tech problems and provide assistance to students. Complete details on the technology infrastructure and support activities are contained in Standards IV and V.

Sharing Research and Writing Practices

SIS faculty share best practices in teaching, research, and scholarly writing. In recent years, a group of tenured and tenure-track faculty members met for research conversations in the morning and dedicated time to write throughout the day. Faculty shared writing goals and discussed progress made at the end of the day. These meetings were brought to a halt at the onset of Covid-19. OTL also hosts ongoing weekly writing days, typically held on Wednesdays, in the faculty writing studio. The [Office of the Vice President for Research](#) hosts grant writing training sessions on a regular basis. WSU’s three Institutional Review Boards ([IRBs](#)) assist faculty who engage in all human participant research.

The Wayne State University Library System ([WSULS](#)) “supports 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 as well as the metropolitan Detroit area.” 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. Ms. Rachael Clark serves as the library liaison to SIS faculty and students. Full details about our library services are provided in Standard V.

Travel Support

Travel has been supported with at least one professional trip per academic year completely covered for all faculty who attend a conference to present their research. Departmental funding allows faculty to participate actively in disseminating their research, with yearly funds allotted for conferences such as ALISE, ASIST, IFLA, and other major professional conferences. The annual amount available has varied during the review period due to factors including budget reductions and the Covid-19 pandemic which brought professional travel and conference participation to a halt.

Additional individual funding is available on a competitive basis to tenured faculty through travel grants from the Provost Office for Faculty Development and Faculty Success. Dr. Anghelescu was awarded such a stipend to attend the IFLA Congress in Dublin, Ireland, in August 2022 and another stipend to attend the IFLA Information Futures Summit in Brisbane, Australia in September 2024.

Sabbaticals

By university policy, after six years of service, faculty on nine-month appointments may be granted a sabbatical leave at half-pay for a period not to exceed two semesters or at full-pay not to exceed one semester. When eligible, tenured faculty members can apply for a sabbatical via the university’s competitive process to provide them release time for professional development opportunities such as conducting research, engaging in scholarly and creative activities, improving instruction, or obtaining instructional retraining.

Since 2016, a total of five faculty members have been awarded a sabbatical leave. Their sabbatical research has focused on information literacy, services provided by national libraries, evaluation of science exhibits at the National Museum of Natural History within the Smithsonian Institution, information retrieval and search engines, human-computer interaction, increasing diversity of librarians through tuition remission and mentorship, restoring urban school libraries, and evaluating art museums’ online collections. Accomplishments include conference presentations and publication of journal articles and book chapters.

Table III.5 details the faculty members who received sabbaticals during this accreditation review period.

Table III.5 Sabbatical Leaves 2016-2024

Academic Term / Faculty Member	Location	Project Scope
Fall 2016 Hermina Anghelescu	Visiting Professor at the University College London, School Library & Information Studies, Doha, Qatar	Workshops on Information Literacy for high school librarians in Qatar Manual on information literacy aimed at assisting high school librarians teach information literacy to their students

Winter 2017 Kafi Kumasi	Faculty Research Fellow at the University of Illinois' iSchool, Urbana Champaign, IL	<p>Delivered the annual Gryphon Lecture sponsored by the Center for Children's Books.</p> <p>Consulted with doctoral students and faculty colleagues in the iSchool.</p> <p>Provided mentorship for doctoral students.</p> <p>Developed a conceptual framework for understanding youth information behavior.</p> <p>Served as the Faculty Liaison for a federal grant project aimed at increasing the diversity of librarians through tuition remission and mentorship through the School of Information Sciences and the HBCU Library Alliance.</p>
Fall 2018 Deborah Charbonneau	Visting faculty scholar at the Smithsonian Institution, Washington, D.C.	Worked with the Smithsonian's Office for Audience Research (SOAR) to evaluate three science exhibits at the National Museum of Natural History
Fall 2018 Xiangmin Zhang	Visiting Professor at the School of Information Technology, King Mongkut's University of Technology Thonburi, Bangkok, Thailand	<p>1). Created and taught an Information Retrieval/Search engines course for senior undergraduate CS students;</p> <p>2). Published one JASIST article;</p> <p>3). Collaborated with the HCI group at Kmutt on a number of research topics, and this established solid collaboration has resulted in more than 10 high impact journal articles since 2019;</p> <p>4). Participated in the WSU library system's promotion process, evaluated for a librarian promotion case;</p> <p>5). Reviewed a paper submission for TOIS, ACM Transactions on Information Systems, and for the IAIT conference (three papers);</p> <p>6). Participated in the IAIT 2018 conference (10-13, December 2018), served as a special session chair, a member of the international program committee; and</p> <p>7). Collaborated with Dr. Joan Beaudoin of SIS on an IMLS grant proposal submission.</p>
Fall 2019 Joan Beaudoin	Detroit, MI	Online collections in US art museums
Fall 2023 Kafi Kumasi	Detroit, MI	<p>Focused on finishing up data analysis on an IRB approved research project: <i>Exploring Whiteness and Racial Battle Fatigue in the Everyday LIS Education Workplace</i>. Submitted for publication.</p> <p>Closed out a 3-year IMLS federal grant for Project RUSL- <i>Restoring Urban School Libraries</i>.</p>

Dr. Anghelescu spent her Fall 2016 sabbatical as a Visiting Professor at the University College London-Doha campus in Qatar, School Library & Information Studies and as a Research Fellow affiliated with the Qatar National Library. Her visit was funded by a grant from the Qatar Foundation. During her stay in Doha, Dr. Anghelescu co-authored a manual on information literacy aimed at assisting high school librarians teach information literacy to their students. The manual was translated into Arabic.

Dr. Charbonneau spent her Fall 2018 sabbatical in Washington, D.C., where she was a Visiting faculty scholar at the Smithsonian Institution. She worked with the Smithsonian's Office for Audience Research (SOAR) to evaluate three science exhibits at the National Museum of Natural History.

Dr. Zhang spent his fall 2018 sabbatical as a Visiting Professor at the School of Information Technology (SIT), King Mongkut's University of Technology Thonburi (Kmutt), Bangkok, Thailand. His visit was funded by the King Mongkut's University of Technology. During his stay at SIT, Dr. Zhang: created and taught an Information Retrieval/Search engines course for senior undergraduate CS students; collaborated with the HCI group at Kmutt on a number of research topics, and this established solid collaboration has resulted in more than 10 high impact journal articles since 2019; participated in the WSU library system's promotion process, evaluated for a librarian promotion case; reviewed a paper submission for TOIS, ACM Transactions on Information Systems, and for the IAIT conference (three papers); participated in the IAIT 2018 conference (10-13, December 2018), served as a special session chair, a member of the international program committee; and collaborated with Dr. Joan Beaudoin of SIS on an IMLS grant proposal submission.

Dr. Kumasi spent her Winter 2027 sabbatical as a Faculty Research Fellow at the University of Illinois' iSchool. As part of her residency, she delivered the annual Gryphon Lecture sponsored by the Center for Children's Books. While in Urbana-Champaign, she also consulted with doctoral students and faculty colleagues in the iSchool. In addition, she provided mentorship for doctoral students. She served as the Faculty Liaison for a federal grant project aimed at increasing the diversity of librarians through tuition remission and mentorship through the School of Information Sciences and the HBCU Library Alliance. She helped organize a conference presentation for project IDoL students at ALA Annual held June 2017 in Chicago.

During her Fall 2023 sabbatical, Dr. Kumasi focused on finishing up data analysis on an IRB approved research project: *Exploring Whiteness and Racial Battle Fatigue in the Everyday LIS Education Workplace*, and submitting it for publication to the *Journal of Documentation*. In addition, she closed out a 3-year IMLS federal grant which she received for [Project RUSL- Restoring Urban School Libraries](#). All the while she gave presentations and engaged in other scholarly activities.

Dr. Beaudoin spent her fall 2019 sabbatical examining the availability of, and ease of access to, art museum collections presented online via institutional web sites. Focusing on art museum collections in the United States, this project analyzed the data behind the representation of museum objects in the online setting to codify and report on shared descriptive and multimedia practices. Furthermore, the project highlighted common difficulties (e.g., determining the sort order of retrieved items, and the meaning of field labels) visitors experience while examining online collections. The project sought to clarify the current state of the art surrounding online art

museum collections and provide context for why studies of visitors to museum web sites report limited use of online collections. Questions concerning the fundamental features of online collection access, such as what percentage of collections are available online and the semantic commonalities found across museums, were explored and enabled reflection upon how far museums have extended their reach.

Although currently eligible for sabbaticals, two faculty members (Drs. Charbonneau and Anghelescu) have deferred their leaves of absence to make themselves available for the preparation of the present Self Study and for the ERP visit. Dr. Anghelescu will take her leave during the winter 2025 semester as will Dr. Zhang. Dr. Charbonneau has deferred her sabbatical until the 2025-2026 academic year.

Encouraging Excellence Through Grants and Awards

The School seeks recognition for faculty members' excellence by nominating them for awards within the university and profession. During the review period, several faculty members won prestigious awards and recognitions. At the University level, faculty [achievement and success](#), excellence in teaching, research, and service are recognized and supported in multiple ways. All three of these areas are recognized with various awards and internal grants. SIS faculty have received several of these recognitions for their teaching, research, and service.

During the review period SIS faculty submitted over \$1.5 million in grant proposals, of which over one-third (\$570,000) was funded (see [Table III.8](#) for details). This external funding success contributes positively to the University's goal to increase [research](#), scholarship productivity, and funded projects. The external funding drive of the university has intensified over time and continues with the university's [Strategic Plan, 2022-2027](#). Large national grants typically had several collaborators both at WSU and elsewhere.

During 2019-2023, Dr. Christine D'Arpa served as co-investigator with three faculty members from University of Oklahoma (lead institution) on a \$475,785 National Leadership Grant from the Institute of Museum and Library Services (IMLS) for the project titled "Community health and wellness: Small and rural library practices, perspectives, and programs." The project funded [three SIS students](#) who were integral members of the project team, co-authors in several publication with faculty, and attended and presented at [LIS conferences](#).

During 2023-2024, Dr. Christine D'Arpa served as co-investigator with a faculty member from the University of North Carolina Greensboro (lead institution) on a \$107,000 grant awarded by the [Mellon Foundation](#) for the research project titled "Public libraries and food justice." Funds from the grant included support for one SIS graduate assistant position at 10 hours per week for the full term of the grant.

During 2014-2019, Dr. Deborah Charbonneau was co-investigator on a \$1.8 million grant from the Agency for Healthcare Research and Quality (AHRQ) that investigated how Internet-based and mobile technologies are used by cancer survivors once their treatment has ended. The research project was titled "eHealth Activity among African American and White Cancer Survivors."

During 2020-2021, Dr. Deborah Charbonneau was the principal investigator on a \$19,800 grant from the National Library of Medicine that funded her project on "Stimulating Minds and Memories: Community Health Partnerships for Memory Care," a community-based partnership

between SIS and the Pontiac Public Library (Michigan) aiming to expand library outreach by offering new programs for individuals experiencing memory loss and their caregivers.

During 2020-2023, Dr. Kafi Kumasi was the principal investigator on a \$247,152 federal grant from the Institute of Museum and Library Services, Laura Bush 21st Century Libraries Program for the “Project RUSL-Restoring Urban School Libraries.”

During 2016-2018, Dr. Kumasi was a Research Fellow at the Children’s Book Center, the iSchool at University of Illinois, Champaign-Urbana, with a stipend of \$5,000. In 2018 Dr. Kumasi received a research award of \$1,500 for her project “Trends Impacting YA Services (YALSA).”

Dr. Hermina Anghelescu received three grants from the Qatar Foundation. The first one enabled her to spend her sabbatical leave of absence as a Visiting Professor at the University College London-Doha campus in Qatar, School Library & Information (2017). Another grant enabled her to conduct research at the Qatar National Library (2018), while a third grant allowed her to give workshops on information literacy to high school librarians in Doha and write a manual to assist teachers with this activity (2019).

In 2018 Anghelescu received a travel grant from the Embassy of Japan in the Republic of Moldova for her to deliver two presentations about libraries in Japan for librarians in two cities in Moldova.

In addition, Dr. Anghelescu received a United States Speaker Grant from the U.S. Department of State, International Information Program, to conduct four workshops on “Fake News, Disinformation, and Misinformation” for the Association of Public Librarians and Libraries in Romania (2019).

A grant proposal submitted by Dr. Bajjaly in 2017, in conjunction with the Joint Council of Librarians of Color (JCLC), to IMLS requested a second round of funding for a three-year project to cover tuition and other education expenses for an 18-student cohort from under-represented groups to complete their MLIS degree with focus on digital content management. The proposal was not funded.

Grant Proposals and Funding: Internal Grants

SIS faculty also applied for internal grants from the University. These smaller grant proposals were commonly submitted by single faculty members and were used as seed money for further research. In 2019, Dr. Xiangmin Zhang organized an interdisciplinary team of four faculty on the WSU campus across three colleges/schools. They were awarded the Provost’s Bigdata Analytics Initiative Seed Grant of \$10,000 for their project titled “Leveraging Big Data to Investigate Health Disparities among Children with Autism Spectrum Disorder (ASD),” where Dr. Zhang was co-PI and Dr. Deborah Charbonneau was co-investigator.

[Table III.8](#) details the SIS grants that have been funded (or not funded) during this review period.

Awards

SIS faculty’s scholarship has received local, national, and international recognition. As already presented in this chapter, under III.1 (Faculty Expertise and Recognition), SIS faculty have been

the recipients of a series of awards that highlight scholarly accomplishments and bring visibility to the School.

School and University Service

All full-time faculty and professional staff members carry a service load that typically involves committee work at the School and at the university and/or professional levels. Appendix C contains the annual lists of [SIS committee and working group assignments](#) and [university service obligations](#). Service is an integral part of the faculty role, and SIS faculty serve in school, university, state/regional, and national/international roles. Tenure-track faculty generally take on less time-consuming assignments, while tenured faculty chair committees and hold leadership positions. Junior faculty members have a reduced service load on committees and typically do not serve as committee chairs in their first three years in rank. This practice places a greater service expectation on senior faculty, and this responsibility is reflected in the annual review process.

Service expectations increase with promotions and time in rank. Service within the School is vital to the functioning of SIS, and with a small faculty size there are many roles to fill. At the beginning of each academic year full-time and part-time faculty sign up for committee(s) they want to serve on at the School and university level. Some committees (such as the Salary Committee) require members be voted in. Others, such as the Promotion and Tenure Committee, are composed of everyone eligible (i.e., all tenured faculty). Recent elections have been conducted online via Qualtrics.

Community Engagement

The University's Carnegie R1 status and its commitment to community engagement as an institutional goal have become part of SIS dedication to service-learning. Librarianship is a service-learning profession focused on meeting the community needs, on connecting people with information resources, on promoting information literacy, and on cultivating a civic-minded and informed citizenry. Many SIS courses are centered on providing service to diverse populations. Reference services, health information, collection development, management and leadership courses address services and practices that meet the needs of communities being served by libraries, archives, and other information agencies. SIS faculty have developed courses focused on community engagement and advocacy. In courses like Community Archives, Culture Matters: Decolonizing Information, and Community Engagement students learn about outreach to community members, about how to support the communities they serve, how to collaborate with diverse members of these communities, how to preserve records that document the complexities of communities and their histories. Students engage in hands-on projects aimed at producing concrete impact on the communities they interact with during their practica and field work.

Dr. Beaudoin's long-term and ever-growing project [The Fabric of Detroit: Uncovering Public Art](#) is an illustration of her own research and student contribution to promoting murals in the City of Detroit, named among the top 10 cities in the U.S. for street art. Dr. Beaudoin's project has received national recognition for documenting local artworks and was featured in various magazine articles, like "Mapping the Murals: Library School Professor and Student Catalog Public Art in Detroit," published in [American Libraries](#).

Dr. Kumasi's 3 year-IMLS federal grant focused on [Restoring Urban School Libraries](#) (Project RUSL) which enabled a cohort of six students to obtain an endorsement in school library media through SIS. The project provided education and professional development for six diverse [classroom teachers](#) who work in the Harper Woods and River Rouge school districts. The teachers became certified school librarians and built capacity to restore the school libraries in their respective buildings.

Standard III.3.

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

Faculty recruiting follows numerous policies and procedures at the university and school level. The Provost has a [website](#) for faculty recruiting procedures that lists resources available to administrators, deans, and department chairs. The Office of Equal Opportunity (OEO) website also contains faculty [recruiting](#) procedures. Wayne State University is an equal opportunity/affirmative action institution, and all faculty searches must follow the OEO policies. The university is "in compliance with all applicable federal and state laws and regulations and does not discriminate" in employment opportunities.

When permission is given to the School to fill a vacant position, a search committee is formed. The Chair of the committee is a SIS faculty member. Other SIS 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 first approved by all faculty and the Dean, and then by the WSU Office of Equal Opportunity, prior to the announcement of the position vacancy. The Office of Equal Opportunity offers training sessions for members of search committees. [Training sessions](#) offer search committee members instruction on developing successful search committee work and interaction to move forward with the faculty hiring process. They are designed to assist committee members in preparing and implementing hiring plans more efficiently and effectively to enhance the success of the search process.

In addition to following the established WSU procedures, once the position is posted, SIS faculty attempt to recruit individuals from diverse backgrounds in several ways. Faculty members are often asked to suggest names of individuals to be invited to apply for open positions. 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. SIS is also permitted to hire faculty at the associate or full professor levels, thus enabling faculty to identify people established in the field to invite them to apply. Once the interviews are completed and evaluations are collected from those who attended the candidate's presentation and interacted with the candidate, the search committee makes a recommendation to the Dean who consults and makes a decision together with the SIS Associate Dean. Then the SIS Associate Dean makes an offer to the designate, and the designate is signed to a tenure-track or tenured 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](#).

The [SharePoint Faculty Search site](#) contains a folder with search committee documents, advertisements, and descriptions of search processes for faculty searches during the review period.

Position openings are commonly posted on the SIS website, the SIS Facebook page, the SIS LinkedIn page, the SIS Twitter page, the WSU faculty jobs site, the JESSE listserv, the ALISE jobs site, the iSchools jobs site, ASIS&T lists, the *Chronicle of Higher Education* and the Chronicle's Diversity Network, and the INSIGHT into Diversity website. Jobs may also be listed with a diversity of library professional organizations such as BCALA, AILA, REFORMA, and more.

The University has become dedicated to improving the campus diversity climate. To this end, numerous actions have been taken, including creating an [Office of Diversity, Equity and Inclusion \(DEI\)](#) which is involved in messaging and training for students, staff, and faculty at WSU. In its mission statement, the Office of Diversity, Equity, and Inclusion expresses its commitment "to lead the campus in shaping the university into an institution that values and supports people of diverse identities, backgrounds, experiences, and perspectives, and reflects the many cultures represented in our city, state, region, nation and world." The DEI Office website includes a wealth of campus resources, data, and reports, as well as a schedule of education and training sessions. The Diversity, Equity, and Inclusion Council ([DEI Council](#)) was officially established on July 27, 2023. The DEI Council's purpose is to foster anti-racism, diversity, equity, and inclusion at Wayne State University by assessing and reporting on the institution's progress in these domains and by offering strategic advice to WSU's Associate Provost and Chief Diversity Officer. In the Fall of 2022, the Provost asked schools and colleges to create or update their DEI strategic plans. SIS' current strategic plan has been updated accordingly.

