



# Program Presentation

WAYNE STATE  
UNIVERSITY

SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE

Committee on Accreditation  
American Library Association

October 2009



**Program Presentation for the  
Committee on Accreditation of  
the American Library Association**

**WAYNE STATE  
UNIVERSITY**

**SCHOOL OF LIBRARY  
AND INFORMATION SCIENCE**

**Detroit, Michigan  
October 2009**

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# **Introduction**

## ***Program Information***

### **1. The names of the program and chief administrators:**

- School of Library and Information Science
- Stephen Bajjalj, Director
- Sandra Yee, Dean, University Library System and Library and Information Science

### **2. The names of the parent institution and chief executive and academic officers and the name of the university administrative officer to whom the School of Library and Information Science (SLIS) reports:**

- Wayne State University
- Jay Noren, President
- Nancy S. Barrett, Provost

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

### **3. The name of the institutional accrediting agency accrediting the parent organization:**

- North Central Association of Colleges and Schools

### **4. The name of the program being brought forward for accreditation by COA:**

- Master of Library and Information Science



## ***Organization of the Program Presentation***

Following this Introduction, the *Program Presentation* is organized by standard. Excerpts of the *1997 Standards for Accreditation of Master's Programs in Library & Information Studies* are provided in italics as appropriate. Each section that addresses a standard concludes with a brief summary. Each section includes a listing of supporting documentation related to the standard. Supporting documents available electronically are provided through a secure website to members of the External Review Panel (ERP). The secure website address is <http://coa-erp.slis.wayne.edu>. Documents not available electronically are provided on-site. The text of the *Program Presentation* ends with the Conclusion.

## ***Overview of the Program Presentation Preparation Process***

The Dean and Director appointed faculty member Judith J. Field to serve as Coordinator for the program review. The Director appointed other regular full-time members of the faculty to six committees, each of which was charged with evaluating how well the MLIS program meets one of the *1992 Standards for Accreditation of Master's Programs in Library & Information Studies*. The School has laid much of the foundational work necessary for evaluation according to the updated (2008) standards but has insufficient results data to report during this review period.

Each standards committee was composed of approximately seven members, with one senior School of Library and Information Science (SLIS) faculty member serving as the chair and at least one additional full-time faculty member serving as a regular member. Other committee members represent the School's staff, students, alumni, employers, and adjunct faculty. Each standards committee undertook the following activities:

- Develop a plan that identifies any areas of focus, a time line for the Program Review, the process for the Program Review, the participants in the Program Review, any sources of information for the committee and evidence for the External Review Panel, and an outline for the *Program Presentation*.
- Conduct a Program Review that includes the following activities:
  - Evaluate how the standard is being achieved.
  - Evaluate how the subject of the standard relates to the School's mission, goals and objectives.
  - Describe the School's past and future outcomes assessment and how it provides an evaluation of the School's success in meeting the standards.
  - Indicate how the School's outcomes assessment is incorporated into the planning process.
  - Highlight the relationship of the School's Strategic Plan to that of the University *Strategic Action Plan 2006-2011*.
- Prepare an appropriate section for the *2009 Program Presentation*.

## ***Standards Committee Assignments***

Below you will find the committee assignments with faculty, staff, student and alumni stakeholders indicated in parentheses.

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

Dr. Joseph Mika, Professor SLIS (Chair)  
Dr. Marcia Mardis, Assistant Professor SLIS (Faculty)  
Ms. Ellen Marks, Instructor SLIS (Faculty)  
Mr. Barry Puckett (Alumni)  
Ms. Lisa Newton (Alumni)  
Ms. Serena Vaquillar (Student)  
Ms. Michelle McKinney (Student)

### **Standard II: Curriculum**

Dr. Dian Walster, Professor SLIS (Chair)  
Dr. Rebecca Hunt, Instructor SLIS (Faculty)  
Ms. Megen Rehahn, Academic Service Officer SLIS (Staff)  
Ms. Julia Daniel, Adjunct Instructor SLIS (Adjunct)  
Ms. Julie Herrada (Alumni)  
Ms. Lori Lemanski (Alumni)  
Ms. Maureen Simari (Student)

### **Standard III: Faculty**

Dr. Lynda Baker, Associate Professor SLIS (Chair)  
Dr. Bin Li, Assistant Professor SLIS (Faculty)  
Dr. Scout Calvert, Assistant Professor SLIS (Faculty)  
Ms. Yolanda Reader, Office Manager SLIS (Staff)  
Ms. Veronica Bielat, Adjunct Instructor SLIS (Adjunct)  
Ms. Annette Healy (Alumni)  
Ms. Jill Turner (Alumni)  
Ms. Emily Gibson (Student)

### **Standard IV: Students**

Dr. Hermina Anghelescu, Associate Professor SLIS (Chair)  
Dr. Maria Gonzalez, Assistant Professor SLIS (Faculty)  
Ms. Janice Utz, Instructor SLIS (Faculty)  
Ms. Jennifer Bondy, Academic Service Officer SLIS (Staff)  
Ms. Laura Mancini, Adjunct Instructor SLIS (Adjunct)  
Ms. Mary Peterson, Adjunct Instructor SLIS (Alumni)  
Mr. Johnnie Blunt (Student)  
Ms. Tamyka Miles (Student)

### **Standard V: Administration and Financial Support**

Dr. Robert Holley, Professor SLIS (Co-Chair)  
Dr. Barry Neavill, Associate Professor SLIS (Co-Chair)  
Dr. Joseph Turrini, Assistant Professor SLIS (Faculty)  
Mr. Matt Fredericks, Program Records Clerk SLIS (Staff)  
Ms. Hildur Hanna, Adjunct Instructor SLIS (Adjunct)  
Ms. Katie Dowgiewicz (Alumni)  
Ms. Jill Essenmacher, President SOLIS (Student)

## **Standard VI: Physical Resources and Facilities**

Dr. John Heinrichs, Associate Professor SLIS (Chair)

Ms. Nancy Czech, Instructor SLIS (Faculty)

Mr. Michael Sensiba, Library System Liaison (Adjunct)

Mr. Matthew Church, Adjunct Instructor (Alumni)

Ms. Sara Ausberger (Alumni)

Mr. Paul Gallagher (Student)

### ***Stakeholder Group Surveys***

During the spring of 2009, three online surveys were conducted to provide additional data and to help inform the program review process. Email requests to complete the online survey were sent to 491 current students, 1338 alumni, and 450 Michigan-based employers. Completed surveys were received and analyzed from 181 current students (response rate: 37%), 411 alumni (response rate: 31%), and 89 employers (response rate: 20%).