In January 2024 the Office of Diversity, Equity and Inclusion launched a campus culture and climate [survey](#) aimed at measuring perceptions of diversity, inclusiveness, respect, support, and opportunities for advancement and academic success. The Interim Associate Provost for Diversity, Equity and Inclusion/Chief Diversity Officer encouraged all members of the WSU community to participate in the anonymous survey.

SIS Faculty Diversity

In addition to the varied institutional backgrounds and areas of specialization that the SIS faculty offer, they also have a diverse composition. Faculty members have differing and varied racial, ethnic, and cultural backgrounds (i.e., Asian, African American, Caucasian), originate from different geographic areas (i.e., Europe, Asia, and the United States), and offer linguistic diversity (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 for outstanding contributions to cultural activities in Romania. In addition, 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.

The level of diversity in degree-granting institutions, including institutions from outside the US, coupled with personal characteristics, skills and pre-WSU work experience allow SIS faculty to bring a wide variety of experience to their research agendas, professional involvement, and to their teaching, to benefit the experience of our students.

Diversity, Equity, and Inclusion has been foregrounded in public consciousness in the past several years, with the continued gender inequities inherent in American society. SIS strives to create a community that is respectful of everyone and representative of American society at large. SIS embraces diversity in all its aspects, and we strive to create an academic environment that welcomes novel ideas and differences of opinion and perspective, whether these differences spring from ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, and sexual orientation. The diversity of our faculty reflects this commitment.

The latest demographic data at the University is available at [Wayne State at a Glance - Employee Quick Facts - Institutional Research and Data Analytics - Wayne State University](#). [Figure III.1](#) details the latest data available was captured in Fall 2023 (11/1 2023) and stands for an HR census snap during the fall semester. SIS is listed under the University Libraries. The overall data for SIS covers a total of 26 SIS employees, which is inaccurate since it excludes our three academic staff members. These academic service officers are included with the professional librarians' bargaining unit for purposes of evaluations for promotion and tenure (known at WSU as Employment Security Status, ESS).

The overall SIS data (26 employees) represent a mix of 11 FT and 14 PT faculty members staff who taught during the Fall 2023 semester, plus and 1 (not all 4) staff member. In terms of gender, the 26 employees are 18 female (69.2%) and 8 male (30.8%). Age groups range from one representative (3.8%) for each age category of 31-35, 34-40, 71-75; 4 employees (7.7%) in the 56-60 and 61-65 age category; 4 employees (15.4%) in the 41-45 age group; 4 employees (15.4%) in the 51-55 age group; 5 employees (19.2%) in the 46-50 age category; and 6 employees (23.1%) in the 66-70 age group.

As for race/ethnicity the 26 employees are dominantly white: 20 employees (76.9%), 3 employees (11.5%) are Asian, 1 employee (3.8%) is reported as representing 2 or more races, one (3.8%) Black or African American, and 1 (3.8%) Hispanic or Latino.

Full-time faculty can be singled out from the overall SIS data. Ten full-time faculty were counted as active in the Fall 2023 semester: 8 female (80%) and 2 male (20%). Their age ranges from 36 to 75, with one (10% each) faculty in each category of 36-40, 61-65, and 71-75, two faculty (20% each) in each category of 46-50 and 51-55, and 3 faculty (30%) in the 66-70 age group.

As for race/ethnicity the 26 employees are dominantly white with 6 faculty (60%) in this category. Two (20%) are Asian, one (10%) is Black or African American, and one (10%) is Hispanic or Latino.

In sum, data from WSU Institutional Research and Reporting show that around three-quarters of SIS full-time faculty identify as female. The SIS full-time and part-time faculty who taught during the Fall 2023 semester are racially/ethnically diverse, with three-quarters of them self-identifying as White.

Sixteen part-time faculty were reported as active during the Fall 2023 semester: 10 female (62.5%) and 6 male (37.5%). Their age ranges from 31 to 70, with one (6.3% each) faculty in each category of 31-35, and 61-65, two faculty (12.5%) in the 51-55 age range, two faculty (12.5%) in the 56-60 age range, three faculty (18.8%) in the 46-50 age range, three faculty (18.8%) in the 66-70 age range, and four faculty (25%) in the 41-45 age group.

Part-time faculty are less diverse than full-time faculty, with the majority, 14 faculty (87.5%) being white, one Asian (6.3%), and one (6.3%) self-identified as 2 or more races.

Standard III.4

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

Priority: Teaching

All full- and part-time faculty teaching in the MLIS program have educational backgrounds and professional experiences that qualify them to carry out their teaching responsibilities. The [Full Time Faculty CVs](#) indicate each individual's work experience in the LIS field, educational background, areas of teaching and research interests, and courses taught. This documentation indicates that SIS faculty are qualified to teach courses at the graduate level. While there is expected individual variations, SIS faculty are technologically aware and literate. All faculty members use email, the Microsoft Office suite, including Teams, and Zoom, are adept at finding needed information using a variety of sources and methods, successfully locate information within the WSU University Libraries OPAC and licensed databases, use Canvas, elements within the Digital Media Projects Lab (DMPL), and other tools specific to the courses they teach, and incorporate appropriate resources into course materials. In addition, SIS faculty stay abreast of new educational technologies with the assistance of the Office for Teaching and Learning (OTL) through online and face-to-face [workshops](#), [Computing & Information Technology](#), and WSU Library System's librarians. In January 2024 reference librarians started a series of workshops to introduce the faculty community to the use of artificial intelligence in higher education.

OTL provides support to faculty by offering one-on-one [consultations](#), and department/college-wide initiatives, such as the workshop that took place in February 2024 to work with SIS Faculty to develop a diversity, equity, inclusion, and accommodation statement to be included in all SIS syllabi. OTL also offers numerous resources for faculty to assist them with their technological and pedagogical needs, hosted in the virtual resource hub. OTL's [Teaching Handbook](#) is available online and is a valuable resource meant to help all Wayne State University instructors with course design, student-centered teaching methods, and assessment. OTL's [One Button Studios](#) make it easy to record creative and effective videos for online courses. Located in the Purdy-Kresge Library, the studios are equipped with professional video cameras, lighting, and sound as well as green screens, and a lightboard. As already mentioned, upon invitation from instructors, OTL conducts [mid-term assessments](#) of courses to provide feedback regarding students' perceptions on a particular course. Such assessments are voluntary and confidential. Upon completion of the assessment, the OTL consultant meets with the instructor to review the outcomes and identify helpful instructional strategies and resources. Faculty who come to SIS without an online teaching background are strongly encouraged to participate in teaching workshops at OTL who offers support to all instructors regardless of where they are in their careers.

Most new instructors are given fully built course shells or syllabi constructed by tenured faculty so they can learn to teach existing courses rather than creating new courses, until they have built teaching expertise. Tenure-track faculty are encouraged to solicit several peer evaluations of

their teaching to get feedback for improvement. Peer evaluators assess online classes to evaluate teaching techniques.

Faculty Teaching Effectiveness and Student Evaluations

Faculty teaching effectiveness is measured in annual evaluations mandated at the school level. It includes teaching effectiveness which is described below in Section III.8. Students have the option at the end of every course to submit an evaluation of the instructor's effectiveness and other aspects of the course. These student evaluations are conducted in an online format. Over the past several years, the Provost's Office and the Academic Senate studied implicit bias in student evaluations as well as the low response rate.

SIS has a number of processes in place to evaluate the teaching competency of its faculty. [SIS 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 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 new courses, 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. Part-time faculty are reviewed by the Associate Dean together with the Course Leader, and may be given instruction to improve their teaching if deemed necessary. SET scores provide input to the Promotion and Tenure Committee when evaluating tenure-track faculty's progress towards tenure during the academic year and tenured faculty's performance to be considered for merit pay raise. SET scores are a component that helps the Associate Dean when evaluating whether to rehire base-level part-time faculty (PTF1s).

[Semester summaries of all student evaluations](#) are provided in the accompanying documentation. during the review period, by semester. [Table III.6](#) details the average SIS SET score for each term. A steady improvement over the years, with an increase of 1 point total (6.66%) of the average SET scores to be noted, from 11.7/15 in Fall 2016 to 12.7/15 in Fall 2023. SIS has constantly worked on improving the quality of course teaching. The scores, as shown in the two figures below, which compare Fall 2019 and Fall 2023 data at the school and university levels, are an illustration of this sustained effort. Currently SIS SET scores are slightly above the university's average (12.7/15 versus 12.3/15).

Figure III.2: WSU and SIS Average SET Scores (Fall 2019)

	Mean Q1	Mean Q2	Mean Q24	Sum Q1,2,24	Mean SP A	Mean SP B	Sum SP A,B
LIS – Average	3.7	4.0	3.8	11.6	4.2	4.2	8.3
University - Average	3.9	4.1	4.1	12.1	4.1	4.0	8.1

Figure III.3: WSU and SIS Average SET Scores (Fall 2023)

	Mean Q1	Mean Q2	Mean Q24	Sum Q1,2,24	Mean SP A	Mean SP B	Sum SP A,B
LIS - Average	4.1	4.3	4.3	12.7	4.2	4.1	8.3
University - Average	4.0	4.2	4.1	12.3	4.0	4.0	8.1

Priority: Participation with Service and Professional Engagement

SIS as a whole recognizes the value in and need for faculty members to be involved in service activities within the School. SIS faculty maintain close ties with the academic and professional fields through active [engagement in professional service](#). Each faculty member serves annually on, at minimum, one of the SIS standing committees: ACC or the CAC. These committees cover the work often done at other institutions by multiple committees. For example, the ACC covers scholarships (both at the School and University level), non-academic policies, student writing and travel awards, budget advice, and other issues. The CAC focuses on curricular and student-related issues. As the name implies, the Planning and Assessment Committee oversees the School's increasingly important planning and assessment activities, including interfacing with the University's [Assessment Council](#) whose mission is "to engage faculty, staff, administrators, and students from academic and co-curricular/student services programs in an effective, sustainable process of continuous program improvement that enhances student learning throughout their time at Wayne State."

Other SIS committees on which faculty serve include the following:

- Graduate Assessment Review Committee (former E-portfolio Committee)
- Salary Committee
- Budget Advisory Committee
- Scholarships Committee
- Search Committee (at the School and the University Library System level)
- Promotion and Tenure Committee
- Grade Appeals Committee

SIS 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 Committee
- Disciplinary Panel/Due Process Committee
- Graduate Council
- Promotion and Tenure Committee
- Sabbatical Leave Committee
- Digital Humanities Group (DH @ Wayne)
- AI, Big Data, and Analytics Group

Committee work within the School is distributed equitably to the extent possible, with each faculty member having multiple service roles. The service roles of tenured faculty are typically more time intensive than those of tenure-track faculty. This is both to protect the tenure-track faculty while they work towards tenure, and because tenured faculty have the institutional knowledge to effectively contribute to the work of the committees they serve on.

SIS and WSU recognize the value of external service activities. SIS faculty serve on editorial boards of prestigious scholarly journals published in the US and overseas, including *Libraries: Culture, History, and Society*, *Library Trends*, *Slavic & Eastern European Information Resources*, *Library & Archival Security*, and *Journal of Academic Librarianship*. Also, faculty are often called upon to review manuscripts for journals, book proposals, and grant proposals in their area of specialization.

Faculty are members of professional associations and hold elected positions in associations at the national level. An examination of faculty's professional records indicate the wide variety of professional organizations where faculty are active. Dr. Bajjaly served as ALISE President in 2019-2020. Dr. Zhang gave an award-winning workshop on Explainable AI and Recommender Systems, in conjunction with the 21st IEEE/WIC/ACM International Conference on Web Intelligence and Intelligent Agent Technology, Canada (2022). Dr. Anghelescu gave four workshops in Romania under the auspices of the U.S. Department of State (2019). Faculty routinely host or participate in workshops to different types of audiences in a variety of contexts.

Drs. Bajjaly and Anghelescu have served on numerous ALA COA External Review Panels, sometimes as Chairs, for site visits at LIS schools that come up for ALA's Committee on Accreditation review. Drs. Anghelescu, Beaudoin, Charbonneau, Kumasi, and Walster have served as external reviewers of various programs at WSU.

Travel funding for conference attendance is available to faculty who are presenting or serving on a committee. SIS faculty regularly connect with alumni and professionals at such conferences as the American Library Association (ALA), Michigan Library Association (MLA), and Michigan Association of School Librarians (MASL), where SIS hosts receptions for current students and alumni. Faculty members are often consulted for advice for information centers or school systems, including the State Board of Education and the National Networks of Libraries of Medicine. Faculty members are also consulted for information or advice from working professionals. Faculty members often provide references for students seeking scholarships or for alumni who are job candidates. These references result in opportunities to interact with practitioners in various library and archives settings.

As SIS faculty collaborate with faculty in other disciplines on campus, they are often asked to serve on dissertation committees for doctoral students. Frequently, SIS faculty are invited to serve on committees from the College of Education. Since 2017, Dr. Anghelescu has served on two dissertation committees, Dr. Charbonneau on five, and Dr. Walster on six. SIS faculty members have established an atmosphere of competence and expertise as they connect with professionals in the field and scholarly disciplines external to library and information science.

Most of the SIS faculty belong to one or more of the leading national/international professional organizations for the field: the American Library Association, the Association for Information Science & Technology, the Association for Library and Information Science Education, and the state organizations, the Michigan Library Association and Michigan Association for Media in

Education. Faculty also belong to numerous other professional organizations that are affiliated with their special interest areas. Some examples include the American Association of School Librarians, the American Educational Research Association, the American Association for the Advancement of Science, Association for Computing Machinery, Association for Educational Communications and Technology, the International Society for Knowledge Organization, International Society of the Learning Science, and the Medical Library Association. Faculty also belong to honor societies such as Beta Phi Mu and Pi Alpha Alpha.

In addition to belonging to professional associations and organizations, SIS faculty attend conferences, present scholarly work at conferences, and serve in leadership positions and on committees, taskforces, and more within these professional organizations.

Standard III.5.

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

Priority: Research and Scholarship

Faculty scholarship, as evidenced by research and publication, is extremely important at SIS as it is throughout the University. Scholarly publication requirements for SIS 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, scholarship is one of the areas reviewed as part of the annual dossier review. Publishing is the typical evidence of scholarship. Books, book chapters, refereed and non-refereed journal articles, conference proceedings, bibliographies, and indexes are among the variety of publications produced by SIS faculty.

The School recognizes that in the LIS interdisciplinary field, other types of scholarship may be equivalent to a peer reviewed article. These may include full-length papers in the proceedings of prestigious conferences, creative works, software or other technology development, or other efforts. The revised university promotion and tenure factors (to be implemented beginning with 2024-2025 academic year) address issues such as “publicly engaged scholarship, which is characterized by scholarly work directly related to a faculty member’s academic expertise, is of benefit to the external community, is visible and shared with community stakeholders, uses collaborative processes between the faculty members and the community partner to conduct the scholarship, and has both public and scholarly impact.” For evaluation purposes, it is expected that the faculty member will make a reasonable argument as to how their work is important and fulfills the requirements of the promotion and tenure factors.

Faculty publish in first-tier journals (and others) appropriate to their unique research areas and agendas, including such exemplar journals as *JASIST*, *Journal of Education for Library and Information Science*, *Library and Information Science Research (LISR)*, *Library Trends*, *Journal of Academic Librarianship*, *Journal of Librarianship and Information Science*, *Information Processing & Management*, *Libraries: Culture, History, and Society*, amongst others. Further, faculty most commonly present their research 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), the annual

iConference, and others. They also presented periodically at the ALA midwinter and annual conferences, and the Michigan Library Association annual conference. In addition, SIS faculty gave presentations at WSU, at local organizations, invited talks at other universities in the US and overseas, professional librarian conferences, webinars, and more.

Collaborations occur within the SIS itself. Drs. Charbonneau and D'Arpa have co-authored a book chapter and an article; Drs. Charbonneau and Zhang worked together on a grant and co-published the results of their research. SIS faculty are engaged in collaborative research with colleagues at other universities in the United States and abroad. Successful research collaborations extend outside of the SIS, 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 the University of North Carolina Greensboro, University of Oklahoma, and University of Denver, as examples. Dr. Anghelescu has co-authored with faculty members from the University of Tsukuba, Japan, the University of Hong Kong, and the University of Strathclyde, UK. Many of SIS faculty's publications are available via the WSU Library System's [Digital Commons](#). The [Full-Time Faculty Scholarly Productivity: 2017-2024](#) provides details on SIS faculty co-authorship.

[SIS faculty engage their students in collaborative work](#). For example, Dr. D'Arpa's IMLS grant included support for a total of 3 master's students at SIS. They were integral members of the project team; co-authors in several publication with faculty; attended and presented at LIS conferences, including [ALISE](#) and [ARSL](#).

The students in Dr. Anghelescu's Advanced Online Searching (INF 8160) class compiled 2 selective bibliographies on various topics that were co-edited with one of the students in each class and published in monographs co-authored by Dr. Anghelescu. Long-term impact of faculty-student co-authorship is illustrated by a [fourteen-year old class project, uploaded with open access to the WSU Library's Digital commons](#) which continues to be downloaded from all over the world, reaching almost 13K downloads to date.

Dr. Beaudoin has been engaging her students in ongoing projects that document the Detroit Murals. Students present their work in various conference settings. Dr. Beaudoin's project has received national recognition for documenting local artworks and was featured in various magazine articles, like "Mapping the Murals: Library School Professor and Student Catalog Public Art in Detroit," published in [American Libraries](#).

Professor Kim Schroeder has worked with the community through her oral history course. She has actively assigned students to conduct oral histories within underserved communities. These interviews have included leaders and activists working on urban environmental racism, Black Lives Matter protests, Hispanic urban development, and LGBTQIA+ service programs.

The [Full-Time Faculty Scholarly Productivity: 2017-2024](#) document represents a detailed record with authors' names and titles published during the review period. The list indicates the fact that SIS faculty produce scholarship in a variety of formats. Overall, there is solid and continuing evidence of faculty productivity over the review time period. Faculty's scholarly productivity varies. The reduced output in certain years is at least partially correlated to the decrease in total number of faculty, high teaching load of 2/3 courses per academic year, high advising loads, and more committee service at the School and the University level spread among fewer faculty. With high teaching and service loads, faculty have less time to devote to scholarly pursuits. Also, some of the faculty members who left SIS were highly productive so their loss

impacted the School's totals. In addition, SIS launched the new MSIS degree program which began in fall 2017. Ongoing revisions to this new degree proved to be time-consuming for the faculty engaged. All these factors reduced faculty members' time for scholarship.

Grant Applications and Funding

As already mentioned in Section III.1 (Encouraging Excellence Through Grants and Awards), SIS faculty were involved in seeking internal or external research grant funding during the review period ([Table III.8](#)). Individual faculty members' participation in grant seeking can also be seen on their [CVs](#). In the earlier years of the review period, most of the large-dollar proposals submitted were to the IMLS.

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. Upon request, student assistants are available to help SIS faculty with research projects. More detail about specific aspects of 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 for approval (see Appendix C for a sample). For SIS, 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 SIS. 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. To ensure tenure-track faculty's ongoing progress towards tenure, SIS has implemented a mid-year scholarship report where junior faculty are required to submit evidence of their research and current publications to the members of the Promotion and Tenure Committee who assess the junior faculty's progress and provide constructive feedback during a session with the Associate Dean and the tenure-track faculty's mentor.

Once full-time faculty are tenured and promoted to associate professor, the AAUP collective bargaining agreement stipulates that any dossier progress review and evaluation and any formal mentoring process cease. Teaching, scholarship, and service accomplishments of SIS associate and full professors are evaluated as part of the annual selective salary (merit pay) review by the SIS 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. During the review period four associate professors have been promoted to full professor (Drs. Anghelescu, Charbonneau, Kumasi, and Zhang).

Non-tenure-track faculty are also evaluated annually for their teaching and service and are encouraged to consider promotion to the full professor of teaching rank. Their contract is eligible for renewal upon the evaluation and recommendation of the Promotion and Tenure Committee, where the Associate Dean holds an *ex officio* role.

Two recent developments should lead to increased faculty scholarly productivity across the board. Our new dean, Paul Bracke, has extensive experience in research administration and development, so he is attuned to processes and incentives to increase scholarship. Likewise, the implementation of a reduced, 2:2 teaching load for full-time faculty was implemented primarily to enable more time for faculty scholarship.

Standard III.6.

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

Academic Degrees and Specialized Knowledge

Faculty curricula vitae ([CVs](#)) demonstrate that SIS faculty members hold advanced degrees from different universities, representing some of the most prestigious library and information science programs in the North America. As detailed in Table III.7, individual faculty members received master and doctoral degrees from several different institutions of higher learning.

The school's faculty reflect significant diversity across degrees, and their areas of expertise are strategically aligned with the school's degree programs and curriculum. This correspondence and the expansive intellectual and professional environment nurture the accomplishment of the school's program learning outcomes (PLOs). Our faculty members hold PhDs from 11 different institutions with a variety of specializations, an indication of the breadth and depth of the expertise of the SIS faculty. This interdisciplinarity is also an indication of the School's standing as an exemplar in information science education and in the iSchool movement. Collectively, the school's tenure-track and tenured faculty serve as leaders in research, teaching, and service in many different LIS sectors. Furthermore, its part-time faculty are recruited from across the country and are leading practitioners in all types of libraries and information organizations and professions.

Diversity of Backgrounds and Research Activity

Full-time faculty members possess diverse bodies of knowledge that drive the program's breadth and depth. The breadth of faculty members' research activity is also represented by the varied projects carried out during the review period, some of them having been supported by external and internal grant funding. The Full-Time Faculty Scholarly Productivity: 2017-2024 report represents a detailed record of SIS scholarly engagement and is an illustration of the diversity of topics covered, ranging from health literacy to soft skills competencies in LIS education, from the war in Ukraine impact on libraries to rural public libraries supporting health and wellness,

from library services during the Covid-19 pandemic to communications in the age of social media, from critical race theory as innovative pedagogy in LIS to the acceptance of Internet of Things technology in society, from social media metrics to misinformation and mass audiences, and many more.

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

Faculty Member	Institution Granting	
	Master's Degree	Ph.D. Degree
Hermína Anghelescu	University of Bucharest, Romania (MA Foreign Lang.); University of Texas at Austin (MLIS)	University of Texas at Austin
Stephen Bajjaly, Associate Dean	San Diego State University (MBA)	State University of New York at Albany
Joan Beaudoin	Temple University (MA) Drexel University	Drexel University
Deborah Charbonneau	University of Pittsburgh	Wayne State University (Sociology)
Christine D'Arpa	University of Illinois at Urbana-Champaign	University of Illinois at Urbana-Champaign
Nic DePaula	State University of New York at Albany (MRP)	State University of New York at Albany
Kafi Kumasi	Wayne State University	Indiana University
Bin Li	Beijing Foreign Studies University	University of North Carolina, Chapel Hill
Kimberly Schroeder	Wayne State University	
Thomas Walker	University of Chicago	University of Illinois at Urbana-Champaign
Dian Walster	University of Washington	University of Washington (education)
Xiangmin Zhang	Peking University, China	University of Toronto

Standard III.7.

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

More information on SIS faculty members' [continual engagement in the LIS field](#) and their contributions to the profession is detailed throughout Standard III's discussions of faculty background and expertise, publications, presentations, grant activity, service to the field, and awards received from various institutions and associations in recognition of their activity.

The full-time faculty members at the School of Information Sciences have qualifications that merit appointment to the graduate faculty as verified by the University. Faculty hold PhDs in

disciplines that support their teaching and research responsibilities. All full-time faculty have active research programs, are engaged in collaborative research and scholarly publishing, and some include MLIS students in their projects.

Faculty Are Involved in All Aspects of Research, Teaching, and Service

All faculty are hired to serve and help accomplish the school's organizational vision and mission through research, teaching, and service. Full-time faculty implement the curriculum by aligning their specializations and expertise with coverage areas deemed important to earn the MLIS degree. In addition to teaching, tenured and tenure-track faculty are expected to produce research and scholarship that fosters the study of and solutions to societal problems and that reflects advancements in the field and continued professional growth in their areas of interest and specialization. Finally, all full-time faculty members are expected to engage in service within the school, university, and in relevant professional organizations aligned with their areas of expertise. The school has three standing governance committees as well as hiring committees as applicable. Full-time faculty select the committee(s) they want to serve on and for other committees they are elected by their peers. They also serve as reviewers of graduate assessments (former e-Portfolios) for graduating students each semester. Lastly, they are integrally involved with the annual review and revision of the School's strategic directions.

Minimum Instructional Expectations for All Faculty

The bulleted items below delineate the teaching expectations for all SIS faculty members:

- Provide a syllabus using the template provided by School for form and substance; [SIS Syllabi Archive](#)
- Submit textbook selections to the WSU Bookstore (required, recommended, none);
- Fulfill assignment and grading obligations as contained in your syllabus, in a timely manner and submit final grades by the deadlines established by the university;
- Release course content on a pre-established schedule;
- Fulfill personal availability ("office hours") as they are scheduled each semester
- Provide instructor-generated content within the course in Canvas
- Show ongoing presence in the class (such as through email, discussion forums, announcements, substantive feedback);
- Provide feedback on student progress (Student Assessment Review) within first six weeks of the semester;
- Adhere to established class schedule with advance notice to students of schedule changes;
- When working with a student on a supervised study, commit the requisite amount of time needed to ensure a successful completion of the project;
- Incorporate personal research and professional knowledge and experience in the class materials and lectures;
- Reflect on feedback received from students via [SET scores](#) and evaluation narratives and address issues that require improvement.

Courses Taught and Faculty Expertise

Table III.1 and Table III.2 list the courses taught during the review period and the full or part-time faculty member's expertise and research interests. To the extent possible, all full-time faculty members are assigned one or more core courses relevant to their expertise, and become part of that core course teaching team, as well as teaching other elective courses in their area(s) of specialization.

Teaching Distribution/Loads

As discussed in section III.1, until Fall 2023 the default teaching load for tenured/tenure-track faculty at SIS was 2/3 for tenured and tenure-track faculty and 3/3 for associate professors of teaching, with a reduced load of 2/2 respectively 2/3 starting Fall 2023, on an experimental basis. Each faculty member decided which semester carried which load and which courses they choose to teach by staying in line with the course offerings listed in the master schedule. Tenure-track and tenured faculty do not teach during the spring/summer semester. Associate professors of teaching, who are renewable term faculty, usually every three years, carried a 3/3 teaching load during the academic year, until Fall 2023, and a 2/3 load beginning Fall 2023.

Faculty may have course releases for various reasons, including for assuming administrative roles. It has never been customary for the SIS Associate Deans to regularly teach courses although they are listed as the "instructor of record" for any directed studies (INF 7990) courses. After Dr. Bajjaly stepped down from the Associate Dean position, Dr. Hermina Anghelescu assumed the Interim Director role for one year, August 2018-August 2019. During her tenure she taught one course, during the Winter 2019 semester. Supervising independent/research and directed studies ([INF 7990](#)) does not count as in-load teaching. During the review period [17 independent/directed studies](#) have been supervised by full-time faculty.

As mentioned, until Fall 2023 SIS faculty carried one of the highest teaching loads on campus, with 5 courses per academic year for tenured and tenure-track faculty and 6 courses per academic year for professors of teaching. As mentioned, the current (2023-2024) and the following academic year (2024-2025) have a reduced teaching load on an experimental basis (4 classes for tenured and tenure-track faculty and 5 classes for the associate professors of teaching). 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. SIS classes cap at 30. 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. The annual number of enrollments varies with a few faculty members constantly carrying a heavier load with no extra compensation.

During the 2023-2024 academic year SIS has experimented with a 2/2 reduced teaching load for tenured and tenure-track faculty and 2/3 load for professors of teaching. This decision was due primarily to all faculty's involvement with the elaboration of the current Self Study. At the January 2024 faculty meeting a request to the WSULS Dean regarding making the 2/2 and 2/3 teaching load permanent. At the February 2024 faculty meeting the Dean indicated that the experiment would continue in 2024-2025, but that a close look at scheduling of classes will be needed to consider certain budget priorities. Making the 2/2 and 2/3 teaching load permanent

depends on budgetary issues, student enrollment, and on the number of full-time faculty within SIS. A brief comparative analysis of the courses taught by full-time faculty and part-time faculty during the Fall 2022 and Fall 2023 semesters indicate that full-time faculty taught 31, respectively 21 courses and part-time faculty taught 13, respectively 15 courses, with full-time faculty carrying more courses than part-time faculty. Higher enrollments and advising loads increase faculty members' time spent on classes and advising, reducing time available for research and service.

Academic Advising of MLIS Students

All full-time faculty advise MLIS students, with a few exceptions. New faculty are not assigned advisees until their second year at SIS since they need time to learn about the program and the advising process. A few tenured faculty members took on the bulk of the advising role by default as other faculty left SIS. There is need for a more even advisee distribution among faculty members, though advisees will still have the ability to change advisors if they wish.

Table III.9 details the shows faculty advising assignments for the Winter 2024 semester.

Table III.9 Faculty Advising Assignments

Faculty	SS 2024 ADVISEES
Anghelescu	25
Beaudoin	17
Charbonneau	24
D'Arpa	22
Kumasi	24
Li	20
Schroeder	36
Walster	36
Zhang	16

The total number of advisees does not add up to the total number of the student body as students change advisors, graduate, new students begin the program while others take a break, and all of these factors impact total advising numbers. The number of advisees shown in the table represents the total number of students for which the faculty member was advisor of record as of the Spring/Summer 2024 semester.

Advising loads vary among individual faculty members because students are assigned, as much as possible, to the faculty member responsible for the specific career path students have indicated. For example, Drs. Li, DePaula, and Zhang are responsible for advisees in the Information Management track; Kim Schroeder and Drs. Anghelescu and D'Arpa advise students interested in archives, Dr. Beaudoin advises students interested in digital content management; Drs. Anghelescu, Kumasi, and Walster are faculty who oversee library services advisees. In a similar capacity, Matt Fredericks, the School's Academic Services Officer III,

serves as the liaison to the College of Education for endorsements from the State of Michigan for school library media certification.

Faculty hold weekly online advising hours. Faculty provide advising in a variety of formats, from physical meetings with students to phone and via web services, such as Teams and Zoom. Students can login and consult with their advisor. In addition, individual advising sessions are set up by each student in consultation with his/her advisor at a time agreed by both. During the pre-Covid period, during the Fall and Winter semesters SIS used to host lunch with new students residing in the Metro Detroit Area to welcome them to the program and to start the advising process. During the pandemic SIS started offering an online general welcome/advising session, usually during the second month after the beginning of the semester where new students are welcomed by all faculty. The welcome portion is followed by breakout sessions where the advisor meets with his/her advisees. All reconvene to wrap up the “Meet Your Advisor” event. These sessions are designed primarily for new students. However, all students in the program are invited to join. At the beginning of every semester, Mr. Fredericks shares with faculty the list with names and contact information of new advisees who are starting the program. Upon admission, based on the incoming students’ area of specialization, new students are paired with a faculty member whose specialty matches the student’s specialization track.

All MLIS students are evaluated every semester concerning their satisfactory progress towards course and degree completion. The mid-term [Student Assessment Review \(SAR\)](#) (see more in Standard IV) requires full-time and part-time faculty to submit names of students who encounter difficulties and, after the review, emails are generated by the SIS office and sent to students informing them that they need to contact their advisor to discuss their progress. Students who fail to contact their advisor receive a hold on their registration for the following semester. Students remain in contact with their advisor throughout their time at SIS. They discuss course offerings, specialization tracks, practicum options, career options, and Plans of Work. If the students’ first steps in the program are guided during the first welcome/advising session, the students experience at SIS culminates with their graduation ceremony which is an online event attended by faculty and graduating students. The campus-wide commencement is a celebratory event attended by faculty and students. Once students graduate and engage in job hunting, they use their advisors and other SIS faculty members as references.

During the 2018-2019 academic year SIS hosted Kunkun Ma, a doctoral student at Nanjing Agricultural University, College of Information Science and Technology. She came to the US on a research grant from the Chinese government. Her research focused on Digital Reading Promotion Based on Content Marketing. Once she returned to China, Ma successfully completed her dissertation and is now Assistant Professor at the Shandong Technology and Business University, located in Yantai, where she teaches courses in information management. Drs. Anghelescu and Zhang served as Ma’s mentors throughout her twelve months at WSU. They also co-authored an article published in Chinese, in a library science journal in China.

Standard III.8.

Procedures are established for systematic evaluation of all 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.

As discussed in Standard III.2 and III.7 WSU uses several strategies to ensure the highest quality of teaching, research, and service among the faculty. The annual review process for faculty is a peer-centered process, overseen by the administration.

Instruction Quality

The maximum number of students in any SIS class is 30, unless the instructor is willing to take additional students. This maximum class size is in line with the ALISE median of 30 and compares favorably with the ALISE average of 35 students per class across all ALISE member institutions (source: ALISE Statistical Dataset 2024).

The [Office for Teaching and Learning](#) (OTL) is an important resource for faculty members at WSU. 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 SIS, 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). 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.

As mentioned in III.4, teaching is very important to the SIS faculty and to Wayne State University. Teaching effectiveness is an important component of the annual evaluation of each faculty member. The WSU [Office of Testing, Evaluation and Research Services](#) tabulates and reports the SET scores to individual faculty members and to their respective departments. The SET form is available online, a click away from within every course in Canvas. 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.

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?). SIS average SET scores during the review period indicate steady improvement over the years, with an increase of 1 point total (6.66%) of the average SET scores to be noted, from 11.7/15 in Fall 2016 to 12.7/15 in Fall 2023.

Feedback Via Surveys

SIS seeks feedback from current students and recent alumni regarding their experience during their studies. Students and alumni provide feedback via online surveys that include questions about faculty teaching effectiveness. It is not uncommon for graduating students to identify faculty members by name to mention excellent or disappointing experiences in their classes. These statements are not taken into consideration as part of the systematic review of faculty performance. However, the [CAC](#) does review these surveys to identify problems with the program, and faculty are presented with the raw survey responses to review and they may use this indirect feedback to improve their performance. More detailed discussion regarding the surveys can be found in Standard IV.

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 2024 review are available on site by request). The School's Promotion and Tenure Committee, which includes the Associate Dean as *ex officio*, reviews the dossiers compiled by each non-tenured faculty member and those professors of practice without a permanent appointment. This committee then sends a letter to each non-tenured faculty member. The letter factually summarizes the faculty member's work for the year under review, then gives evaluative statements and makes suggestions and recommendations for the next year. The Associate Dean retains a copy of these letters and meets one-on-one with the faculty member and his/her mentor 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.

There is also a SIS Salary Committee that reviews the dossiers of all non-tenured faculty and professors of practice. Any tenured faculty member who wishes to be considered for merit pay also submits a dossier for review. This elected 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 which are communicated to each faculty member at the beginning of the following academic year.

Standard III.9.

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

Standard I addresses the School's systematic planning activities, and the SharePoint Document Repository includes folders with committee minutes and activities, faculty meeting minutes, and retreat minutes. Decisions about academic programs, changes in School processes, decisions involving faculty searches, and decisions about processes of personnel evaluation are all documented in the minutes of the School committees and meetings of the faculty as a

whole. Most final decisions about School governance, strategic directions, and changes to degree programs are made in monthly faculty meetings with discussions and votes, as documented in meeting minutes.

Data on the Evaluation of Faculty

Personnel files for faculty and staff are kept in the Dean's office. These files contain letters to faculty about salary increases, sabbatical requests, information about funded grants, and the outcomes of evaluations including annual evaluations, third-year pre-tenure, tenure and promotion, and post tenure review. The university also maintains an [electronic personnel file](#) for each employee.

Each faculty member's performance (Teaching, Research & Publications, and Service) is reviewed annually based on individual dossiers submitted via Canvas on 1 April every year. The Promotion and Tenure Committee members assign a numeric score for each category of teaching, research and publications, and service. These scores are required by the university, and the SIS Associate Dean submits them to the Dean of the Library System, where they become part of a faculty member's personnel record. The scores are 1 to 4, with 1 the lowest and 4 the highest.

Progress Towards Tenure Outcomes

During the review period, four faculty members went through a third-year pre-tenure review. Three third-year review faculty members were continued forward to full tenure review. One stayed for one additional terminal year before leaving. One resigned in his sixth year; another resigned in May 2024. Currently SIS has one remaining tenure-track faculty member.

The documented evidence presented throughout this chapter lies in the annual dossiers of the faculty which include their teaching performance, scholarly productivity, the awards and honors they achieve, and their participation and leadership in their scholarly and professional communities. The Dean uses the assessment scores to determine merit raises when available.

Standard III.10.

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

SIS faculty are essential to our program and our future. Despite high teaching and advising loads and multiple committee responsibilities, SIS faculty engage in sustained research, illustrated by a variety of scholarship output.

All faculty submit annual dossiers and go through a rigorous annual review and promotion and tenure process. As demonstrated in this chapter, tenured faculty are reviewed annually and when they apply for promotion from associate to full professor. Tenure-track faculty are reviewed annually, at the third year, and during the sixth year for tenure and promotion to the associate professor rank. Tenure-track faculty also have to submit a mid-year progress report to the Promotion & Tenure Committee to demonstrate they are on track with their research and scholarly publications output. Renewable term faculty (non-tenure-track faculty) and part-time faculty are reviewed annually. Faculty reviews are used to assess faculty performance in

teaching, research and publications, and service and there may be consequences for faculty who are not performing adequately, such as failure to achieve tenure or contract non-renewal.