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

October 6, 2008:	Plan due to ALA Office of Accreditation (OA) and chair of External Review Panel (ERP)
October 24, 2008:	Chairs provide committee plans and recommendations for questionnaires
April 1, 2009:	Standards subcommittees' drafts of the <i>Program Presentation</i> (PP) due to Judy Field
April 3, 2009:	Faculty meeting review/discussion of full draft of PP. Section comments to subcommittees for editing
May 8, 2009:	Faculty second review of PP draft. Section comments to subcommittees for final editing.
May 22, 2009	Final drafts of PP sections due to Judy Field
June 2, 2009:	Draft of PP due to OA and chair of ERP
Mid- June 2009:	Revise PP based on feedback from OA and then distribute to faculty for comments
Mid July 2009:	Revise PP based on feedback from faculty
August 21, 2009:	Final PP due to OA, chair and members of ERP
October 5-6, 2009:	Campus visit by ERP (members arrive Oct. 3)

Committee chairs drafted reports for their chapters/standards and submitted them to the Coordinator for her review. The Dean and Director also reviewed drafts of the chapters for the *Program Presentation*.

### ***History and Overview of the School of Library and Information Science***

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

During the 1960s and 1970s, the Library Science Department broadened and diversified its program. The American Library Association (ALA) accredited the Master of Science in Library Science (MSLS) degree in 1967. Due to budgetary concerns, it was necessary to move the Department out of the College of Education in 1984, and it began functioning under the administrative jurisdiction of the Dean of University Libraries. The name was changed to the Library and Information Science Program in 1993. The LIS Program grew from 125 students in 1987 to nearly 600 graduate students today. 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 School remains a unit of the University Library System.

In the last 25 years, the curriculum offerings in library and information science have undergone a major change and expansion from the School's original focus training school librarians. Today's SLIS students can select from a variety of concentrations. In addition to the MLIS, the School offers additional degrees and certificates. The Graduate Certificate in Archival Administration was established in 1961; the Specialist Certificate in Library and Information Science was created in 1978. Both the Joint MLIS/MA degree and Graduate Certificate in Information Management were established in 2007. The Graduate Certificate in Records and Information Management was established in 2008. A fully-online MLIS option was established in 2008. The new Arts and Museum Librarianship Certificate was approved in July 2009.

### ***Changes Since Last Review***

The School has expanded in a number of areas since the last COA review in 2002. Likewise, the School has addressed the weaknesses identified in the conclusions of the *2002 COA Review Final Report*. Details of the School's growth and responses to its weaknesses are contained in the subsequent chapters. Highlights of the changes since 2002 include:

- The number of full-time faculty, student enrollment, and course sections has grown 30 percent
- The number of scholarships administered by the School has grown 50 percent
- The number of online course sections has grown 30-fold
- The School's budget has increased 71 percent
- The administrative and tenure track faculty turnover has been eliminated
- The physical facilities are currently undergoing a complete remodeling

### ***Conclusions***

The Wayne State University School of Library and Information Science has used the process of preparing its *2009 Program Presentation* as an opportunity to examine and strengthen itself and to review the initiatives of its new Director. The faculty, students, staff, alumni and other stakeholders have taken a new and critical look at the School's mission and how it relates to the other standards for accreditation. All constituencies involved in the review process were committed to viewing the process of preparing the *Program Presentation* as an opportunity to improve the School and to change procedures as well as desired outcomes.

This *Program Presentation* documents how the School of Library and Information Science

complies with both the letter and spirit of the COA Standards. Although falling largely outside the time frame for this reaccreditation period, also included are details outlining how since Fall 2008 the School has responded to strong incentives offered by the University's administration to grow its enrollment by expanding online. By implementing an online MLIS degree option, the School is expanding its reach beyond its traditional geographic boundary of Southeast Michigan to extend the benefits of graduate library and information science education to students employed in rural Michigan libraries and beyond. Particularly by doing so, the School is larger, more prominent, and better funded than at any time in its long history.



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

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

### ***Program Planning and Evaluation***

The School of Library and Information Science (SLIS) maintains an ongoing, systematic process of program planning and evaluation. Development of School-specific strategic plans that are tied to the university's overall strategic plan dates to the early 1990s. Near the end of this accreditation cycle (August 2007), the School hired a new Director. As his first order of business, the new Director, Dr. Stephen Bajjaly, held one-on-one interviews with every SLIS faculty and staff member. He also met with groups of students, alumni, employers, and other stakeholders. These interviews were designed to give the new director an immediate "heads up" about the positives and negatives, issues and concerns about the School. In addition, the Director held intensive meetings with the Dean of the Library System, of which SLIS is the only academic unit, to become familiar with the existing culture, priorities, and needs of the university, the library system, and the School.

The School had delayed updating its strategic plan in order to get the new Director on board first. Therefore, in October 2007, at its regular monthly faculty meeting that also included the staff and additional students (beyond those who regularly attend), the entire SLIS operation engaged in a SWOT analysis to ascertain the current strengths, weaknesses, opportunities, and threats facing the School. As a result of these activities, the *SLIS Strategic Plan 2008-2011* was formulated\*\*.

The major goals for the *2008-2011 SLIS Strategic Plan* include:

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

The objectives necessary to achieve each strategic goal plus an indication of the responsible

\*\* Supporting documents are delineated at the end of the chapter and provided electronically through a secure website or physically on-site.



unit within the School, the time line for completion, and the current status of each objective are detailed within the 2008-2011 SLIS Strategic Plan document.

### ***Assuring Continuity and Progress***

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

In order to assure regular review of the School's vision, mission, goals, and objectives, the Director charges that the Academic Concerns Committee reviews the statements annually for accuracy and continued relevance, and makes suggestions for revisions. Composed of faculty, staff, and students, the Academic Concerns Committee is responsible for reviewing and providing guidance on items related to the academic functioning of the School. As necessary, the Academic Concerns Committee provides its recommendations and suggestions regarding the vision, mission, goals, and objectives to the full faculty at a regular faculty meeting. This allows the School to consider changes and to plan for the future on an annual basis.

Students contribute to this ongoing review process by being represented on the Academic Concerns Committee where they are encouraged to react to proposals and can also introduce proposals. Students are also represented at the faculty meetings where they, too, are encouraged to provide reaction and input to any proposed changes in the curriculum, policies, procedures, and other aspects affecting students.

The alumni, through the Library and Information Science Alumni Association (LISAA) are also asked to review major changes in the vision, mission, goals, and objectives of the School and to suggest modifications or new concepts.

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

The School employs a variety of assessment tools and techniques – both formal and informal – that allow for evaluation of the operations and activities of the School and provide a multitude of ways for the School to remain apprised of changes in the profession. Formal surveys are conducted with new students and graduating students each semester and with all students, alumni, and numerous employers in advance of reaccreditation. The Dean and Director, faculty, and staff are regular participants, committee members, and presenters at state, national, and international professional conferences where we also hold alumni receptions. The School hosts

the “Annual Recognition Ceremony” for graduates and scholarship and award winners and an alumni reunion event. The Dean currently serves on the boards of OCLC and ARL.

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

### ***Constituencies***

Wayne State University is a state-supported, nationally-ranked research institution that has clearly defined its primary responsibility as serving the needs of the residents of the State of Michigan. The University’s location in the center of a large metropolitan area extends its commutable service area to encompass five million people and allows the University to focus its overall mission primarily to this constituency. With the arrival of President Irvin D. Reid in 1997, the University extended its mission to encompass preparing “students to excel in an increasingly advanced and interconnected global society.” This mission continues under new President Jay Noren who was appointed effective August 1, 2008.

### ***The University Context / Mission***

As an urban research university, Wayne State University’s mission is **to discover, examine, transmit, and apply knowledge that contributes to the positive development and well-being of individuals, organizations, and society.** As cited in the University’s *Strategic Plan 2006-2011*, four areas are identified as core principles: **Urban Mission, Global Presence, Commitment to Innovative Technology, and Commitment to Diversity.** Wayne State is Michigan’s only urban research university and is ranked by the National Science Foundation among the nation’s top 50 public universities for research expenditures. The University also is classified by the Carnegie Foundation for the Advancement of Teaching as a “Doctoral Granting Research University with very high research activity.” This distinction has been earned by fewer than 100 U.S. universities.

As a nationally-ranked research university, Wayne State is committed to high standards in research and scholarship. Its first priority is to develop new knowledge and encourage its application. Because it is a nationally-ranked research university, Wayne State develops and maintains strong graduate and professional programs in many fields. To maintain its standards, the University seeks to strengthen those programs that have achieved national recognition while, at the same time, fostering programs that show promise for the future. Wayne State strives to maintain its performance ranking as measured by its funded research, the quality of its graduate programs as evaluated by national studies of graduate education, and the effectiveness of all academic programs as assessed by external evaluation\*\*.

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

nation, and around the world.

The goals of the University, as stated in the *WSU Strategic Plan 2006-2011*,\*\* include the following:

- **Learning Experience:** Promote an exceptional learning experience that builds upon the unique character of Wayne State University and leads to student success.
- **Pre-eminence in Research:** Improve Wayne State University's stature as a premier research university.
- **Quality of Campus Life:** Enhance the quality of campus life by nurturing a strong and dynamic community.
- **Engaged University:** Promote University engagement in its urban environment.
- **Financial Responsibility:** Diversify financial resources to support the University's spending priorities.

The School of Library and Information Science used the University's Strategic Plan as it developed its own strategic plan and process.

### ***The School of Library and Information Science Context***

The Wayne State University Board of Governors approved the creation of the School of Library and Information Science, effective Spring/Summer 2009, to incorporate the existing Library and Information Science (LIS) Program. This status was gained, in part, because the Library and Information Science Program had grown from 125 students in 1987 to over 600 graduate students enrolled in Winter 2009. Provost Nancy Barrett, in her presentation nominating the LIS Program for School status before the University's Board of Governors, stated, "The successful program has outgrown its designation and its size warrants the status of a school."

The academic oversight and degree-granting authority for the LIS Program were transferred from the Graduate School to the new School in May 2009. The Dean of University Libraries and Library and Information Science, Dr. Sandra Yee, continues to serve as the Dean of the new School of Library and Information Science.

The vast majority of students attending the School of Library and Information Science come not only from all parts of Michigan, but also from southwestern Ontario and northern Ohio. A regional compact allows students coming from specific counties in Ohio and Ontario to attend Wayne State University and pay in-state tuition. The School's commitment to the state led to the development of a distance education program that began in 1987 and that included faculty traveling to distance sites within Michigan, satellite transmission, and now online delivery of course content.

In Fall 2008, the School launched a fully online master's program. The online students, including those from other states and countries, further enhance the diversity of the School. This online master's program has not only added students to the School; it also enhanced new course development and an expanded course schedule.

The School of Library and Information Science's vision, mission, goals, and objectives are designed to support those of the University. The mission, goals, and objectives formulated in

2001, at the same time that the University was developing its first strategic plan, have been reviewed annually by School committees. In fall 2008, a committee was formed to review, enhance, change, add, and revise (as necessary) the 2001 mission, goals, and objectives. This committee reviewed the University's Mission and *Strategic Plan for 2006-2011* and assured that its work would be supportive of the University Mission and Strategic Plan. Likewise, when the School's vision, mission, goals, and objectives committee's recommendations were delivered to the faculty, they also had access to the complete University documents, thus assuring School commitment to the overall University mission, goals, and objectives.

### ***The School's Mission, Goals, Objectives***

The School of Library and Information Science uses its vision, mission, goals, and objectives to guide School policy and curriculum development. As the School embarked upon its preparation for the *Program Presentation*, it was determined that the first area needing consideration was the School's mission, goals, and objectives. A team consisting of faculty, students, alumni, and employers created the following statements. They were reviewed and approved by the SLIS faculty, the Director, and the Dean in October 2008.

#### **Vision**

Wayne State University's School of Library and Information Science (SLIS) educates students for careers within the information professions and to be leaders and advocates for the multiplicity of roles that information and its providers play within societies. The School of Library and Information Science offers its students innovative, collegial, and stimulating intellectual and physical environments. Situated within one of the nation's major urban research universities, the School of Library and Information Science benefits from its close proximity to numerous libraries, archives, and preeminent cultural institutions while also deploying an array of robust online tools and environments. The School provides opportunities for research and practice excellence within multicultural, diverse, and global settings.

#### **Mission**

Aligned with Wayne State University's missions of preeminence in teaching, learning, research, and service, the mission of the School of Library and Information Science is to prepare students to assume professional and leadership roles in dynamic and evolving library and information environments. The School is committed to excellence in all of these areas.