Uses of Faculty Evaluations to Improve the MLIS Program

The systematic process of faculty evaluations identifies individual faculty members' areas of strength and areas in which they need to improve their performance. These evaluations include reviews of faculty members' teaching, research and publications, and service. Faculty members are expected to remedy deficiencies identified in the review process, such as improving their teaching, increasing their research output, and engaging in more local service or service at the national level. Individual faculty members' efforts to improve their own performance consequently improve the School and its academic programs.

Outcomes for faculty with low teaching scores may include part-time faculty removed from the teaching pool or faculty given recommendations to attend teaching workshops. Insufficient engagement with research may lead tenure-track faculty to not receive tenure, associate professors to be unlikely to achieve promotion to full professor, and impact merit raises (when merit funds are available). Faculty members can receive a decrease in their teaching load to accommodate a particularly heavy research or service schedule or to accommodate an administrative position. The review process may lead to the School nominating exceptional faculty for university, state, or national awards. Faculty who receive awards bring visibility and improve the program through the recognition of their excellence in teaching, research, or service.

Data Informing Retention of Part-Time Instructors

During the review period, several part-time faculty members were not rehired due to their performance. Student evaluations were a decisive factor considered. Other part-time faculty members withdrew from teaching as they found they were unable to keep up with their full-time jobs plus the teaching duties.

Data Informing Decisions about Hiring New Faculty

SIS continues to have a need for full-time faculty to teach in the MLIS program. Our hiring request for a tenure-track faculty member in 2022 was approved. However, the search failed because SIS was not able to make a sufficiently competitive offer to attract the preferred candidate to transition to an academic teaching position.

Future Directions

The appointment of Dr. Charbonneau as the MLIS Program Chair was a step in the right direction which resulted in a thorough review of the program. Under her supervision the MLIS learning outcomes have been thoroughly reviewed and updated resulting in an overarching framework that connects the MLIS degree learning outcomes, the MLIS core course learning outcomes and the MLIS core and elective course assignments that students can use as artifacts for the graduation assessment. Faculty devoted significant time to contribute to the curriculum review effort in addition to remaining engaged in their research and teaching. As we move into the future, we will continue to make decisions based on data gathered from student and alumni

surveys, Advisory Board feedback, feedback from the employers of our graduates through the employer surveys, and analysis of trends in the field. The review of the Graduation Assessment that replaced the e-portfolio represented a collective effort to ensure adequate data collection form and academic performance assessment of graduating students.

The School has used data to develop new courses, to revise existing courses, and to hire expert part-time faculty in areas targeted as our strategic areas of growth. Teaching evaluations of the faculty provide useful feedback to the Associate Dean and the faculty to improve their course delivery, through addition of new topics central to the field, new practical assignments, and use of new technologies in teaching that are used in practice.

Sources of Evidence

Appendix C: Standard III

Adjunct Seniority List 2024
Associate Dean Position Description
Communications to Adjunct Faculty
Faculty Research 2017-2024
Figure III-1 SIS Faculty-Staff Demographics
Part Time Faculty Retreat
Part-Time Faculty Seniority List
Policy on Course Leaders and Part Time Faculty
Sample Faculty Mentoring Plan
SIS By-Laws
SIS Committee Assignments (Cumulative)
SIS Committees: 2023-24
SIS Promotion & Tenure Factors
SIS Travel Policy
Table III-8 SIS Grants Funded and Not Funded 2017-2024
Travel Policy
WSU Part Time Faculty Onboarding Guide



STANDARD IV

Students

STANDARD IV: STUDENTS

The faculty, staff, and administration of the School of Information Sciences (SIS) 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.

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.

Recruitment Strategies

The School has directed significant efforts toward student recruitment. 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; presence at conferences attended by alumni and employers; enhanced outreach via email and texting platforms; 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.

Website

Evermore reliance is placed on the School's website, www.sis.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; career pathways; policies and procedures; the faculty; funding opportunities; 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.

Prospective [students](#) who inquire about the School receive a link via email to an online information brochure about the School. This online information brochure includes application instructions, and information about financial aid, scholarships, degree requirements, career pathways, as well as information on how to reach staff by telephone (including an 800 number), fax, email, and the website. 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.

In addition to the online brochure, prospective students receive a succession of emails from the School's Associate Dean, the SIS academic services officer who oversees recruitment, the Diversity Outreach graduate student assistant as well as other university-approved information to move them along the application, admission, and enrollment process.

Information Meetings

The School holds monthly online information meetings for prospective students with 5-25 people attending each time. The meetings are held online, via video conferencing tools such as Zoom, or previously, Big Blue Button or Adobe Connect. 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.

Graduate School Open House

The School also participates in WSU Graduate School open houses and information sessions, once to two times a year, online or on-campus. Potential students can interact with current students, alumni, and faculty during the open house. The open house is well attended by WSU undergraduates, which offers a very diverse student pool from which to recruit.

Academic Staff

SIS 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 application 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 directing them to complete New Student Orientation after being admitted. The staff also travel to local conferences to promote the school.

The recruitment academic staff member works closely with our Communications and Engagement Coordinator to discuss, plan and promote marketing, recruitment, and engagement initiatives. The school's marketing/recruitment working group stays in close contact with various university offices, especially the Office of Marketing and Communications, to implement [best practices](#).

In the context of WSU, the academic staff also work closely with the university's Customer Relationship Management (CRM) software team for marketing and recruitment. Housed and operated through the Office of the Provost, the CRM is an enterprise software product, SLATE, that facilitates tracking of prospective as well as admitted students so that the University can effectively target and communicate with the students to facilitate their enrollment. The School has the distinction of piloting an innovative outreach email program with SLATE in partnership with the Graduate School.

Marketing and Recruitment Activities

Among the recent marketing/recruitment accomplishments are the reorganization of SIS degrees and certificates into four areas: libraries and information science, information science, archives, and children and youth. This was done under the consultation of an outside marketing vendor to simplify the School's diverse offerings for prospective students. Additionally, the print and PDF 'information packet' was redesigned as a fully online 'information brochure'. SIS has completed multiple SIS homepage refreshes.

Specific recruitment outreach to veterans was accomplished by partnering with Wayne State's Office of Military and Veterans Academic Excellence. SIS 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. SIS 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 (NARA) 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 is part of 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** has included exhibiting at the local, state or national conferences, such as Michigan Library Association (MLA), American Library Association (ALA), and the Michigan Association of School Librarians (MASL) 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 MASL conferences. The School has also participated at graduate school fairs around Michigan, 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 the campus libraries and the Student Center. Advertisements have been published in the newsletters of MLA, MAME, as well as in *Library Journal*. Recently, the School did an advertorial in *Diversity in Action* magazine.

Recruitment Scholarships

With the support of the Wayne State Graduate School, the School has offered recruitment scholarships dedicated to recruiting new students: Interested individuals can apply once a year for these scholarships. The scholarships are more lucrative than standard School scholarships, typically covering the cost of approximately two courses in both the fall and winter semesters. In some years the School has been able to designate particular uses for these funds, such as

directing them specifically for Library Workforce Development by restricting eligibility to prospective students currently working in library systems or library cooperatives.

Recruiting Diverse Students

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 is that students who seek to move to campus must enroll in online courses since we no longer offer an in-person option. The revitalization of the downtown and midtown areas around the University in the last fifteen years has made the area extremely attractive, particularly to young adults. Another challenge to recruitment is the location of another LIS school, the University of Michigan, approximately 45 minutes west of Detroit. The School, however, has succeeded in attracting students because of its lower tuition, the flexibility of online classes, hands-on practice in nearby library and archival settings, and the emphasis on preparing graduates for work in more traditional library environments as well as in emerging fields.

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 undertaken some diversity initiatives during this review period:

- [Project RUSL](#) (Restoring Urban School Libraries). The project duration from 2021 to 2022.
- US Virgin Islands School Library Media MLIS cohort (2022-23)

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.

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.

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 SIS 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 \$21,151, 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. During the 2017-2024 period, the WSU Libraries has employed approximately 60 GSAs, ten positions which begin each fall or winter semester.

The Graduate Professional Scholarship, funded through the WSU Graduate School, provides full tuition scholarships annually to approximately 15 SIS students. From 2017-2023, 110 Graduate Professional Scholarship (GPS) awards have been filled. SIS 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.

To promote diversity within the program and the field, diversity designated scholarships have been specifically designed to recognize merit and/or need based assistance for minority students along with the intermittent availability of the Diversity Recruitment Scholarship, which is offered through the Graduate School. Unfortunately, a recent amendment to the Michigan Constitution no longer permits Wayne State University to offer scholarships based upon racial or ethnic identity.

School Scholarships

The [School's website](#) provides descriptions and requirements of scholarship opportunities, including those directly supported by the University Libraries, SIS-designated endowed scholarships, and those sponsored by organizations outside of the School. Scholarship information is also available to applicants through the WSU Graduate Bulletin, and online scholarship information webinars. Scholarship opportunities and information are also actively promoted through announcements on the School's listserv and outreach to prospective students.

There are 29 scholarships directly supervised by SIS, ranging from the vendor-supported H. W. Wilson Scholarship to several endowed by alumni, faculty and friends of the School. Students may apply between October 1 and March 1 each year for the next academic year. The application now is centralized through WSU's [ScholarshipUniverse website](#). Students are automatically eligible for scholarships, but additionally may submit brief written statements to support their applications. Some of the scholarships are need-based; others are not. Specific selection criteria, if any, are noted in the scholarship description located on the SIS website and within the ScholarshipUniverse portal. The School's ACC reviews these SIS scholarship applications, typically submitting scores in pairs of reviewers, in order to make award decisions.

As detailed in Table IV.1, each year some one hundred students apply for these internal scholarships and the recipients ranged from 32 to 72 during the annual review period. The total amount awarded each year varied – the table includes both internal and external funding. With

the rise in tuition, recently there has been an effort to raise the amount awarded for each scholarship where possible.

Table IV.1: SIS Scholarship Awards

	Total	# SIS Scholarship Applicants	# SIS Scholarship Recipients
2023	\$80800	92	40
2022	\$85500	75	72
2021	\$92,711	65	40
2020	\$41500	71	32
2019	\$30000	62	33
2018	\$33500	69	34
2017	\$33000	70	35

Grants

During the review period, the school has received one major grant affecting students.

Project RUSL (Restoring Urban School Libraries) In August 2020 SIS Associate Professor Kafi Kumasi received an IMLS Laura Bush 21st Century Librarian Program award of \$247,152 for "Project RUSL: Restoring Urban School Libraries." It was a three-year master's level project to provide education and professional development for six diverse classroom teachers who currently work in two local urban school districts to become certified school librarians and to build capacity to restore the school libraries at their respective schools. The grant funds provided tuition and other support to the six students.

Student Assistantships

In partnership with the WSU libraries, the library Graduate Student Assistantships (GSA) have been enhanced in their design 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 with special projects embedded in library departments. During this review period, 35 MLIS students have participated in the library GSA program.

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 and virtually, 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 SIS 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. MSIS students are eligible for GSA positions as well. The quality of the GSA experience also helps when looking for a professional position upon graduation and promotes the good career-ready reputation of the School.

Appendix D contains details about [select projects that the University Libraries' GSAs](#) have completed during this review period.

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 member for review and approval. The recipients are also required to submit a short report on the conference to be posted on the SIS 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 SIS 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.

Table IV.2 details the overall amount of internal and external financial aid, scholarships, and student assistance including internships disbursed to SIS students from 2017-2023:

Table IV.2: Overall SIS Student Financial Support

Fiscal Year	Funds Spent*
2017-2018	\$242,534
2018-2019	\$235,525
2019-2020	\$262,250

2020-2021	\$261,593
2021-2022	\$282,476
2022-2023	\$306,529

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

** These figures are through the WSU fiscal year ending October 1, 2023.

Standard IV.2.

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

School Website

The [School's website](#) serves as a hub of organized, comprehensive information to communicate program goals and objectives to both current and prospective students. Through detailed descriptions of its curricula, visitors gain insights into the structure and content of the various programs offered. Clearly defined admission requirements ensure that prospective students are aware of the steps needed to navigate the application process. Information on the School's website about financial aid provides students with a list of the options available to them to fund their education. Information regarding faculty members highlights the research and teaching expertise existing within the School. Also available on the website are the criteria for evaluating student performance, which foster accountability, and facilitate students' academic success. Aspects concerning academic advising, career guidance and job placement are detailed on the website. Additionally, the website provides students, staff, and faculty with a central location for the policies and procedures documenting the program and students' progress. Website updates are performed regularly to ensure the currency and accessibility of the content presented about SIS' programs. The most recent of these began in 2023 when the School reviewed and changed the existing Master of Library and Information Science "specializations" to the current "career pathways". These changes, launched in early 2024, refreshed the presentation of SIS' curriculum strengths for the MLIS program. Through its organized presentation of information, the School's website demonstrates a commitment to supporting and enhancing the overall educational experience for SIS' students.

Orientation

Since 1997, SIS has required all new MLIS students to participate in an orientation 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 students.

Regardless of the mode of delivery, all orientations have included information about the resources, services, and technologies available to them through the School, University and Library System. Additional topics included in the orientation focus on ensuring academic success in the program. These consist of information about being an effective online learner, the School's policies regarding academic progress, the various course loads and course sequencing routes through the program, and the graduation requirements for the degree. Orientation is rounded out with information about the School's faculty, staff, and administrators. Additional methods of informal information sharing about the School take place at occasional virtual "meet your advisor" events and in-person mixers.

As our courses are now offered online only, it is imperative that all students be demonstrably welcomed into our learning community, that they know where to go for information about the program, that they know how to seek out support, and that SIS can reinforce its focus on their success. To gauge our progress toward these goals students are surveyed about their orientation experiences.

From Fall 2017 through the Spring/Summer 2021 semesters students participated in orientation through the university's learning management system. The Go2Orientation platform was adopted for the Fall 2021 semester orientation, and remained in use through spring/summer 2024.

Beginning in Fall 2024, SIS is embedding the school's new student orientation into the introductory course, INF 6010: Information in Society. This transition will create a more engaging onboarding experience for new SIS students, streamline pertinent content related to the school's policies and student responsibilities, and better utilize the technology resources provided by the university.

The revised orientation material provides incoming students with information on academic success in an online learning environment, school policies and requirements, advising, course scheduling, the graduation assessment process, library resources, university services, and student engagement opportunities. It also includes video content from the Dean of WSU Libraries and the School of Information Sciences, Paul Bracke, as well as SIS alum and Western Michigan University Associate Dean for Resources and Digital Strategies, Paul Gallagher. To complete the orientation module in Canvas, students will take a brief 10-point quiz that serves as the first scored assignment in INF 6010.

By moving this content into a course required of all SIS students, hosted on WSU's learning management platform, Canvas, the school will ensure a more engaging experience for incoming students, will ensure that the critical material reaches all newly admitted students, and will enable the school to redeploy the significant annual expense (\$7495) associated with the previous vendor to more productive use.

Social Media Presence

To reach out to the next generation of students and to communicate with current students and alumni, the School maintains several social media accounts. These consist of Meta/Facebook page with over 2,100 followers; an Instagram page with nearly 700 followers, an X/Twitter page with nearly 600 followers, and a LinkedIn page with over 500 followers. Through these various channels the Communication and Engagement Coordinator for SIS provides frequent postings about the School's events, faculty and student achievements, student opportunities, and other

information relevant to the profession. Additionally, the School maintains an Alumni Facebook group.

Listservs

Students benefit from several listservs maintained by the School. SISINF broadcasts general announcements and other communications of interest to students and other SIS stakeholders. The SISINF subscribers (currently 3136) receive information about scholarships and other funding opportunities, registration reminders and deadlines, upcoming events, calls for projects and papers for conferences, and internship and practicum opportunities. Students are automatically signed up to receive messages via SISINF upon admission. A second listserv, SISJOBS, is provided to support student and alumni job seekers by broadcasting position announcements received by the School. Additionally, there is a student-only listserv where students can talk freely and openly about any aspects of life as a SIS student. Students use the listserv to ask questions about classes, to sell their textbooks, and to voice their opinions about class schedules and other matters. Faculty and staff are unable to subscribe to or monitor the discussion on this listserv.

Other Information Venues

Several additional information channels communicate SIS information to students. These consist of the SIS newsletter *Connections*, and LibGuides sharing topical information for specific courses, orientation and career advising. Further information sharing with current students occurs at academic advising events, one-on-one faculty advising meetings, and direct email correspondence to individual students. As SIS has moved toward offering fully online courses and accommodating physically distant students, the School's administrators and staff have developed workarounds and close working relationships with staff in several critical university units (e.g., Registrar, Graduate School) to assist students with administrative difficulties that can sometimes arise.

SIS remains unique at Wayne State in having such a high proportion of students who live far beyond the Detroit metro area. So, a high level of inter-unit communication is particularly important. For instance, when the online MLIS began in 2009, SIS staff developed its own waitlist system to contact students as enrollment in the class became available. As SIS' students add and drop classes throughout the open registration period and through the first week of classes, the School wanted to ensure that it was responsive to student requests while also maintaining enrollment benchmarks. A university-wide waitlist feature was only added to the registration system in 2023.

Standard IV.3.

Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the

admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Admissions

Applicants to the MLIS program of study must successfully qualify for admission to the School by possessing an undergraduate degree with a grade point average of 2.75 or higher or by possessing another degree beyond the bachelor's degree. Applicants with a grade point average between 2.50 and 2.74 can satisfy this admission requirement by one of the following three alternative methods:

1. The student submits evidence of graduate course work completed with a grade point average of 3.0 or better in a minimum of 9 credits.
2. The student completes 6 SIS credits as a non-degree student and maintains a grade point average of 3.0 or better in each course.
3. The student submits the official score report for the Graduate Record Examination (GRE) taken within the last five years achieving a total score of 294 on the combined verbal and quantitative portions, with a verbal portion score of at least 153.

Additionally, applicants must meet the School's technology requirements of having administrative access to a desktop computer and have stable broadband Internet access to support their studies. Minimum requirements for the computing hardware and software necessary to complete coursework in the program are specified in the admissions area of the School's website. Students must meet minimum computer competencies, consisting of the ability to complete basic file management tasks and the facility to create and edit files with common document and presentation applications.

A 500-word personal statement reflecting relevant personal and academic background and experience is required in support of a student's application. A current resume or curriculum vitae is also a part of the official application for admission to the School. Once admitted, students are required to complete an online orientation prior to beginning their coursework to become familiar with SIS' program, and to learn about the resources and services available to support their educational journey.

Admissions Data

Table IV.3 details the SIS admissions data for the 2017-2024 review period. The table details the annual number of requests for information, applications submitted, admissions, and enrollments in 6010 (introductory core course) as well as various statistics related to these admissions data.

New students for fall 2024 have increased 42% over fall 2023. In 2023 Graduate Admissions started waiving the admissions application fee, which led to a large increase in RFIs (and applications) from international students, especially ones from Africa. However, our increased number of admissions in fall 2024 owes very little to international students.