## Goals and Objectives

Listed below are the School's updated goals and objectives along with the corresponding section from the Standards.

STANDARD I.2. *Program objectives are stated in terms of educational results to be achieved and reflect*

STANDARD I.2.3. *appropriate principles of specialization identified the importance of research to the advancement of the field's knowledge base*

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

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

### 1. The School of Library and Information Science will foster, facilitate, and support research by faculty and students.

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

*Program objectives are stated in terms of educational results to be achieved and reflect*

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

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

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

**2. The School of Library and Information Science will encourage and teach professional approaches and a service philosophy.**

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

*Program objectives are stated in terms of educational results to be achieved and reflect*

STANDARD I.2.8. *the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups*

**3. The School of Library and Information Science will be engaged within the diverse communities and world of which we are a part.**

- The School will seek diversity among the faculty.
- The School will seek diversity and facilitate inclusion among the student body.
- The School will address the roles of library and information services in a diverse global society, paying particular attention to the underserved.
- The School will facilitate student experience in multicultural and multiethnic information environments.
- The School will integrate urban issues across its curriculum, activities, and provide opportunities for community engagement and professional growth.

*Program objectives are stated in terms of educational results to be achieved and reflect*

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

**4. The School of Library and Information Science will foster leadership in traditional as well as interdisciplinary research, scholarship, and practices that address important information and library issues.**

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

*Program objectives are stated in terms of educational results to be achieved and reflect*

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

#### **5. The School of Library and Information Science will educate within and for an evolving technological world.**

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

#### ***Competencies***

Students who successfully complete the Master's in Library and Information Science degree will be able to:

- Understand the interactions between societal factors and information environments.
- Evaluate, synthesize, and disseminate information.
- Employ theories, best practices, and assessment strategies to the range of information functions.
- Articulate the importance of intellectual freedom in information access and dissemination.
- Identify the significance of intellectual property, security, and privacy issues.
- Recognize the value of professional ethics, teaching, service, research, and continuing education to the advancement of the profession.
- Facilitate the communication between information resources and information users.
- Understand and apply multiple and emerging approaches to the organization of knowledge, published literatures, and records.
- Apply current management and leadership theories and practices.
- Demonstrate competencies in the latest information technologies.
- Read, evaluate, and apply library and information science research to problems of professional practice.

#### ***Correlation of School and University Goals***

As noted earlier, the School of Library and Information Science goals and objectives\*\* support University goals and objectives. The relationships between the two sets of goals are represented below:

<b>SLIS Goals / Objectives</b>	<b>is reflected in</b>	<b>University Goals / Objectives</b>
Goal 1: Research	Goal	1.1.1, 2.1, 2.1.2, 2.3.3, 2.4, 2.4.1, 2.4.3, 2.5.2, 5.1.3
Goal 2: Teaching	Goal	1.1, 1.1.1, 1.1.2, 2.3.3
Goal 3: Service	Goal	3.3, 4.1, 4.1.1, 4.2, 4.2.2, 4.2.4, 4.2.5, 4.2.6, 5.1.4
Goal 4: Leadership	Goal	1.2.3, 4.1, 4.1.1, 4.1.3, 4.2.3
Goal 5 : Technology	Goal	1.1.3, 1.2.4, 3.2.6

***Professional Organization Framework***

STANDARD I.2 *Program objectives are stated in terms of educational results to be achieved and reflect*  
 STANDARD I.2.3 *Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations*

Committee members extensively reviewed professional organization statements\*\* to consider their continuing relevance to the development of the School’s vision, mission, goals, and objectives. The policy documents of numerous associations were reviewed as the committee (and faculty) worked on the vision, mission, goals, and objectives and the resulting curriculum of the School. These documents helped to frame the discussion that was generated in discussing the School’s vision, mission, and its goals. There was a great deal of commonality in most of the documents with the greatest difference being in the language used to identify items of specific relevance to their association.

***Certificates, Joint Degree, and Programs***

The School’s vision, mission, goals, and objectives provide the framework for the master’s degree in library and information science, the Graduate Certificate in Archival Administration, the Graduate Certificate in Information Management for Librarians (approved by the Board of Governors in 2007) and the Joint MLIS and MA in History Degree Program (approved by the Board of Governors in 2007). Newer certificates include the Graduate Certificate in Records and Information Management (approved by the Board of Governors in 2008) and the Graduate Certificate in Arts and Museum Librarianship (approved by the Board of Governors in 2009). In addition, the School also offers a Specialist Certificate in Library and Information Science that provides continuing education opportunities and graduate credit beyond the master’s degree for practicing professionals.

The School supports course work leading to Michigan state endorsement as a School Library Media Specialist through which librarians become qualified to work in Michigan K-12 public schools. Graduates of this program are recognized by the National Council for the Accreditation



of Teacher Education (NCATE). The endorsement for school library media specialists is home-based within the School of Library and Information Science and enjoys the support and collaboration of the faculty and administration of the WSU College of Education.

In 2008, the School began offering its MLIS degree and selected certificate programs fully online in order to more fully meet the needs of libraries across the entire state of Michigan. These online courses are offered through various platforms including: Blackboard, Wimba, and MediaSite. In spring 2009, the School adopted the e-learning suite "Adobe Connect Pro" for delivering online course content and enabling real-time interaction and collaboration.

### ***Annual Planning and Evaluation Calendar***

The following annual calendar is maintained by the School in order to ensure that all regularly-scheduled planning activities as well as other important events are completed in a timely manner.

#### January

Mid: Dossiers for tenure and promotion due to Dean

#### February

Late: Call for Student Assessment Review (SAR) of students

#### March

1: Student financial aid / scholarship applications/student awards due

Mid: Student Assessment Review (SAR) meeting

Late: Job Fair

#### April

1: Faculty dossiers due / annual evaluation

Mid: Schedule advising dates for spring / summer

Mid: Summer New Student Orientation

Late: Promotion and Tenure / Salary Committee meetings

#### May

Early: University Commencement

Early: Beta Phi Mu Initiation

Early: Annual Recognition Reception

Early: Faculty Retreat

#### June

Early: Call for SAR students for summer

Late: Staff evaluations due

### August

- Mid: Calendar for academic year published
- End: Faculty retreat
- End: Fall New Student Orientation
- End: WSU Convocation

### September

- Early: Elections to Graduate Council, and Salary Committee – as needed
- Early: Review list of Lead Instructors
- Early: Call for curriculum revisions, new courses
- Early: Review faculty descriptions for recruitment (as needed)
- Early: Call for outcomes assessment reviews by committees
- Early: Charge Academic Concerns Committee with review of vision, mission, goals, and objectives
- Early: Consulting forms due

### October

- Early: Call for SAR students
- Mid: SAR Meeting

### November

- Early: Call for student travel award applications
- Early: Review dossiers of faculty who are being evaluated for promotion and tenure
- Early: Call for Distinguished Alumni Award and Professional Service Award

### December

- Early: Winter New Student Orientation
- Mid: First call for student scholarships/awards

## ***Summary***

The School of Library and Information Science meets the standard for Mission, Goals, and Objectives through its ongoing planning and assessment activities and through the ongoing involvement of the School's various constituencies. Assessment results of the School's various stakeholders indicate that these constituents agree that the School is meeting its mission to prepare students to assume professional and leadership roles in dynamic and evolving library and information environments. The School is using the work undertaken for this *Program Presentation* to build on its strengths and to address potential weaknesses. The School benefits from its various constituencies' participation in its broad-based planning processes to create a shared vision in which its mission resides and out of which the goals and objectives have grown and are communicated and implemented.

## ***Supporting Documentation***

- *SLIS Strategic Plan 2008-2011*
- University Mission Statement
- *WSU Strategic Plan 2006-2011*
- SLIS Goals and Objectives
- Professional Associations' Strategic Plans, Competencies



# **Standard II: Curriculum**

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## School Curricula

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

The School of Library and Information Science (SLIS) offers a broad range of degrees and an extensive curriculum because it engages with diverse and multicultural people and organizations. The School’s curriculum offerings reflect the needs of students, employers, alumni and the professional communities that SLIS serves. Whether it be vision, mission, goals, objectives, competencies or outcomes, these components are infused throughout the SLIS curriculum and courses through planning, implementation and evaluation processes.

The School currently offers three degrees, three certificates with three more under review, one teaching endorsement and 13 concentration areas\*\*. These offerings constitute programs of study for students from urban, suburban and rural areas who encompass a wide range of multicultural and socioeconomic backgrounds. The faculty who teach the courses are as diverse as the students who take the courses. In addition, the library and information agencies and organizations available for students and faculty alike to draw from and practice in are exceptional. From the automotive industry, fine and performing arts libraries and museums, school districts, and nationally-recognized archives and historical societies, the SLIS builds its curriculum on the foundation of remarkably diverse resources, faculty, students and communities.

Formal Program of Study	Types of Offerings
Graduate degrees	Master’s degree in LIS Specialist’s degree in LIS Joint degree resulting in MLIS and an MA in history
Graduate certificates	Archival Administration Records Management Information Management Art and Museum Librarianship
Teaching endorsement	School Library Media
Graduate degrees in preparation	Joint JD/MLIS
Graduate certificates in preparation	Children and Youth Services in Public Libraries (under review by Graduate School) Urban Librarianship (under review by SLIS)

The School has a systematic planning process to review the curriculum that includes reviewing course profiles at regular intervals, considering concerns brought forth by students, employers, and faculty (including adjuncts). This holistic view ensures that the curriculum responds to the School's overall mission and goals\*\*. More specifically, vision, mission and SLIS goals drive the overall direction of the curriculum and affect the development of new programs, certificates and courses. For example, one of the ongoing goals of the School has been to "...educate within and for an evolving technological world." This has resulted in continuous improvements and revisions to the required core course LIS 6080, Information Technology. When students and employers expressed a need for more focused information management skills, members of our faculty created a team to study this issue. Surveys were conducted of the skills, knowledge and understandings needed. These surveys, in addition to faculty expertise, became the foundation for the development of a Graduate Certificate in Information Management that included the introduction of a number of new courses to the curriculum and the revision of other courses to more effectively reflect evolving technology requirements.

### ***Curriculum Planning***

Curriculum planning and evaluation are primarily the responsibility of the full-time faculty and the SLIS Director. The Academic Concerns Committee – composed of faculty, staff, and students – is charged with six areas related to the academic functioning of the School. These areas are: admissions, curriculum, assessment and retention, research, educational policies and standards, and LIS instructional resources. The Academic Concerns Committee meets approximately once per month during the academic year to develop policies and procedures and to formulate recommendations that are then presented and acted upon by the full faculty at the monthly faculty meetings\*\*.

A number of formal processes are in place to assure that the curriculum planning and evaluation responsibilities are managed effectively and include information from all SLIS constituencies. The bullets below provide examples of these processes.

- Requests for new curriculum initiatives such as degrees, certificates, and courses may be initiated by any interested party and reviewed by the Academic Concerns Committee. For example, the new Records Management certificate was initiated by a student member of the Academic Concerns Committee. The next step is a full faculty review. The Director, Dean, Graduate School and University Board of Governors are the final stages for degree and certificate approvals. Courses receive full approval at the Graduate School level.
- Review and changes to current offerings including degrees, certificates, and courses also may be initiated by any interested party at any time and proceed through the stages listed above. For most changes, the Graduate School is the final approval level needed. For example, a few years ago in reviewing course enrollments, the SLIS Director discovered three courses with unusually low enrollment or that had been approved but never taught. Academic Concerns was asked to review the courses. All three courses had been initiated by a faculty member who was no longer with the School. For two of the three courses, Academic Concerns believed that the content was a good match with the School's stated goals and objectives. It was recommended that the courses be kept and appropriate instructors located. For

\*\* Supporting documents are delineated at the end of the chapter and provided electronically through a secure website or physically on-site.

- the third course, the course had never been taught and a review of the content led Academic Concerns to recommend that the course be removed from course offerings.
- Faculty hold regular advising sessions primarily so students can consult on courses to take or to discuss problems they are having in current courses. However, in addition, any predominant issues that come out of these sessions are discussed at faculty meetings and, where appropriate, are referred to the Academic Concerns Committee.

### ***MLIS Curriculum***

The foundation on which the SLIS curriculum is built is the 36 credit-hour MLIS degree\*\*. Curriculum and knowledge foundations are provided through the core classes (LIS 6010, 6080, 6120, 6210, 7040/7310 and 7996) detailed on the chart below. Examples of objectives and/or competencies and/or knowledge in core classes are provided to demonstrate a range of skills and understandings that are offered through the SLIS curriculum\*\*. A selection of high enrollment elective courses are also included below. Electives provide the second half of the student's program of study and can be part of a certificate program, endorsement, concentration area or independently chosen to create an individualized degree.