22 students were admitted for fall 2024 whose GPA was between 2.75 and 2.99, so lowering the GPA criteria helped to increase admissions somewhat. Getting Grad Admissions to remove any misleading language in the admissions application about needing letters of recommendation likely helped remove mental pitfalls for some applicants, smoothing the way for more

applications to be submitted. Restructuring the recruitment/admissions staffing to have two ASOs involved has added more staffing which has likely been beneficial. Likely many other factors as well. We received considerably more overall applications even not counting the international ones.

During this review period, a total of 1,749 prospective students applied, and just under 63% of them, or 1,097 students, were admitted to the School. The main reasons for admission denial are incomplete applications or low GPA. Some applicants failed to submit their bachelor's degree transcripts, or their statements of purpose. Although multiple emails are sent to remind them to complete their applications, or for those with a low GPA to pursue the options for alternative admission, some prospective students never complete the application process. This suggests that these applicants were not fully committed to attending the School in the first place. Additionally, as WSU eliminated its Graduate Admissions application fee the number of overall applicants increased and so did the number that did not see their applications through to completion.

Table IV.3: Admissions Statistics

YEAR*	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Requests for Information*	489	523	671	538	990	965	1,103	657
Applications	262	213	212	238	229	288	307	310
Admitted	170	157	143	144	155	164	164	210
Enrolled in 6010**	101	104	103	91	101	97	95	129
Selectivity: Admits to Applicants	65%	74%	67%	61%	68%	57%	53%	68%
Yield: Enrolled to Admits	59%	66%	72%	63%	65%	59%	58%	61%
Headcount: Total Number of Students	467	404	433	404	389	384	376	374
New Admit Percentage of Headcount	22%	26%	24%	23%	26%	25%	25%	34%
Total Credit Hours of All Students	2748	2740	2538	2385	2364	2259	2170	1028

*Year is calendar year for 2017-2023; 2024 is YTD (August 1, 2024)

**or other introductory course

Among the admitted students, 847 (64%) started the MLIS program by enrolling in INF 6010 or another introductory course. For the remaining 36% of admitted students who decided not to enroll, the School has observed the following reasons:

- Some students are only able to enroll if they receive scholarships or GSA positions. As students assume an ever-increasing portion of the costs associated with higher education, the financial burden of their studies is not inconsequential. Some students 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 MA in History or Master in Business Administration.
- 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 applicants postpone and decide to enroll later.

Demographic Information

According to the statistical data from the United States Census, the metro Detroit area contains a rich mix of racial and ethnic groups. This area serves as a significant population source for the SIS student body and its make-up is unique. The region's proportion of African Americans is currently over 22%, which is nearly 10% higher than the national percentage. Additionally, the metro Detroit area is home to the nation's largest Middle Eastern population. Statistical population data for this group is not collected by the US Census, but WSU began collecting this data in 2020. The proportion of Asians residing in the area is nearly 4%, and Hispanic groups represent just over 4% of the population. The percentages for the last two groups are still considerably less than those percentages for these groups in 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 Italian).

SIS graduation data reflect the ethnic and racial variation of the student population. (The figures below use United States Census reporting categories and are self-reported.)

Table IV.4: SIS Graduation Race / Ethnicity by Group

Figure IV.1: MLIS Graduates' Race / Ethnic Categories 2017-2023

Table IV.5: Certificate Graduation Race / Ethnicity by Group **

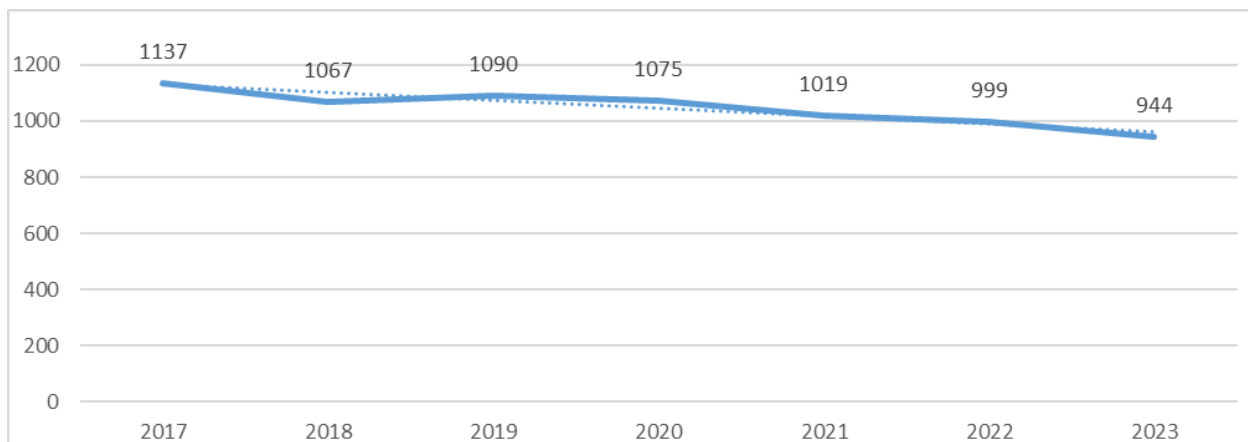
Figure IV.2: Certificate Graduates' Race / Ethnic Categories 2017-2023

Table IV.6: Number of Each Graduate Certificate Awarded

Current Enrollment

As shown in Figure IV.3 below, SIS has experienced enrollment declines in each of the past six years; with six percent of that decline occurring in the past year. This is a trend occurring across the University: WSU's total enrollment has dropped from 27,089 in Fall 2017 to 21,627 in Winter 2024, a 20% decrease. This decreasing trend was more marked (35%) in total graduate enrollment which dropped from 7,710 in Fall 2017 to 4,999 in Winter 2024.

Figure IV.3: SIS Total Enrollment Fall 2017-Fall 2023



Discussion of Enrollment Trends

Several issues contribute to this enrollment decline. Fewer undergraduate students are graduating with a liberal arts or humanities-based degrees, and these have traditionally been the disciplines from which our students would come. The COVID-19 pandemic, and the resulting economic inflation have likely also had a negative impact on enrollment. Michigan's economy was on an upward trajectory after experiencing the economic upheaval beginning in 2009. The number of school librarians employed in Michigan's schools decreased at this time, and with it an interest in school librarianship.

WSU overall has been adversely affected by decreased financial support from the Michigan legislature over several years. Historically state appropriations for the university accounted for a

higher percentage of its total budget. This figure was over 48% in FY 2004 and has dropped to 31% of the university's operating budget in recent years. State appropriations for the University have ranged from \$196 million in 2017 to \$222 million for 2023, a 11.7% increase. As a point of reference, the state appropriations to WSU in 2004 were \$217 million.

Successive tuition increases, as shown in Table IV.7, have resulted from rising costs and flat state appropriations.

Table IV.7: Tuition rate by year 2017-2023

	Tuition rate / credit hour (Residents)	% Increase for residents	Tuition rate / credit hour (Non-residents)	% Increase for non-residents
2017	\$713.09	4.1%	\$1,429.50	4.2%
2018	\$741.62	4.0%	\$1,486.68	4.0%
2019	\$763.13	2.9%	\$1,529.80	2.9%
2020	\$787.55	3.2%	\$1,578.75	3.2%
2021	\$787.55	0%	\$1,578.75	0%
2022	\$818.26	3.9%	\$1,640.32	3.9%
2023	\$855.09	4.5%	\$1,714.14	4.4%

As the table 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 online classes. Note the non-resident tuition rate per credit hour is approximately double the resident rate. The resident cost per credit hour, which virtually all our students benefit from, has increased by 16.6% in the past 7 years. If in previous years SIS attracted students due to its affordable tuition, an ever-increasing tuition has made SIS less appealing to prospective students. The ballooning costs of higher education also means that undergraduate debt may also prohibit more people from pursuing graduate school.

Another explanation of declining enrollment is that while SIS was among the first LIS schools to offer online courses, many accredited LIS schools have migrated 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.

A closer look at the student enrollment data for Winter 2024 shows that of the 324 students, 77 students (23.7%) were enrolled full-time, or taking 8 or more credits hours for the semester. The rest, 247 students (76.3%), were enrolled part-time. On average, students take just under 6 credit hours per semester. A large percentage of students, 262 (80.8%) reside in Michigan. Out-of-state students from 24 states account for 14.8% (N=48) of the enrollment. Three international students from Canada round out the geographic distribution. Fourteen students did not indicate their geographic location.

The figures attached below show the enrollment data for Winter 2024 by age group, race / ethnicity, and pillars.

- [Figure IV.4](#): SIS Student Enrollment by Age Group - Winter 2024
- [Figure IV.5](#): SIS Student Enrollment by Race / Ethnic Category - Winter 2024

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. The largest percentage of students (93 or 28.7%) is between 25 and 29 years of age, followed by students between the ages of 30-44 years (68 or 20.9%). Of interest is that nearly six percent are over the age of 50. Of the 324 students, 234 are female (72.2%), 75 (23.1%) are male, and 15 (4.5%) are not reported. The majority of the students are White (254 or 78.3%). Fifty-seven or 17.6% of the student body are under-represented minorities, with 27 (8.3%) of these being Black / African American. The number of self-identified non-white students remains high, reflecting the general diversity of the University and the metropolitan area.

Readmission

A [student dismissed](#) from the School of Information Sciences 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 semester from the time of dismissal. A change in the time the student needed to wait before readmission was reduced from one year to one semester in the Winter 2019 semester to support students' momentum in completing their coursework. Readmitted students must adhere to their original time limitation for completing all degree/certificate requirements. SIS students have a six-year time limit to complete all requirements for the master's degree and a three-year time limit for all certificates. Any credit-bearing courses a dismissed student may take elsewhere during a period of dismissal will not count towards any SIS degree or certificate. 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. Students dismissed from the SIS for violations of the [Student Code of Conduct](#) are not eligible for readmission.

Standard IV.4.

Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

The School uses a multifaceted outcomes assessment process in its ongoing educational review of students. Elements of 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](#).

Student Assessment Review (SAR) – SIS uses a [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.

[Table IV.8](#) details the numbers of students brought up for SAR each term. During this review period, 129 students were identified as having academic difficulties, thus were brought up in SAR. Among them, 30 students (23.2%) have been brought up in multiple courses for a single semester; and 17 students (13.1%) have been brought up in multiple semesters. Of these 17 students, 11 of them showed subsequent success in the School: 6 students are current students in good standing and 5 have graduated. The remaining students are either inactive or have decided not to continue.

Since INF6010 is the first class students take at the School, those who were having academic difficulties in this class were also examined here. The data show that 17 students have been brought up in SAR from INF6010. A further examination shows that only one of them continued their studies and the rest of them are either inactive or have decided not to continue. It is possible that after the students began their studies, they realized that LIS was not the profession they have imagined, or they were not ready for the online graduate programs of study.

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.

Graduation Assessment

Graduation assessment serves as the culminating learning outcome assessment for students getting their MLIS degree. The process described below pertains to the Graduation Assessment process in place through Winter 2024.

The Graduation assessment included all the following items:

- A Reflective Essay
- Artifacts or assignments supporting student learning outcome proficiency as discussed in the Reflective Essay
- A professional resume
- Completed survey

In the reflective essay, students demonstrated their competency in the MLIS student learning outcomes, analyzed the contribution of included artifacts to their professional development, and described their beliefs regarding the professional responsibilities of an information professional. Students discussed two of the MLIS learning outcomes and demonstrated how they had become proficient in these learning outcomes. Of the two learning outcomes, one was randomly selected by the School; the other was chosen by the students completing the assessment.

The selected learning outcome was announced to students at the beginning of each semester. The selected learning outcome was posted to the Graduation Assessment website the

second week of the semester and was included in the emails sent to the student body announcing the deadlines for that semester's graduation application and graduation assessment submission.

Listed below are the learning outcomes selected by the school for each semester through Winter 2024.

MLIS Learning outcomes		Semesters selected		
LO1	critically evaluate, synthesize, and disseminate information	F21	SS19	SS20
LO2	understand how complex interactions between diverse users, societal factors, and information environments affect professional situations.	F19	Win24	
LO3	facilitate access to, and use of, information resources between users and communities.	Win19	Win21	
LO4	apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.	F22		
LO5	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.	Win22	Fall23	
LO6	determine the significance of intellectual property, security, and privacy issues.	F17		
LO7	assess, adopt, and utilize the most relevant information technologies.	F20	SS23	
LO8	utilize current management and leadership theories and practices in the workplace.	SS22	SS18	
LO9	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.	Win20	SS21	F18
LO10	practice professional engagement through leadership, service work, lifelong learning and community involvement.	W18	W23	

Students submitted their graduation assessment materials to Canvas, the learning management system used by the University. Also, through Winter 2024, students needed to complete a survey in Canvas that asked them to rate their perceived proficiency in each of the MLIS learning outcomes. Students also needed to discuss the learning outcome in which they feel least proficient and use 200-400 words to explain their responses.

Starting Spring/Summer 2024, with the number of MLIS program learning outcomes reduced from ten to four, graduating students write about each of the four program learning outcomes in their reflective essay and no longer complete a survey detailing their most/least proficient learning outcome. Instead, two new questions have been added to the graduation assessment survey:

1. Based on your educational experience and course selection at the School, what course(s) were most beneficial to you during your studies here? Please use 50-100 words to explain your response.
2. Based on your educational experience and course selection at the School, what topic(s) should be added to the School's curriculum? Please use 50-100 words to explain your response.

The [evaluation component of the graduation assessment](#) did not change as a result of the reduction in program learning outcomes. Each student's graduation assessment submission is reviewed by two faculty members and is evaluated on the quality of the reflective essay, analytical skills demonstrated, and writing proficiency exhibited. Students need to receive at least 21/35 to pass the graduation assessment. Those who fail receive a chance to modify their essays and resubmit for evaluation.

Dr. Bin Li, a full-time faculty member, serves as the graduation assessment coordinator. She is responsible for setting up the graduation assessment Canvas sites, answering students' questions, hosting live Q&A sessions for students, updating graduation assessment related content on the school's website, and organizing the faculty review dyads. Students' submissions, grades, and faculty review comments are archived in the University's Canvas system. Students' final grades are also downloaded as input data for the university-level assessment of the MLIS degree.

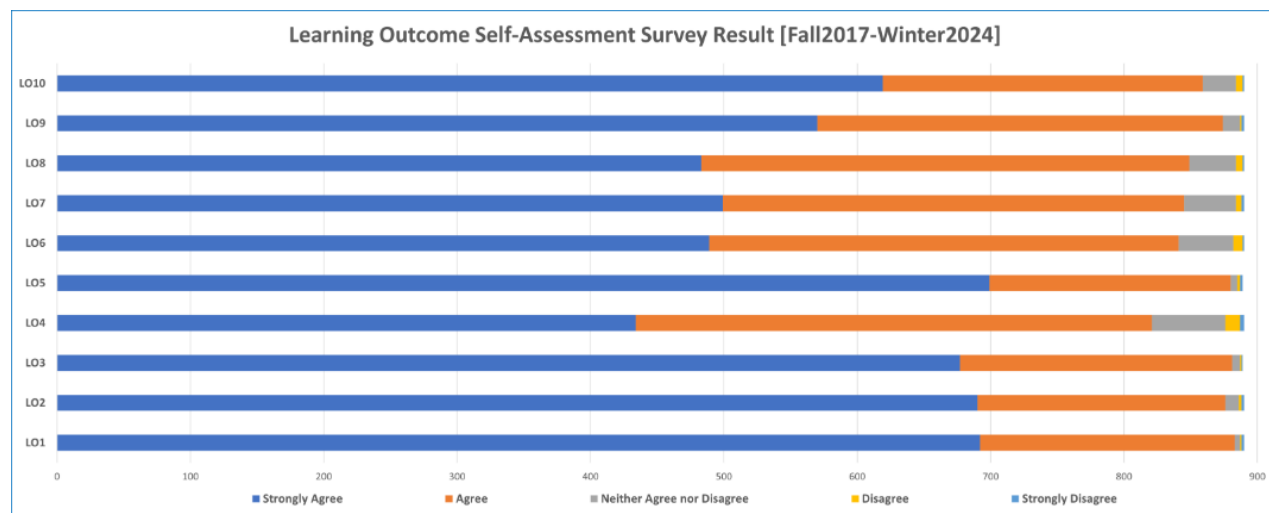
Review Results

[Table IV.9](#) details student performance on the graduation assessment for the period Fall 2017 through Winter 2024. In accordance with ALA COA requirements, the results are also shared with all stakeholders on the [school website](#).

For students who did not pass the graduation assessment the first time, some failed to follow the instructions for writing reflective essays. For instance, they did not discuss artifacts in the context of the learning outcomes. Some students needed to be more analytical or reflective than descriptive in the essays. The resubmit rate was significantly lower after the faculty modified the reflective essay instructions in Fall 2018 to tie them more closely and explicitly to the school's learning outcomes.

Graduation Assessment Survey Results

An examination of students' survey results shows that most students (over 90%) reported that they were proficient in all the MLIS learning outcomes. They have checked 'agree' or 'strongly agree' for all of them.

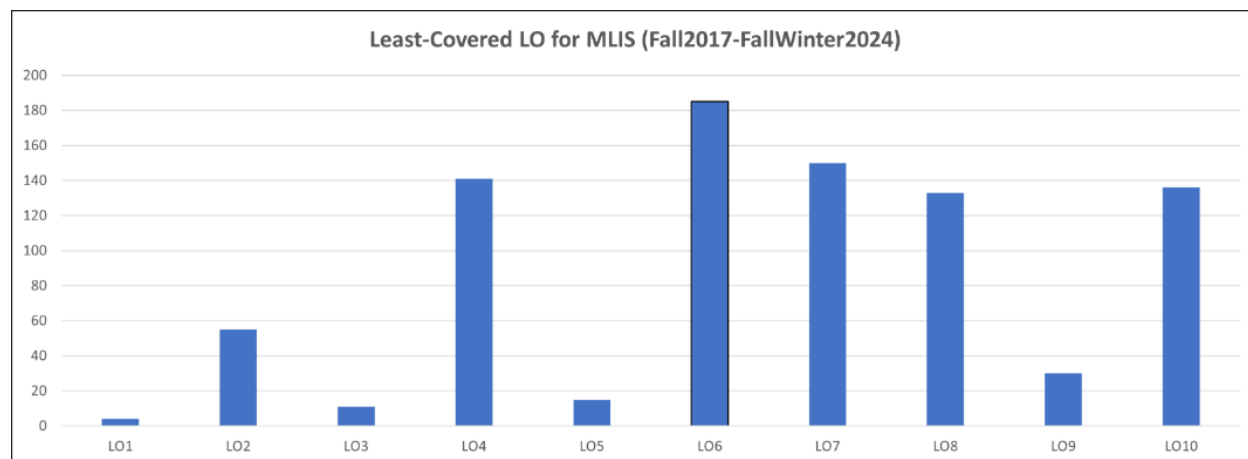


Comparatively, the following learning outcomes have slightly lower student proficiency ratings:

- #4: Apply multiple and emerging approaches to the organization of knowledge for varied literatures, records, and historical documents.
- #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.

Students also avoided choosing these learning outcomes to write about in their reflective essays. An analysis of winter 2020 data also showed that of the 48 students applying for graduation, only one student selected #8, one student selected #4, and no student chose #6. Ten students chose to write about #7 in their reflective essays, though. This may imply that even though students have taken classes to help improve their technological skills, they still felt that there were more to learn due to the changing technology landscape of the profession.

For students' response on the least-covered LO, similar trends have been observed. The figure below shows the number of students choosing the least covered LOs during the review period:



Students felt that these LOs were least covered during their studies at the school for the following reasons:

- Students do not have enough space to take courses covering the LOs;
- The school does not offer enough courses for those LOs, esp. For #6.

Employer and Alumni Survey Results

As part of the preparation of this self-study, SIS alumni and employers of recent SIS graduates were [surveyed](#) in March 2023. Survey invitation emails were sent to 101 employers and 1491 alumni (graduated within the past 10 years) to participate in each survey. We received 35 employer responses (35% response rate) and 198 responses (13% response rate) from alumni.

In terms of where graduates are working, from the Employer survey, most work in public libraries (94%), others work in special libraries (6%). The survey result is inconsistent with the School's actual placement of graduates. Respondents do not match up to where our students have been hired.

According to the alumni who responded, SIS graduates work in public libraries (36.5%), academic libraries (14.7%), school libraries (4.5%), special libraries (1.9%) and other organizations such as business organizations (9.6%), government organization (3.9%), nonprofit organization (2.6%), and other library/information position (4.5%). Of all the responses, 21.8% indicated that they are not employed as a library/information professional.

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 others.

For employers surveyed, most of them have hired from SIS within the last two years (51.5%); some 2-4 years ago (9%), or 5-7 years ago (16.6%). Three, or 4.5% of respondents have not hired a SIS graduate in the last 10 years.

From the alumni survey, of the 198 answers, 38.7% indicated that they were already working in a library/information setting prior to graduation. Another 36.1% obtained professional library/information science employment within a year of graduation; 13.5% required more than a year to find employment in the field; and 11.6% have never been employed in the field.

Many Employers are satisfied with SIS graduates: 47.1% of them think the graduates perform the same as that of their peers, and 17.7% think their performance is better. About 20.6% of employers are dissatisfied, thinking their performance is lower than that of their peers.

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 SIS graduates on 15 areas of knowledge, skill, or attitude. As detailed in [Table IV.10](#), SIS graduates typically meet or exceed employers' expectations at least 55% of the time, for all areas. Employers are most satisfied with SIS graduates' cultural competency, professional ethics, learning agility, desire to grow, and technology skills. Over half of them indicate that SIS graduates often or consistently exceed job requirements in these areas.

For alumni respondents, SIS graduates rank highest for the following skills: professional ethics, learning agility, critical thinking and problem solving, contextual understanding of libraries and information agencies, professional behavior, and research skills. Over 58% of alumni think they often or consistently exceed job requirements in these areas.

Employers expressed the least level of satisfaction with students' management skills, social/interpersonal skills, critical thinking/problem solving skills, and professional behavior. For alumni, management and advocacy skills ranked the lowest, followed by technology skills and cultural competencies.

Student Survey Results

Current SIS students were surveyed in March 2023 and then again in March 2024. All currently enrolled students were invited to participate in each survey. We received 40 responses in 2023 and in 43 2024. Annual surveying of students had been a regular component of SIS operations for many year, but had not been done in the recent past until resuming again in 2023.

Two thirds of the student respondents are female (66.7%), 14.3% are male respondents, 4.8% are transgender respondents, with the rest either self-identified as other, or prefer not to answer.

One-third of the student respondents are between the age of 26-35, 26.2% are between 36-45, with the next age group as 46-59 (19.1%). There is an increase of student respondents under 25 for this review period (16.7%).

Most student respondents live in Michigan (79.5%), and more than half of them are in the Detroit Metro area (59.1%).

More than half of the student respondents work full-time (51.2%) and 33.6% work part-time. Quite a few of them work at Wayne State, either full-time (7%) or part-time (9.3%).

Many student respondents are in the early stages of their studies at the School, e.g., 57.5% took 6 classes or fewer. Over half of the students are part time students (59.5%), and about 1/3 are full-time students. Many student respondents (52.8%) have taken online classes before enrolling in the School. Most of them feel they were “tech savvy” before they began their studies (88.4%), and feel that they became more proficient with technology as a result of their courses in the School (79.1%).

In terms of communication, student respondents indicate that they have used all kinds of methods to contact SIS faculty, with email as the top choice (41.8%), followed by Canvas inbox (27.2%) and web conferencing tools such as Zoom or Teams (24.3%). Most students have connected with their faculty advisor so far (84%).

Most respondents feel that they are fully engaged with their graduate education at SIS (54.6%), though students also hope that more opportunities to interact with the School would be helpful.

Student respondents were also asked to rate their levels of satisfaction for 14 different aspects of their program at the School. As detailed in the [Table IV.11](#), students are most satisfied with the accessibility of library resources, the variety of specializations/options within the degree, Canvas, responsiveness of tech support, and the variety of classes offered each semester. Over 76% of student respondents rate them very satisfied, or somewhat satisfied. Students are most dissatisfied with opportunities to interact with fellow students outside classroom (32%), and with School staff/administration (25%). As for the level of interaction with instructors and the ability to reach instructors, the responses are polarized. Many students are very satisfied with these two areas, while 23% of respondents are dissatisfied.

Student respondents were also asked whether aspects of the degree program met their expectations so far. Students are most satisfied with the options for specialization within the degree, and the quality of School’s technology infrastructure. Student respondents have the most concerns with tuition, and the quality of course materials such as syllabi, assignment instructions, etc.

Overall, most students are satisfied with the program so far: 65.1% respondents agree that the degree program met their expectations, and 20.9% think it exceeded their expectations. Similar responses are present when student respondents were asked to rate their overall experiences in the School: 51.1% rated the School Good, and 23.3% rated the School as Excellent. Over 65% would recommend the degree to their friends and colleagues.

Commitment to Support Student Success

SIS 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.

New Student Orientation: Upon admission and before beginning courses, students need to go through orientation. The content of the orientation was developed based on student and faculty suggestions, particularly focusing on the areas where difficulties commonly arise, such as while students are in the beginning courses.

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.

Each semester all faculty members review the students in their courses and identify 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 SIS Academic Services Officer (ASO) who manages the process. The ASO generates a report identifying all 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 semester 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 in their subsequent semester to determine if their grade point average improved sufficiently for them to remain in the program.

Every semester, the School also provides a variety of career advising and planning services for students including individual sessions and group workshops regarding job searching, resume/CV writing, self-promotion, mock interviews, and career planning. A SIS full-time faculty member supports students in these areas.

Career advising Placement Services

The School offers a variety of [career advising and planning](#) services to meet the needs of its students. SIS maintains an extensive listing of positions in libraries and information centers in the Detroit metropolitan area and throughout the United States and Canada. The School uses a separate LIS Job listserv to share the job announcements received. Complete details about our Career Advising and Planning Services are detailed further in Standard IV.5.3.

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.

Standard IV.5

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

Standard IV.5.1

Students are provided with opportunities to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Many of the School's committees are contractually mandated to have one or more student members. However, it has become really challenging for SIS to recruit student committee members since a high proportion of our students work during the weekday and/or live great distances from campus. Students members are regularly recruited to participate on the ACC, the CAC, and Promotion and Tenure. Students also serve on smaller committees and on ad-hoc committees. Students have always participated in our faculty search committees and have also been part of program development committees.

Standard IV.5.2

Students are provided with opportunities to participate in research.

The School works with students in supporting student-led research in various ways. Students get experience with research in the core class Research Methods (INF 7996), and in other high level seminar classes. The School also fosters student engagement in research through special projects and [directed studies](#), the [Alternative Spring Break](#) program (See more under II.3.7) and through our own SIS' student publication Information Warrior Journal. During the review period, many students have engaged in a variety of research experiences which we discuss below.

Research in Existing Classes

In addition to work in the core class INF 7996, where all students learn about research methods and develop a research proposal, in the Advanced Online Searching course (INF 7160) students assist other 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 several hours searching licensed databases, compiling annotated bibliographies and retrieving full-text articles in these projects.

Student Research with Faculty

Faculty and students at the School have long been involved in research together. Students are generally encouraged to present their research at conferences and through different venues and publications. Several faculty have published with students at conference and in journals. 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, and others.

Below is a list of our faculty and the projects/research they have conducted and published with our students (students are highlighted in bold):

Prof. Christine D'Arpa

Publications and Presentations

- D'Arpa, C., **Wilhelme, A.**, & **Miranda, E.** Faculty/Student Research Collaboration: Enhancing LIS Student Learning and Creating Opportunities. ALISE Conference 2023. Published Proceedings.
- Rubenstein, E., D'Arpa, C., Lenstra, N., Burke, S., **Schneider, G.**, Rose, A., & Floyd, R. Staying Afloat, Staying Connected: Comparing Small and Rural Public Libraries' Responses to COVID-19. ALISE Conference 2021. Published Proceedings
- Rubenstein, E., D'Arpa, C., Burke, S.K., Lenstra, N., Rose, A., **Schneider, G.**, & Floyd, F. (2020). "12pm Eastern, 11am Central, 10am Mountain": Student contributions to research on rural and small public libraries. ALISE Conference 2020. Published Proceedings

Prof. Joan Beaudoin

Directed study projects:

- **Sarah Baar** - [Islandview Murals. Directed study project, SIS](#)
- **Meg Bruce** - Digital Collection Development Policies at Academic Libraries in Michigan. Work presented at MiLA.
- **Noelle Roth** - Memories of Orchard East Community Archives Project. Equipment and procedure manual written for Monroe County Library System.
- **Cameron Socha** - Detroit Mural Map. Presented at MLA conference, 2022.

Prof. Deborah Charbonneau

- Charbonneau, D.H., D'Arpa, C., & **Belz, S.** (in press). Partnerships for health literacy: Information access, training, and programs. In E. Vardell & D. H. Charbonneau (Eds.), *Health Literacy and Libraries*. Rowman & Littlefield.

Alternative Spring Break

[Alternative Spring Break](#) is a competitive program in which chosen applicants are paired with one of the country's premiere information organizations for an intensive week-long paid internship that aligns with the student's area of interest. We believe that WSU SIS was the first LIS school to extend this idea to graduate students.

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 SIS. Started in 2013 by SIS 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. Since 2017, 100 student projects have been completed—and nearly all participating students have secured job offers shortly after upon completing their degrees.

[Table IV.12](#) lists a sampling of the institutions where students have been placed during Alternative Spring Break. A [complete list](#) is also available.

The Information Warrior Journal

The [*Information Warrior Journal \(TIWJ\)*](#) is a partially-student-run journal that was established in 2023, and has six founding and senior editors, five editorial advisory board members, and one faculty advisor. The first issue was published in January 2024 and contained four student articles and an editor's column, one report and one review – all published online, open-access by our students. Other submissions have been published as [preprints under our Digital Commons website](#). The journal has seen a great start with usage and the call for the second issue is out. [Figure IV.6](#) shows the journal's reach so far.

Standard IV.5.3

Students are provided with opportunities to receive academic and career advisement and consultation.

As discussed in the section on [Advising](#) (Chapter II), all SIS students have faculty advisors and faculty hold regular advising sessions primarily so students can consult on courses, discuss career goals, or seek advice for challenges they are having in current courses.

Since 2009 SIS has made available a Career Advisor to support students and alumni with all aspects of job hunting. A full-time faculty, Kim Schroeder, serves as the School's Career Advisor. She supports students and alumni with all aspects of job hunting through personalized career advisory services. Resume and CV development, cover letter creation, and mock interviews are the most common assistance requested, but brainstorming about networking, mid-career changes, and self-assessment are all part of this service. Our advisor teaches three to five workshops a year and plans an annual career fair in the late Spring/early Summer. In addition to this, the advisor arranges separate workshops with large information organizations to bring recruiters in to work with students and alumni. These events educate SIS students and alumni about what recruiters look for and allow them to ask specific questions about current job openings. These are well attended sessions. Quicken, ProQuest, and OCLC have all had individual events. Kim Schroeder can be reached by phone, email, face to face meetings, and virtual conferencing. On average, 100 resumes are reviewed each year with about 80 people attending workshops, annually.

The School sponsors an annual career fair in the late Spring/early Summer 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 to discuss ways students can use their LIS skills. The panelists or speakers are

organized by career interests. These panel discussions are livestreamed with students participating remotely. They are also recorded for later viewing. [All the career fair event archives are available online](#). An average of eight employers came to the event with tables, pre-COVID. Participants came from a variety of institutions, depending on their openings. Typical representatives came from Michigan State University Libraries, Wayne State University Libraries, Allied Vaughan, Proquest, Detroit Public Library, and Capital Area District Library.

Since 2020, the school has gone fully online with the Career Fair. We had already been broadcasting the alumni panel sessions for many years, but the booths and employer contact was primarily on-site. Being virtual made sense for two reasons. One is the pandemic, and the other is that as a fully online school, we wanted to reach a wider branch of employers. The Career Fair has expanded on networking and advice since moving fully on-line. Employers are asked to submit job postings ahead of the Fair and made available to participants.

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 oneself. In 2022, a [LibGuide](#) was created specifically for students interested in information science careers.

Standard IV.5.4

Students are provided with opportunities to receive support services as needed.

Given that our MLIS program is fully online, we support online students in various ways as follows.

Online office hours. All faculty provide students with online office hours through video conferencing and other collaborative tools, where students can address any of their course related issues with their professors.

Technology support. The School has a technology support team – SISTech – that provides technology support via phone, email, and virtual meetings. They also hold open office hours in the evenings. The team has also developed many online tutorials and demonstrations for frequently used tools, such as how to setup and use FTP software, install Windows on Mac, submit graduation assessments, access tech tools, etc.

Carrer advising. The School provides career advising to all students as described in more detail in section 5.3 above. 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.

Library resources. Our Library system has a vast number of online resources, including 2,230,087 eBooks. Online students can access these resources directly from their home, or wherever they may be located with their WSU account. Between Fall 2021 and Winter 2024 (8 semesters), the potential student savings for using library eBooks was \$279,612.50 (4,025 books).

Our library system also supports virtual reference through chat, email or phone. Additionally, we have several [library and information science LibGuides](#) developed by our librarians, in conjunction with our students, available online for the entire SIS/WSU student population. From

2019 - 2023, SIS LibGuides received 134,520 pageviews. There were seven LibGuides available in 2019 & 2020, nine in 2021, and eleven available since 2022.

Student Organizations. All of our student organizations and committee meetings have the potential for online access and participation, as described below in section 5.5. Given that all of our students are now online, we ensure that they can reach and interact with each other and our faculty and staff online.

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. SIS 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.

Standard IV.5.5

Students are provided with opportunities to form student organizations.

The School recognizes the importance of professional associations for student development and success. SIS student organizations are sustained with bi-annual Student Organization Information Sessions being hosted by the Diversity Outreach Graduate Student Assistant to ensure prospective, new, and current students are aware of the opportunities these organizations provide. Many organizations meet monthly on online platforms and have faculty advisors for guidance and support. Student association events include guest speakers, networking opportunities, field trips, and projects aimed at national organization conferences.

SIS currently supports the following student chapters of professional library associations:

- 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
- Association for Information Science and Technology (ASIS&T).

In addition, students can also join Metropolitan Detroit Medical Library Group (MDMLG), and The Information Warrior Student Journal Committee. The School's student journal gives students the opportunity to get hands on experience building a journal, editing, proofreading, and publishing.

The student associations organize various 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 participate in 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 (further discussed below).

Standard IV.5.6

Students are provided with opportunities to participate in professional organizations.

The School also encourages students to become involved in local chapters of the professional organizations in their geographic areas, to benefit from networking with professionals near where they live. For those who live in the Detroit area, or those able to come to the Detroit area, the School helps them connect with local professionals. There are numerous opportunities for events and activities in the Detroit area. For instance, local students interested in health sciences join the SLA student chapter and are 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 and receives participation by our students.

Standard IV.6.

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

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.

Standard IV.7

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

As detailed in Standard I and elsewhere in this chapter, the School has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures. This evidence shows that the school holds regularly scheduled meetings, informal gatherings and individual efforts where changes are suggested, evaluated, decided, and implemented by various bodies including the faculty, the CAC, the Associate Dean, the Advisory Board, current students, alumni, and members of the professional community, to guide SIS's curriculum forward into the future. The CAC's monthly meetings ensure regular and timely review of any course or assessment-related issues and concerns.

Standard IV.8

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

As stated previously, SIS'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 CAC, the Associate Dean, the Advisory Board, current students, alumni, and members of the professional community, to guide SIS's curriculum forward into the future. The CAC's monthly meetings ensure regular and timely review of any course or assessment-related issues and concerns.

The graduation assessment results are shared with all faculty and staff in a shared OneDrive folder for each semester. Aggregated results have also been reported during faculty retreats or faculty meetings. For instance, based on the learning outcome survey, the graduation assessment coordinator has made the following recommendations to faculty:

- Add a sentence in course profiles or syllabus, something like “this course addresses LO5 in a major way, and LO7, LO8 in minor way”. For major assignments in core classes, can add similar statements
- Update curriculum map and share it on School's website for students
- Develop courses in weak learning outcomes or add modules in current classes content addressing weak learning outcomes.
- Update the learning outcomes
- More analysis can be done from students' graduation assessments, e.g., narratives students submitted when they discussed the least-covered learning outcomes, course artifacts students used to support their competencies, even content analysis of reflective essays

The CAC has discussed the recommendations and made changes to the learning outcomes of the MLIS degree and curriculums. [see discussions in the curriculum section].

The survey results of students, alumni and employers have also been shared with faculty and staff. Changes have been made to address students' concerns. For instance, to increase student interaction with faculty and staff, multiple Meet Your Advisor sessions have been conducted to help students connect with their advisors. In February 2024, a “Meet Your Advisor” session was attended by 25 students, who all responded with positive feedback.