Eighteen of the 36 hours are required or core classes. These core classes ensure that all students graduating with the MLIS have similar skills, knowledge, and understandings. The six core classes with brief descriptions are listed below:

<b>Course Number</b>	<b>Course Title</b>	<b>Description</b>
LIS 6010	Introduction to the Information Profession	Assists in the development of a conceptual framework of the role of libraries (and librarians)...and promotes a personal philosophy of professional librarianship. Includes technology, professionalism, ethics, intellectual freedom, information theory, etc.
LIS 6080	Information Technology	Reviews information technology vocabulary and skills including computing technologies and develops professional skills for information management, web-design, and productivity tools.
LIS 6120	Access to Information	Analyzes and provides professional experiences with reference services and communication skills including various forms of print and electronic resources.
LIS 6210	Organization of Knowledge	Overviews the processes of acquisition and organization to facilitate the retrieval process including the fundamental principals and concepts that underlie the organization of materials.



Course Number	Course Title	Description
LIS 7040	Library Administration and Management	Introduces students to basic principles of management and provides them with opportunities to develop analytical skills and how they are used in the operation of libraries and information centers.
LIS 7310*	School Library Media Programs	Orients students to the major facets of managing a school library media program including planning, implementing, budgeting, personnel and evaluation.
LIS 7996	Research in LIS	Demonstrates the importance of research and the utility of research methods from the perspective of producer and consumer.

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

Beginning Fall 2009, all students entering the MLIS degree program are required to complete an e-portfolio to graduate\*\*. This outcomes assessment measure asks students to provide representative materials from each of their core classes and from three elective classes. Summary statements regarding how each sample reflects personal and educational development is part of the e-portfolio as is a summary essay analyzing the student's professional growth over the course of the degree program.

### ***Educational Experiences***

One of the new directions for the School is the development and implementation of programs of study that ask students to apply academic principles to real life professional environments. Sometimes called "service learning," this process was begun with a cohort of students with diverse backgrounds who were part of an early Institute for Museum and Library Services (IMLS) grant (2000-2002) to train School Library Media Specialists. Two additional IMLS grants for digital librarians (2005-2007) and Fine and Performing Arts and Museum Library professionals (2007-2009) used the concept of practicing academic skills in local libraries, museums and information agencies. These grant funded programs are being formalized into the curriculum through the creation of Graduate Certificates that will include the opportunities to engage in the supervised professional experiences that marked the funded projects.

The School also provides courses with problem-based learning foundations, case studies, active learning, and other pedagogical methods that help students experience and process academic content in a multitude of ways. Practica and the opportunity for students to work as Graduate Assistants in the various University Libraries are two other methods through which students apply their educational experiences to professional problems of practice.

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

Listed below are courses and examples of the knowledge, skills, and competencies covered that relate to recordable information and knowledge.

Standard Area	Course Number	Sample Objectives, Competencies and or Knowledge Covered
Information and Knowledge Creation	6010 7996	Overview of information knowledge and creation Demonstrate...research concepts...through a research proposal.
Communication	6120	Perform reference interviews, develop search strategies, perform searches through the translation of search questions into queries...
Identification	6210	Apply [organization] principles in the identification and assignment of access points.
Selection	6120 7996	Evaluate reference services and print and non-print sources. Critically evaluate the products of research in the library and information science professional literature.
Collection Development	7340, 6510, 6520, 6530	Contain policies and processes for the selection and acquisition of materials both print and electronic
Organization and description	6210	Construct catalog representations... [and] ... MARC records.
Storage and retrieval	6080	Utilize various electronic resources for the storage and retrieval of information.
Preservation	7730 7750	Preservation and conservation of materials
Analysis, Interpretation, Evaluation, Synthesis	6010 6210 7040	Analyze the library literature and utilize it for additional study. Access OCLC, perform searches and interpret records Identify, analyze and assess environmental factors which have an influence on libraries and information centers...

Standard Area	Course Number	Sample Objectives, Competencies and/or Knowledge Covered
Dissemination	7310	Develop an understanding of methods and techniques for promoting...
Management	7040  7310	Analyze the theory and application of planning, organizing, staffing, directing, and controlling within libraries and information centers.  Describe and appraise procedures for: a) program planning and budgeting b) collecting data about use of resources and services c) communicating with faculty, administration, and community d) evaluating collection and services

### ***Curricular Features***

#### STANDARD II.3. *The curriculum*

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

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

*3.3 integrates the theory, application, and use of technology*

*3.4 responds to the needs of a rapidly changing multicultural, multiethnic, multi-lingual society including the needs of underserved groups*

*3.5 responds to the needs of a rapidly changing technological and global society*

*3.6 provides direction for future development of the field*

*3.7 promotes commitment to continuous professional growth.*

From the introductory "Introduction to the Information Profession" course to the concluding "Research in Library and Information Science" course, students are asked to reflect on their beliefs, knowledge, and understanding. They learn skills to work both independently and in collaboration with others. They have opportunities to practice what they are learning through class exercises and assignments, service learning opportunities, and practicum placements. Self reflection, strong communication skills, and real-life practice result in graduates who can assume assertive roles in the profession.

The curriculum is designed, developed, and delivered by faculty committed to understanding and conducting research. They implement those findings by developing experiences and educational opportunities for students. For example, the faculty member who teaches data mining has students use data sets from the University Libraries' surveys, analyze the results and present to University Library staff and the Dean. In addition, professional conference presentations have also resulted from engaging students in these types of practical learning

opportunities. Beyond full time faculty, the cadre of practicing professionals as part-time faculty for the School bring strong applied skills and practical knowledge to the students and the curriculum.

A team of faculty, staff, and students regularly reviews and implements processes to integrate the theory, application and use of technology into the LIS curriculum. This review has led to ongoing changes in both the curriculum of and the pre-requisites for the introductory Information Technology course\*\*. By creating a stronger introductory course, other courses both core and elective can require students to use their technology skills in projects, presentations, and group communication.

The technology team has also created an Information Management (IM) Certificate which focuses on the needs of a rapidly changing technological society. The courses from this certificate are available for all students as general electives thus expanding the overall curriculum offerings. After implementing the IM certificate, the feedback from faculty, students, and employers has led to refinements that will result in three clearly delineated tracks within the certificate curriculum that are targeted to the needs of the information market.