Sources of Evidence

Appendix D: Standard IV

Figure IV-1 MLIS Graduates Race/Ethnic Categories

Figure IV-2 Certificate Graduates Race/Ethnic Categories

Figure IV-3 SIS Student Enrollment by Age Group - Winter 2024

Figure IV-4 Enrollment Age Groups
Figure IV-5 Enrollment Race-Ethnicity
Figure IV-6 *Information Warrior Journal* Downloads
Student Academic Review (SAR) Schedule
Table IV-4 SIS Graduation Race-Ethnicity
Table IV-5 Certificate Grad Race-Ethnicity
Table IV-6 Numbers of Graduate Certificates Awarded
Table IV-8 SAR Participants
Table IV-9 Performance on Graduation Assessment
Table IV-10 Employers & Alumni Survey Responses
Table IV-11 Student Survey Responses
Table IV-12 Alternate Spring Break Sites
Table IV-13 Library GSA Projects



STANDARD V

Administration, Finances, and Resources

Standard V: ADMINISTRATION, FINANCES, AND RESOURCES

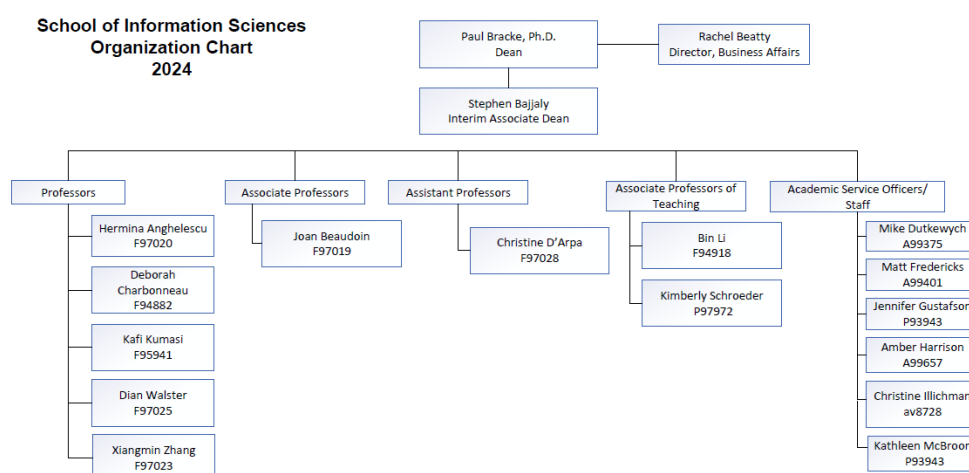
Standard V.1

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

The School of Information Sciences (SIS) is one of three units under the direction of the Dean of University Libraries, those being the School of Information Sciences, the Reuther Library (Archives), and the University Library System. The Associate Dean of the School of Information Sciences, 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.

SIS receives some administrative and support services from University Libraries (such as maintenance, HR, fiscal operations, etc.), but SIS and the University Libraries remain distinct entities. There is a clear budget separation between SIS and that of the University Libraries. Keeping the two budgets distinct ensures that SIS has the resources it needs to serve its limited campus constituency while the University Libraries' budget provides services campus-wide.

Figure V.1 below shows the current SIS organizational chart.



The [University Board of Governors' \(BOG\)](#) approval of SIS charging differential tuition in 2006 has resulted in an important source of revenue. This means that the tuition paid by our students is higher than for many WSU graduate students but is on par with the University's graduate programs in Nursing, Engineering, and Business Administration. The annual allocation of differential tuition revenue returned to the School is a certain percentage of the differential tuition revenue generated (as measured by credit hours) by SIS students. Table V.1 details the annual differential tuition allocations to the School during this reporting period. The university considers differential tuition revenue to be "one-time money," since there is no guarantee of the amount of revenue provided from one fiscal year to the next. A few years ago it was determined that, as one time money, these funds could no longer be used to support any full-time salaries. So, these funds now support our part-time faculty expenses and general budget enhancements as needed. More information about the SIS budget is contained in Standard V.6.

Table V.1: Annual Differential Tuition Allocation to SIS

Academic Year	Differential Tuition \$
2017	\$560,459.49
2018	\$568,246.51
2019	\$546,313.27
2020	\$555,791.34
2021	\$534,682.95
20202	\$468,990.47
2023	\$531,613.23
2024	\$543,000 * prior to actual enrollment adjustments being made

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/Summer 2024 mirror the WSU graduate school requirements that support WSU's urban mission. This lowers our admissions minimum GPA to a 2.50. This was SIS' standard prior to 2008. (see more on admissions in Section IV.1). Through its admissions policies and procedures, the School attempts to promote its commitment to diversity called for in the School's mission, goals, and objectives and in the [University's Strategic Plan 2022-2027](#).

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 underrepresented community student related programs such as the ARL Diversity Recruitment initiatives, by identifying jobs and targeted scholarships for students. Also, in 2021, the COMPASS mentorship program began

which invites students from underrepresented communities to be matched with an underrepresented community professional in their field. Beginning in Winter 2023, SIS hired a Diversity Coordinator who supervises the Diversity GSA and works with faculty on developing resources, events, and training on DEIA.

For faculty retention and promotion, the School has developed its “[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 University is enacting new [guidelines](#) which will be enforced in Fall 2025 and they assisted in informing SIS’ new factors which will be approved Fall 2024. 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.

SIS Administrative Staff Job Responsibilities

The School has three full-time academic service officers (ASO) that assist in all aspects of the School, including recruiting, scheduling, graduation auditing, part-time faculty support, etc. Each of the current ASOs has an MLIS earned at SIS. Since the previous accreditation review and the advent of the COVID pandemic, the school has moved to an overwhelmingly remote operation. Since there is minimal activity in the SIS physical space, the School gave up its full-time administrative support staff person but gained a $\frac{3}{4}$ time communications and engagement coordinator to ensure consistent and timely communications to all our stakeholder groups and varying communication channels. [Table V.2](#) details the major responsibilities assumed by each of the SIS staff.

As detailed in Standard II, SIS has full independence in the creation, evolution, or deletion of courses. The [Curriculum and Assessment Committee](#) proposes changes to the entire SIS faculty and implementation is internal, aside from changes in program requirements. Material changes to a program (changed in required courses, number of credits, etc.) must be approved through the Graduate School. Adding or deleting degrees requires [BOG approval](#).

Standard V.2

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

Identical to other academic units of the University, SIS faculty are expected to participate on University committees. Since SIS is quite small in comparison to other WSU schools and colleges, SIS 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.

SIS students have representation on most internal SIS committees. Students also have the opportunity to participate in student chapters of the American Library Association (ALA), 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). SIS has had student representatives serve on the University's student government occasionally.

Academic Freedom

The School, in addition to university policy and the [faculty collective bargaining agreements](#), supports the academic freedom of its full-time 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. Note that part-time faculty have some oversight by lead instructors, including textbook and syllabi approval but methodology, readings, assignments, are open for instructional interpretation.

Faculty and Student Evaluation

Contractually mandated committees include the Promotion and Tenure Committee, Salary Committee, and the Budget Advisory Committee. Committee members 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 all tenured faculty, makes recommendations on promotion and tenure and annually advises non-tenured faculty (both tenure track and non tenure track) on their progress toward tenure or their continued appointment. 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 (BAC) provides feedback on financial matters of importance to the School. The BAC meets quarterly with the Dean/Associate Dean and the Business Affairs

Officer (BAO) to review accounting reports and data that may be needed to enable the BAC to provide consultation to the unit administrator about unit budgetary priorities.

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 have traditionally been surveyed by the Associate Dean concerning their satisfaction during their first semester and annually thereafter. Special surveys of employers of SIS graduates and recent alumni were conducted to provide additional data for this self-study. Due to COVID and staffing changes, there was a break from this norm, but starting in 2023, this was reinstituted. 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 Standard IV.6.).

Some SIS 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. Teaching faculty also sit on thesis review committees. Their rank and research record determine their level of participation. Tenured/tenure track SIS faculty have the option to hold graduate status. SIS faculty also serve on doctoral and Master's Thesis committees at various schools (See more under Standard III).

The list of committee assignments for both faculty and staff is included in the chapter Appendix. Although SIS is the smallest school on campus, there is a wide breadth of participation in activities campus wide. SIS is more involved on campus than would be equitably reflected by its size. The result is that SIS faculty spend significantly more time on service activities than do comparable faculty in other WSU schools and colleges.

Standard V.3

The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Dean of University Libraries is appointed by the University President. An earned doctorate is one of the qualifications for appointment as Dean. The Dean attends SIS monthly [faculty meetings](#) and gives a report on the latest developments at the University. From the years of 2017 to 2024, the School of Information Sciences experienced three deans and four Associate Deans or Interim Associate Deans for the School.

At the beginning of this review period, Dr. Sandy Yee was the Dean, as she had been since 2001. Dr. Yee retired in 2017. Dr. Jon Cawthorne was hired as the Dean, effective on August 1, 2017. Dr. Cawthorne came to Wayne State from West Virginia University (WVU), where he had served as dean of libraries since 2014 and was responsible for seven libraries and 132 library faculty and staff members.

Dr. Cawthorne stepped down as Dean at the end of academic year 2021-2022. To make sure the normal operations of the library, Dr. Tom Walker was appointed as the Interim Dean of the libraries. Dr. Tom Walker was the Associate Dean for the School of Information Sciences at the time when he was appointed the interim dean, in August 2022 (see the School's Associate Deans section below).

While Dr. Walker served as the Interim Dean, a nation-wide recruitment for a new dean was launched by the University in early 2023. D. Paul Bracke was selected as the new Dean of the Libraries and the School of Information Sciences. Dean Bracke started on October 16, 2023.

Dr. Bracke holds bachelor's degrees in history and journalism from the University of Missouri-Columbia, a master's in library and information science from the University of Illinois at Urbana-Champaign, and a doctorate in higher education from the University of Arizona. He was a member of the Association of Research Libraries' Leadership Fellows' 2013-15 cohort.

Dr. Bracke came to Wayne State University from the Gonzaga University, where he served as dean of the Foley Center Library, the primary library for Gonzaga University's Spokane, Washington, campus, a position he had held since 2016. He had also served as associate provost for the Institute for Research and Interdisciplinary Initiatives.

Before joining Gonzaga University, Bracke was previously an associate dean at the Purdue University Libraries. At Purdue, he provided leadership in technology, digitization, research services and assessment and developed internationally recognized research support services, including data management services and institutional and data repositories. He also directed projects that explored the intersections of digitization and open access publishing and of digitization and scholarly workflows in the social sciences.

He previously held positions at the University of Arizona, the University of Texas Medical Branch at Galveston and the University of Illinois at Urbana-Champaign.

Bracke's research interests include social and relational capital in academic libraries, research services, digital libraries, and library automation. He has held leadership positions in the Library Information Technology Association, the Association of College and Research Libraries, DataCite, and the Catholic Research Resources Alliance.

It is noteworthy that Dean Bracke is the first Dean of SIS to hold tenure in the school.

School's 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 SIS. Similar to the changes in the Dean position, the school has experienced a few leadership changes during this review period. From 2017 to 2018, Dr. Stephen Bajjaly continued serving as the School's Associate Dean, a position he had held since 2007.

Dr. Bajjaly stepped down in August 2018. SIS Professor Hermina Anghelescu was appointed by the Dean as the Interim Associate Dean for the 2018-19 academic year. Dr. Anghelescu has been a SIS faculty for many years. She holds a PhD in library and information science from the University of Texas, Austin.

Dr. Tom Walker joined the School of Information Sciences in August 2019 after serving at Long Island University, where he was the Interim Dean of Libraries and Associate Dean and Director

of the Palmer School of Library and Information Science. Walker spent a large part of his career at the School of Information Studies at the University of Wisconsin – Milwaukee (UWM).

Walker received his doctorate in information studies from the University of Illinois at Urbana-Champaign. He holds a bachelor's in music from the University of Colorado at Boulder and a Master of Arts in library science from the University of Chicago. He also holds a master's in music history, literature and theory from Northwestern University.

Dr. Walker continued serving as the Associate Dean for the SIS while he also served as the Interim Dean of Libraries starting in August 2022. He stepped down from these positions after Dean Bracke was hired. Dr. Walker has been on administrative leave for the 2023-24 academic year, but returns to the SIS faculty in August 2024.

To assist Dean Bracke until a permanent Associate Dean is hired, former Associate Dean Dr. Stephen Bajjaly was appointed in January 2024 as the current Interim Associate Dean, to share his rich experience with the School. The search for a permanent associate dean is currently under way, with an expectation that a permanent person will be in place by January 2025. Dr. Bajjaly retires permanently in August 2024. Dean Bracke will assume full administrative oversight of the school from then until a permanent Associate Dean of SIS is on board. The Associate Dean Job Posting is available in the chapter Appendix.

Standard V.4

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

Our administration has been very open to innovation for our students' education. Whether it was instituting the [Alternative Spring Break](#) program, expanding consultations with employers, or creating the interdisciplinary Digital Storytelling Course, the faculty and students are welcome to develop opportunities for students. As detailed in Standard IV, a list of library GSAs and examples of their work are included. This program is just one of the many opportunities students have for experiential education at SIS. Without the administration's understanding of the importance of cross-departmental relationships, partnerships with the Medical School and Foreign Languages would not have been as fruitful. These partnerships include taking life histories of nursing home patients with the Med School and creating a Digital Storytelling course with the Russian, Polish, German units.

The administration also supports students financially with up to \$600 available for students that are traveling to present at conferences. As detailed in the Student chapter, socialization of students within the field includes practicum placements all over the country and a few international.

On-going support for [Career Services](#) has resulted in an expansion since the last self-study with several employer-oriented workshops including Rocket Financial and ProQuest. This service is provided for free to students and alumni connect them with recruiters directly. Several employer specific events are held in addition to an annual Career Fair.

Standard V.5

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

The SIS 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 2023 (See Standard I.1.).

The governance of the School depends upon active faculty, student, and staff participation on committees. The two standing committees that formulate policy are the [Curriculum and Assessment Committee](#) (CAC) and the [Administrative Concerns Committee](#) (ACC). Each full-time faculty member belongs to at least one of these 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 provides feedback on financial matters to the School.

The CAC deals with matters such as curriculum issues and student assessment. The ACC 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 SIS Associate Dean and the Dean.

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.

The School has a small staff that includes three full-time Academic Services Officers and three 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 Human Resources 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.

The Administrative staff of SIS meet weekly to discuss issues relating to management of the school. These meetings include the three ASOs, the Communications Officer, the Associate Dean (or Interim), the Dean, and other staff and faculty as needed for particular issues. This meeting is critical to push progress and alert upper management to any barriers that need to be addressed at a higher level.

Standard V.6

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

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 well as the overall health of the University.

As detailed previously, SIS 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 technology money allocation, termed the Student Services 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. [Table V.3](#) details the Student Services Fund allocation for the School since 2017. These monies helped to provide technical support from our lab techs, software purchases for teaching, UX hardware and software, and DMPL support.

Table V.3: SIS Student Service Fund Allocation 2017-2023

Fiscal Year	Allocation
2017	\$32,005
2018	\$33,015
2019	\$32,816
2020	\$29,906

2021	\$29,449
2022	\$28,121
2023	\$24,936.94
2024	\$23,729.20

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.

The revenue and expenditures for the School of Information Sciences have remained almost flat from 2017-2023, 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 its budget cuts by giving up vacant faculty positions (and the associated salary savings), by collapsing two administrative positions into one, and by reducing expenses. 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 96 percent of the School's budget is now devoted to personnel expenses.

None of these cuts has so far resulted in any observable change in the quality or level of student services nor in the School's ability to meet its mission, goals, and objectives. As demonstrated in the attached [Enrollment Report](#), which covers the period from fall 2022 through winter 2024, SIS had an average class size of 18 and offered a range of 33-47 courses per term. So, despite any decreases in revenue, the School did not increase class size nor decrease the number of course offerings per term. 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.

"Student aid" includes paid assistantships provided to SIS 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 SIS. 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

Signs of growth in philanthropic support for the School of Information Sciences include the establishment of new named endowed and expendable scholarships and support funds. [Alumni and donor support](#) of the School remains strong. Since 2016, a variety of new scholarships have

been established including endowed scholarships (Ernest A. and Nadida A. Stratelak Scholarship, Elizabeth Still Gray Scholarship, the Ronald and Antoinette Spalding Scholarship) and expendable scholarships (Maria Gonzalez Annual Scholarship, Beth Lynn Stanton Memorial Scholarship).

Another significant increase in committed support comes in the form of realized and pledged bequest gifts. The largest commitment in the School's history is a multi-million dollar bequest and current commitment from Emeritus Faculty Dr. Robert P. Holley, whose current support is split between his endowed scholarship and support funds while his bequest will support both these funds and will establish The Dr. Robert P. Holley Endowed Professorship in Library Science. Significant realized bequests have been received from the estates of Mrs. Jean Spang for the Lothar Spang Memorial Annual Scholarship, from Beth Stanton to establish the Beth Lynn Stanton Memorial Scholarship and from Ms. Karin Goosy to establish the Karin Goosby Memorial Expendable Scholarship. Bequest intentions have been documented from a variety of alumni including significant commitments from Peter Rosenwald, Michael Wells, Laura Woodruff, and Adriene Lim. These commitments typically establish new endowed scholarships when they are realized.

The total amount of pledged bequest commitments is approximately \$5,000,000. [Table V.4](#) details all of the available funds that support SIS students and SIS activities.

Grants

The School received over [half a million dollars in grant monies](#) during this review period.

Standard V.7

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

The School of Information Sciences 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). Part-Time 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 included in contracts. -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.

Table V.5 compares SIS faculty salaries to comparable units at the university as well as ALISE faculty in the Midwest, and all ALISE faculty (nationally) for 2024.

Table V.5 Faculty Salary Comparisons

Faculty Rank	SIS	Midwest Median	National Median	WSU Median*	WSU Select Median***
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Professor	\$138,964	\$152,249	\$152,249	\$136,976	\$118,911
Assoc. Professor	\$112,027	\$111,242	\$111,242	\$95,319	\$100,147
Asst. Professor	\$85,433	\$100,970	\$100,970	\$82,350	\$82,085
Assoc. Prof. Teaching	\$82,917	No data	\$85,474	**	\$78,960

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 all WSU faculty and academic staff is [available online](#). A SIS-specific salary report is available to the ERP on-site.

The University offered a Salary Equity program for faculty whose salaries did not keep pace with colleagues. Through this program, SIS was able to secure raises for Dr. Bin Li, and Drs. Chris D'Arpa and Nic DePaula, in 2023 and 2024, respectively.

Standard V.8

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

Faculty 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 computer of their choice (desktop/laptop, PC/Mac). These computers are replaced every three or four years, depending on working condition and teaching/research needs. 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, SIS provided over \$70,000 in travel support to faculty, despite the pandemic.

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 Canvas workshops and numerous events sponsored by the [Office for Teaching and Learning](#).

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.

In addition to departmental funds, the [Office of Student Financial Aid](#) oversees such resources as loans, fellowships, grants, and scholarships available to students. 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 2017-2023, 106 Graduate Professional Scholarship (GPS) awards, which cover full tuition for the academic year, have been provided to SIS 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 2017-2023 period, the School has employed 35 Graduate Student Assistants (GSAs).

The School and faculty also help students identify part-time employment opportunities within the field 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.9

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

In supporting the School of Information Sciences (SIS), an emphasis on both the physical and virtual resources is crucial for success. 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 SIS student groups in order to support the objectives defined in the leadership goal.

Faculty and staff are provided [hardware and software tools](#). Software is purchased either from SIS funds or available through central (C&IT) purchases.

SIS 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.

Physical and Virtual Facilities and Support

SIS strives to reach students across the country as well as worldwide through its fully online degree and certificate programs. The online program is supported by the Canvas 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. SIS occupies some space on all three floors of the Kresge Library: the SIS administrative offices occupy a portion of the first floor, document storage occupy a portion of the second floor, and the faculty offices, a computer server room, a digital media lab (DMPL), 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 SIS 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).