Being geographically established in an area as culturally and ethnically diverse as Detroit, the School is constantly challenged to serve community needs. The School received two federal (IMLS) grants that provided the resources to develop a unique curriculum designed to educate students to work in fine and performing arts and museum libraries. These back-to-back grants affected the curriculum through the addition of new courses related to digitization and arts/museum librarianship. These grants also created an opportunity for the School, University Libraries, local community and cultural agencies, faculty, staff, students, alumni, and employers to work together on problems of importance to the overall library and information science profession.

Concomitant with the implementation of the online MLIS option in Fall 2008, the School began to identify new areas of specialization that it could offer to capitalize on the unique urban environment and abundance of nearby cultural resources offered by Wayne State and Detroit. The goal in developing these new areas of specialization would be to replace the face-to-face students lost to the online option with new students for whom being on campus in Detroit would be a critical component to their graduate studies. Based upon the experience gained from the IMLS grants, the hallmark of these programs would involve the inclusion of important internship requirements that further the School's visibility in the community and its cooperation with cultural and information institutions throughout the Detroit metropolitan region.

The School used the experience gained while implementing the IMLS grants and the contacts made at local cultural institutions such as the Detroit Institute of the Arts and the Detroit Symphony Orchestra, to create a permanent Graduate Certificate in Arts and Museum Librarianship that was approved by the University's Board of Governors in July 2009\*\*.

The School is also developing a certificate in Urban Librarianship that will follow the model of

other certificate programs. The decision to create an Urban Librarianship Certificate followed from an important symposium, the “Educating Urban Librarians Summit,” that the School held on urban librarianship in September 2008\*\*.

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

### ***Programs of Study***

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

Programs of study are created in dialogue between a student and his/her advisor. Initially, students are assigned an advisor based on their declared interests when entering the School. However, students may choose a new advisor at any point in their program of study. Choice of advisor is a student prerogative.

Programs of study are formalized through a Graduate School document called a Plan of Work (POW)\*\*. Plans of Work indicate the specific courses a student will take in order to successfully complete a degree or certificate program. Changes to POWs are possible with the approval of an advisor. The School provides a variety of POW forms to aid students in the development of their degree programs, certificates, endorsement and concentration areas. These forms clearly indicate what is expected of students in terms of requirements including time frames (e.g., stand alone certificates must be completed in three years), additional validations (e.g., school library students must have a copy of their teaching certificates on file) and transfer courses (e.g., six hours of transfer courses are allowed but must have been completed with the past six years and must be approved by an advisor).

Examples of how degrees, certificates, and concentration areas may be combined are provided below. Individual POWs are available for each of these types of programs of study.

- Students may complete a 36 credit-hour MLIS: 18 hours of this degree will be core classes. The other eighteen hours will be electives chosen by the student in consultation with an advisor. For concentration areas, students are provided with

- lists of highly recommended, recommended and general courses to take as electives.
- Students may complete an MLIS with one certificate. This will make the total degree program, plus certificate, a total of 42 credit hours. Eighteen hours of the degree will be core MLIS courses. For electives, nine of the hours may apply toward the requirements for the certificate. Certificate students must complete a minimum of six hours beyond the MLIS requirements in order to receive both an MLIS degree and a certificate.
  - Students may complete an MLIS with the coursework for a Michigan Teaching Endorsement in School Library Media. This degree, plus endorsement coursework, is a minimum of 36 hours, but most students complete it with 38 hours. If a student has taken a course such as Children's Literature (within a suitable time period), it may be counted as an endorsement-only course and not counted toward degree requirements.

At this time, the School offers one joint degree program with the Department of History. Students may obtain both a Master's degree in History and an MLIS if they enroll for this joint program. Another joint degree currently being considered is a joint JD/MLIS. SLIS faculty have approved this proposal; it currently rests at the Law School where it is undergoing faculty review.

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

### **College of Education Cross-Listed Courses:**

#### *Instructional Technology*

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

#### *Reading, Language and Literature*

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

#### *Elementary Education*

- LIS 6530/EED 6310 Young Adult Literature

### Department of History Cross-Listed Courses:

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

### Other Cross-Listed Courses

- LIS 7635/ ISP 7510, NUR 7515, ANT 5430, ANT 7430, SOC 5020, SOC 7020 End of Life Issues

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

- Pre-requisite requirements for all courses have been reviewed by faculty and are now strictly enforced through the University's course management system. Students may not enroll in a course if they have not completed the pre-requisites.
- Core classes are sequenced through both pre-requisites and a policy that requires students to complete LIS 6010 and LIS 6080 before taking any other courses in the program. This creates a pedagogical opportunity for these courses to embed needed skills, knowledge and understandings that can be used and built upon by more advanced courses in the curriculum.
- Students must successfully complete the IC3 test of basic computer skills before they may begin their Information Technology course (LIS 6080). This provides a base level of knowledge that can be expected in students in the course and has been helpful in developing a more sound and advanced introductory course for LIS professionals who will be managing complex technology resources on the job.

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

Every student, whether completing an MLIS with a certificate, endorsement, or a concentration area, must complete the core classes. These courses provide the foundation of Library and Information Science knowledge, skills and understandings. Opportunities to exempt from core classes, although rare, are handled on a case-by-case basis.

Students in certificate-only programs must complete both required certificate coursework and choose electives from among a selected set of courses. In addition, some areas such as school library media endorsement require the student to have completed an MLIS and obtain a teaching certificate before they can be admitted to the endorsement coursework. The Specialist degree also requires that students complete an MLIS before being admitted to that program.

<b>Graduate Certificate or Endorsement</b>	<b>Professional Association Competencies used to construct certificate knowledge base</b>
Archival Administration	Society for American Archivists
Records and Information Management	ARMA International Core Competencies
Information Management	Consultation of job ads for three new focus areas: web development, systems management, data analysis
School Library Media Endorsement	American Association of School Librarians
Children and Youth Services	Association for Library Services to Children Competencies

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

Whether courses are offered on campus in Detroit, at one of the satellite campuses in Lansing, Oakland, or Macomb county, via a webcentric or a completely online delivery mode, they all conform to the same standards. The coherency of courses and conformation to standards are monitored through the following processes:

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



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

Programs of study, curriculum, and courses are both formally and informally reviewed and changes recommended and made by individual faculty, teams of faculty, the Academic Concerns Committee, the Director, and by students, alumni, employers, and the professional community.