SIS also has access to the first floor Kresge Auditorium adjacent to the SIS 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 SIS offices makes it easier to integrate multimedia and teleconferencing capabilities into the various SIS activities and special events.

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), SIS server room (Room 304.1), and a SIS Digital Media Projects Lab (Room 301) to support various student projects.

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 (DMPL) 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. Computers were upgraded in the DMPL in 2019 and refreshed in 2021. [Table V.6](#) lists the current software loaded on the DMPL computers.

The DMPL has been home to several digital preservation workshops and [many projects](#).

Technology Infrastructure

Wayne State University has a high-performance backbone that is now 10Gbps 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. SIS maintains the School's own subnet and subdomain, supported by the computing resources described above. The back-ups to the SIS server and DMPL occur nightly and differential with a weekend full back-up.

Learning Management System (LMS)

To support the online program, SIS uses the university's learning management system (LMS), Canvas, as the primary course delivery tool. The university's LMS, managed centrally by C&IT, 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 Canvas 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.

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

Student Disability Services

Student Disability Services (SDS) serves as a resource for the Wayne State University community to ensure academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces. SDS works to create an inclusive academic environment by promoting universal design throughout the university. SDS provides academic accommodations, resources, and training in assistive technology to foster self-advocacy and success for students with disabilities.

Working alongside the website improvement project, the SIS Technology Graduate Assistants have assisted with an ongoing project to improve alt-text throughout the website for current and newly added imagery. Additionally, assistants have worked to improve language on websites and checked for erroneous and out of date content.

Standard V.10

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

As SIS is a primarily online school, cooperation with [C&IT](#) is critical. Until 2021, technology support personnel were distributed across the university, with centralized support for the main, campuswide systems (e.g., email, networking, LMS, etc.). Until that time, the School (and the WSULS) employed technology professionals to oversee our particular needs and provide personalized services tailored to our needs. In 2021, all technology personnel were consolidated at C&IT. As the only fully online school at WSU, increased reliance on outside support resources we no longer control presents us with challenges that other WSU units are less likely to encounter. These challenges were exacerbated because we lacked any internal champion to advocate for our needs. For example, C&IT only allows university-purchased software to be loaded onto university-issued computers. Many SIS faculty were dissatisfied with the university's "standard issue" laptops (insufficient for online teaching), so they purchased their own computers. While technology support since the consolidation has been a source of ongoing frustration for those within SIS, the new Dean understands fully the particular SIS technology needs and, in response, now meets regularly with the head of C&IT to raise concerns and address problems.

Standard V.11

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

SIS is well positioned to provide research support to its students and faculty. Our R1 library system offers support as summarized below.

Library Resources

The [WSU Library System](#) supports 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 four million books/eBooks, 350,000 print and eJournals titles, and a broad range of electronic resources, including electronic journals and over three million streaming and visual media, all available through the [library system's website](#).

The University Libraries offer online reference and research support, interlibrary loan, 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.

The University Libraries includes the David Adamany Undergraduate Library, the Arthur Neef Law Library, the Purdy/Kresge Library, and 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, Archives of Labor and Urban Affairs, the School of Information Sciences, and the offices of the Detroit Area Library Network (DALNET) are also part of the broader University Library System.

Traditional library resources and services are provided by four WSU libraries: the two central campus libraries (the Adamany Undergraduate Library and Purdy/Kresge Library), the Neef Law Library at the north end of central campus, and the Shiffman Medical Library south of central campus. 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 with computers for student use. The Purdy/Kresge Library is the primary research library for the social sciences, humanities, arts, education, and business disciplines at Wayne State University. In these disciplines, the Purdy/Kresge Library supports the teaching, learning, and research needs of faculty and students, as well as the information needs of the greater Detroit community. The Arthur Neef Law Library offers a comprehensive legal research center. It is a leading legal research facility in Michigan. The Shiffman Medical Library supports the research, learning, and clinical and public health care information needs for the University. A Learning Resources Center focused on the daily information and computing needs of students of the Eugene Applebaum College of Pharmacy and Health Sciences is also available Monday through Friday. All the facilities of the University Libraries are available to SIS free of charge.

The Walter P. Reuther Library, Archives of Labor and Urban Affairs, 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 archive 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 almost 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. 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.

Library Services for SIS

The Wayne State University Library System provides e-access to over 680 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 2023, the University Libraries spent approximately \$12,756,449 on acquisitions, with continuing commitments (databases, serials, periodicals, and standing orders for books) comprising \$8,926,554 of the total expenditures.

The Library System makes every effort to purchase and provide access to eBooks for School of Information Sciences students and faculty, especially the monographs used for course texts. Over the last three academic years, the Libraries may have saved students over \$279,000 (over 4,000 volumes) if they opted to use the library-licensed. There is also a physical print collection that combines a legacy collection with contemporary titles not available electronically but considered significantly important to the discipline. Online-only students have the option to access physical materials owned by the Library System using Interlibrary Loan or document delivery.

Table V.7 details the FY 2022-2023 Wayne State University Library System expenditures for library and information science.

Table V.7 University Libraries' Expenditures for SIS

SIS Library Resources	FY 2023 Expenditures	FY 2022 Expenditures
Books	\$ 78,402.29	\$ 2,747.37
Serials	\$ 79,976.30	\$ 76,078.12
Databases & Aggregators	\$ 29,257.75	\$ 30,061.63
Total	\$ 187,636.34	\$ 108,887.12

A supplemental collection available to students and faculty interested in School/Media Center Librarianship and Public Librarianship is the extensive juvenile collection housed in the Purdy/Kresge Library. There are 82,714 physical juvenile titles available from both the open stacks collection and the Eloise Ramsey Collection of Literature for Young People special collection. In addition, the Millicent A. Wills Collection of Urban Ethnic Materials is of importance to those interested in children's literature.

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.

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 and LibGuides

The library website provides an entry point to library services and resources for faculty and students, especially for online students. In 2023, the library website was visited 891,395 times and the LibGuides received 438,791 page views. Library web properties play an especially vital role in providing services to students and faculty.

There are eleven LibGuides to support SIS coursework and professional development. These were designed and are maintained with input from faculty to aid teaching and learning. Subject and course specific LibGuides are available through the Libraries website and are linked from the Canvas course shells. In the CY2019 – 2023, SIS LibGuides averaged 27,000 pageviews annually.

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 128 full time equivalent (FTE) service staff: 55 FTE professional staff members, 48 FTE support staff members and 25 FTE student assistants (Supporting Document: Library Staff) The student assistants include SIS Graduate Student Assistant students who are integrated into library departments to work on professional projects for both educational and functional benefit to the libraries and work with professional librarians to provide reference services.

The Wayne State University Library System provides a liaison librarian to the students, faculty, and staff of the School of Information Sciences. The liaison librarian attends SIS [faculty meetings](#) and is available for research consultations with students through email, telephone, and virtual or in-person meetings. The librarian liaison maintains LibGuide Research Guides for Information Sciences, working with faculty to provide course-related content and access to current resources for the study of the discipline. The librarian liaison also maintains a SIS new student orientation LibGuide to explain library services and resources.

Physical Accessibility (ADA Compliance)

Wayne State University continues to strive to make the campus barrier-free and Americans with Disabilities Act (ADA) compliant. Wayne State University has been successful in making sure that individuals with disabilities have a rewarding and obstacle-free learning experience. It is the SIS goal to make this accommodation as easy as possible for students.

SIS Website

Communicating to students is an important function and the SIS 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 SIS website is centrally managed by the WSU Web Communications department, but the [content is maintained and updated frequently](#) by the School. From updating Alt-Text for greater access to changes in the manner we discuss our offerings (from pillars to pathways), a summary of consistent improvement is detailed.

Computers for Faculty and Students

There are 27 computers provided to SIS faculty, staff, and students. These are all provided by C&IT. They maintain updates, add software, and repair this hardware. The [full inventory](#) is available. As noted above, faculty have expressed concerns about C&IT support. These concerns were inventoried during the Spring 2024 semester and are being addressed with campus leadership.

The UGL provides access to computers in multiple locations and labs throughout the building for both students and faculty, alongside a dedicated project space known as the Collaboration Commons. The labs may be checked out for instructional workshops and other uses by request. All computers are accessible with an Access ID and have software for a variety of needs. Students also retain access through the EZproxy and Wayne State's VPN (virtual private network).

The UGL houses multiple technology items for student, faculty, and community usage within their Tech Bunker facility. These include an Oculus Rift VR headset, 3D printer, Windows and Apple computers, and a Raspberry Pi with an Arduino setup along with it. Along with this, the facility offers assistance with personal technology and provides consultations for projects.

In addition to the facilities, there are numerous physical and computing resources available to the faculty, staff, and students at 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 SIS 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.

Faculty and staff have the ability to access University resources remotely via WSU's VPN and their operating system's remote desktop connection capability. All faculty and staff computers are on the SIS network.

Computing Resources for SIS Students. The students have access to all necessary software and hardware that SIS courses require. SIS has partnered with Microsoft Systems to provide the needed 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.

SIS students also have access to the computing resources that are housed on campus. For information technology courses, students have access to the SIS computing facilities via virtualization technologies, and via Windows Remote Desktop Connection access. Enabling remote access to these computing resources is particularly beneficial to online students.

IT Tools Supporting Online Learning

In addition to the Canvas system, SIS employs other software tools that together provide greater functionality for the online program. The major tools include Zoom and Microsoft Teams (for online presentations and collaborations) and Camtasia (for creating interactive course materials).

Camtasia video editing and recording software is also used by the SIS 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 SIS 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.

SIS 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 SIS.

In addition, SIS is continuing to expand its in-house technology with the recent purchase (Fall 2023) of a Tobii Eye-Tracking software. This will be placed in a newly created UX Lab. The User Experience lab is being installed in Summer 2024. Professional level eye tracking software has been purchased. This will add to the school's unique HCI focus. The lab will be used for class projects, student groups, and community outreach.

Also in Fall 2023, SIS purchased licenses for Archive-It. The NDSA student group and website preservation course are using this tool.

Standard V.12

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

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

Physical Office Space for SIS

The 10 faculty members have private/semi-private workspaces distributed on the 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 Associate Dean has an office in the main SIS office on the first floor with the ASOs.

In addition to their offices, SIS has access to the conference room and the collaboration room needed. There are also many other conference rooms on campus to host an event. In such situations, reservations are needed.

Audiovisual Resources

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

Technology Support at SIS

[SISTech](mailto:SISTech@wayne.edu) provides remote support, telephone services, e-mail services, scheduling (via SISTech@wayne.edu) for appointments, and technology support for the students, staff and faculty of the School. SISTech employs two students currently enrolled in the program with oversight by SIS Associate Professor of Teaching, Kim Schroeder. SISTech also works in conjunction with the C&IT technology support team that oversees the School's technology management and needs, through liaison Harvard James.

SISTech remains primarily a remote post since 2020, offering daily support coverage totaling approximately 30 hours per week. SISTech also oversees the computer and audio-visual equipment at SIS-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, SIS Tech also delivers hands-on training and assistance for students working on projects in the DMPL.

SIS 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 Canvas, Academics, and WSU webmail from 7:30 am –8:00 pm Monday-Friday. The 2023 survey of students showed 93% satisfaction with the School's technology infrastructure, with 84% of alumni feeling that the School met the technology needed for them in their first jobs.

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.

WSU Access IDs: Every WSU student, faculty member, staff member, and employee receive a unique Access ID 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 VPN. The University installed wireless networks to support mobile applications in several of its schools and colleges, including the libraries and SIS.

Electronic Communication: WayneConnect, powered by Microsoft, provides free email, calendar, and collaboration tools to all WSU students and employees by using their WSU Access ID. 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 Academics. 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 Canvas 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 quizzes, streaming audio and video, and a host of other tools are also available. Faculty and students receive assistance from the special Canvas support unit that helps 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.

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), 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 currently available Monday-Friday, 7:30 am to 8 pm.

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 five computers that are assigned to the staff. Each staff computer includes Windows 10 and 11. 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 SIS Tech staff, to support their duties.

Photocopying and Other Reproduction Resources: The School has three networked copier/printers. Some faculty have printers at their home offices, as well. The Dean's office has a plotter for printing larger promotional posters. 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.

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.

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

Standard V.13

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

As a fully online program, SIS works with C&IT on a continuous basis to assure on-going technological stability and growth. The Dean has regular meetings with the director of C & IT to ensure communication between entities.

The Strategic Plan is publicly posted to the [SIS website](#) to issue transparency for our students. This plan has been [operationalized](#) with deadlines, leads, and resources and is reviewed each semester. The review is made to keep SIS moving toward cited goals but also to allow for flexibility and brainstorming as the discipline and skills needed evolve. This plan is reviewed each semester in a faculty meeting to assure that SIS is staying on target with its short, medium, and long-term goals.

The *SIS Faculty Handbook* was broadened to better represent the SIS unit and the greater university. This will be more helpful in orientating new hires as to who to contact for tech access, comprehensive lists of procedures, and expectations. Additionally, the former handbook has been reconceptualized in web format so that all SIS stakeholders have ready access to the school's pertinent administrative policies. The URL for the administrative policies webpage is <https://sis.wayne.edu/faculty/administrative-policies>.

Meeting Minutes for the School are taken for all administrative meetings. Faculty meeting minutes are kept in our SIS Faculty TEAMS site with regular uploads to our central repository on SharePoint: [SIS - Home \(sharepoint.com\)](#). The same is done for the two main committees: Curriculum and Assessment and Administrative Concerns.

The SharePoint site also holds the [syllabi archive](#) and other core final documentation. It is not intended for work-in-process documents. Those are held in TEAMS.

Standard V.14.

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

The School adheres 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. As detailed in the previous section, the School uses Microsoft SharePoint and Teams to maintain an extensive internal document repository and collaborative workspace for all committees to conduct online meetings, share files, etc.

Budget allocation decisions are made by SIS Administrators in collaboration with the faculty and academic staff through the contractually mandated Budget Advisory Committee (BAC). This committee convenes for quarterly discussion with the Dean and the BAO to review School finances and discuss strategies for addressing current challenges. In years where planning must be done for budget cuts, potential scenarios are discussed with the committee. Decisions related to operating funds, and especially technology funds, are made in consultation with faculty and staff.

As further detailed in Standard I, evidence of ongoing decision processes can be found not only in the minutes of meetings but in the existence of ongoing meetings to discuss, review, revise and implement mission, goals, and objectives. While some meetings are predominantly informational, many meetings or parts of meetings involve working on a specific problem, policy or set of procedures to draw conclusions and make decisions. These can be short term or long

term in duration. They can involve problems both internal and external to the school that affect the implementation and successful conclusion to a decision-making process.

Standard V.15.

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

The 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 can 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.

The SIS planning and evaluation process for the physical facilities includes a review of the adequacy of access to physical resources and facilities. The SIS Associate Dean along with the University Libraries Dean regularly review the various facilities requirements during management meetings. In addition, the SIS ACC is partially involved in evaluating the facility needs in making recommendations of changes for Kresge Library. There is also a facilities coordinator for the Purdy-Kresge Library who coordinates repair and upgrade issues for the building.

Due to the action of the Dean and the entire team working with facilities, the roof replacement has been an on-going issue that is being resolved in 2024.

Sources of Evidence

Appendix E: Standard V

Alumni and Donors Facts

SIS Website Updates

SISTech Support

Table V-2 SIS Staff Responsibilities

Table V-4 Scholarship Funds

Table V-5 Faculty Salary Comparisons

Table V-6 DMPL Software



SUMMARY

SUMMARY: SYNTHESIS AND OVERVIEW

Standard I outlines the systematic planning process implemented by the Wayne State University School of Information Sciences to achieve its mission and goals. This process involves continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes. The planning process is characterized by faculty-driven oversight, data-informed decision making, and alignment with constituent needs. Standard I details various activities, committees, and policies involved in the strategic planning process, as well as the assessment of program goals and student learning outcomes. It also highlights the communication of planning policies and processes to program constituents. Standard I emphasizes the importance of assessment methodologies, student feedback, and continuous improvement that ensure the program's effectiveness and its alignment with the profession's demands.

Standard II details how SIS has developed a strong curriculum based on goals and objectives that evolves through a systematic process of curriculum planning and evaluation. The curriculum is continually reviewed to ensure it remains innovative and responsive to the competencies needed to succeed in the library and information profession. SIS systematically gathers data about the curriculum through course and program-level assessments, stakeholder surveys, and performance evaluations. This feedback and data are similarly systematically reviewed and used to make decisions through faculty meetings, committee work, and regularly scheduled retreats. The most significant curricular achievement during this review period was the revision of program-level MLIS student learning outcomes (LOs). Another impactful curricular improvement was the significant updating of the MLIS core courses resulting in course title revisions, updated textbooks, new topics areas for course content coverage, and the incorporation of DEIA into course descriptions.

As presented in Standard III, the SIS faculty at Wayne State University are competent in several ways. As a group, they provide a wide range of educational experiences to students, publish regularly in a variety of formats in respected scholarly venues, maintain ties to the local, national, and international professional community, create an intellectual environment that enhances the accomplishment of SIS mission, goals, and objectives, and are a definite strength of the School. Based on the information presented in this chapter and the supporting documentation provided, it can be concluded that the faculty of the School of Information Sciences at Wayne State University are qualified and capable and, indeed, are fully engaged in supporting the School's mission, goals, and objectives.

Standard IV, Students, describes how Wayne State University School of Information Sciences students come from varied academic and work experience backgrounds. Supported by recruitment and retention efforts including assessment and individualized program support, SIS students typically exceed University admissions minima for graduate students, and many bring graduate discipline and/or professional degrees as part of their academic credentials. The School focuses on 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, SIS graduates move quickly into a variety of library and information science positions. They are employed in Michigan, in the Midwest, in the United States, and internationally around the world. They are sought after because of their work-ready skills, 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 in contemporary library and information environments.

Standard V outlines the administration, finances, and resources of the School of Information Sciences (SIS) within a larger institution. It emphasizes the autonomy of the school in determining its academic programs, faculty selection, and student admissions within the institution's guidelines. The chapter details the budget allocation, faculty recruitment, and student admissions policies and highlights the administrative changes, financial support, and the role of the Dean and Associate Dean in overseeing the school's operations. The document emphasizes the necessary faculty and student representation in decision-making processes and the financial support provided for the program's development.

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

- Ongoing, systematic planning and assessment activities, involving all SIS stakeholders, to ensure that SIS 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 that provides data that SIS 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 professional.
- 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.
- Virtual as well as physical facilities and resources to meet the School's teaching, research, and service obligations.

In conclusion, the Dean, the Interim Associate Dean, faculty, staff, students, alumni, advisory board members and others who participated in this self study of our activities over the 2017-2024 review period believe that the MLIS degree program at the Wayne State University School of Information Sciences conforms to the *Standards for Accreditation of Master's Programs in Library and Information Studies, 2015 (revised 1/28/19)*. We believe that the evidence shows this master's degree program is a strong one: fully supported by the University; SIS faculty, staff, students and alumni; employers, and the professional library and information communities across the state and nationwide.