- Full-time faculty review the courses they teach on a regular basis and use a variety of sources and resources for making curricular changes. These sources include Student Evaluations of Teaching (SETs), information gathered from professional conferences, and reading in research and professional literature. These changes are most often reflected in the way courses are delivered, the assignments or activities which are implemented, and the evaluation activities used. Instructors may also consult Wayne State's Office for Teaching and Learning for advice and guidance. When a course needs to be completely revisited and the course profile rewritten, the formal process starts with application to the Academic Concerns Committee.
- Teams of faculty, such as those responsible for the core classes or those responsible for certificate programs, meet to review the content of courses and how those courses fit into an overall program of study. Information from informal student conversations, faculty self assessment and professional sources are used in addition to formal data received from SETs, student, alumni and employer surveys. If revisions are needed, these changes are made through the formal curriculum revision process.
- In like manner, as the Director receives information from any of the constituencies associated with the School, requests for consideration and changes may be forwarded to individual faculty, teams of faculty or to the Academic Concerns Committee.
- The Academic Concerns Committee is charged with the responsibility of maintaining a formal curriculum review process including reviewing core classes in even numbered years and elective classes in odd numbered years.
- A focus group with employers is held during the annual job fair\*\*. The objective of the focus group is to learn from these employers what specific skill sets they are seeking in our graduates, what unmet needs they are experiencing, and what modifications to the curriculum they would recommend. Their comments and suggestions are then evaluated for potential impact on the curriculum. For example, in 2008, the employers indicated a strong desire to see more candidates with enhanced technology skills. As a result, the faculty voted to require an entrance technology proficiency that enabled the core technology course and subsequent technology electives to teach higher-level technology skills.
- The Faculty as a whole may choose to address complex or new curriculum issues and has done so at both regular faculty meetings and retreats. For example, conceptualization and development of the online program was conducted by the faculty as a whole over the course of 2007/2008.

## ***Future Plans***

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

- As the first step in outcomes assessment, SLIS is implementing an e-portfolio for students who enter the School in Fall 2009\*\*. LIS 6010 and LIS 6080 will implement curriculum changes to accommodate the e-portfolio beginning in that term. Other courses will implement changes as e-portfolios are developed to strengthen the products that will be showcased by students.
- The Urban Libraries Summit in Fall 2008 resulted in the development of the draft of an Urban Libraries Graduate Certificate that will be finalized in Fall 2009\*\*. This summit also provided a catalyst for thinking about how both the urban location and the diverse population served by the School are reflected in the curriculum and in the School's vision and mission.
- A revived School Advisory Board was constituted and consists of regional and national members. At the first meeting of this group held in April 2009, a number of issues regarding curriculum revision and review were identified including integrating management skills such as negotiation into all required courses. The next meeting of this group is scheduled for October 2009.
- While SLIS consists of a diverse student body and faculty, it is set in one of, if not the most, diverse urban regions in the United States. With this in mind, a "Diversity Leadership Council" has been established and met in Winter 2009 to begin to review how to best use the rich local resources and how to integrate ideas of cultural awareness and diversity into the SLIS curriculum. The Council will assist the School in hosting a mini-summit on Diversity scheduled for September 2009.
- The implementation of a completely online degree option in Fall 2008 has brought in students from across North America. This had led to conversations regarding which components and specializations lend themselves best to the online environment and which need to be programs which are on site and in person. For example, the Archival Administration certificate will continue to be an on site program and use the outstanding resources of the Reuther Archives, the Detroit Public Library, Greenfield Village and other archival and historical agencies.

These new initiatives and others under consideration will affect the curriculum in terms of course offerings, course content, assessment measures, and the ongoing development of new certificates and degrees. The most immediate needs that the faculty intends to undertake beginning Fall 2009 are a complete review of the core classes and the development of a curriculum plan and outcomes assessment processes to support the new initiatives and the e-portfolio requirements.

## ***Evaluation***

Evaluation is conducted through both formal and informal means within the School. Formal means include regular surveys for new program graduates, focus groups and interviews for

employers and surveys of alumni\*\*. Staff members, most of whom are SLIS grads, serve on all SLIS committees and have a voice in the development and implementation of the curriculum. In addition, special activities are developed when specific information is required. For example, the Urban Librarian Summit in Fall 2008 gathered ideas on developing an Urban Librarianship concentration. In LIS 8000, Information Policy, the students conducted an analysis of the information policies on the SLIS website and those contained in course syllabi. Each student wrote a report with recommendations for changes and revisions that was sent to the Academic Concerns Committee for review. The results of these reports are being used to recommend areas to examine for consistency and coherence in Fall 2009.

### ***Summary***

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

### ***Supporting Documentation***

- SLIS Degrees and Certificates
- MLIS Concentrations
- SLIS Mission, Goals, and Objectives
- Curriculum Planning
- Academic Concerns Meeting Minutes
- Requirements for the MLIS degree as stated in the *WSU Graduate Bulletin*
- SLIS Course Descriptions
- Course materials: course profiles, syllabi
- Student e-portfolio requirements
- IT Competency Requirement: IC3 Exam
- Graduate Certificate in Arts and Museum Librarianship
- Urban Libraries Summit Report
- Plans of Work (POW) Forms
- Lead Instructors
- Student Evaluations of Teaching (SETs)
- Constituent Surveys: current students, graduates, employers
- Job Fair Employer Focus Group Minutes



# **Standard III: Faculty**

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## Full Time Faculty

As of the Winter 2009 semester (the time frame for most of the faculty tables that follow), there are 17 full-time faculty members, including the Director, in the School of Library and Information Science (SLIS). Eight of the current faculty were members here for the last accreditation visit in 2002 and two others came to SLIS in the Fall 2008 semester. We successfully completed a search for two new faculty members in Winter 2009. New Assistant Professor Kafi Kumasi will join the School in August 2009; new Assistant Professor Joan Beaudoin will join us in January 2010. Dr. John Heinrichs learned in May 2009 that he had received tenure and promoted to Associate Professor. Anaclare Evans, who was assigned to the School as a full-time instructor from the University Libraries, returned to the University Libraries in May 2009.

Faculty curriculum vitae demonstrate that SLIS faculty have advanced degrees from a number of institutions\*\*. Individual faculty members received master's and doctoral degrees from a total of 20 different institutions of higher learning, as the following chart shows. This degree of diversity allows the faculty to bring a wide variety of experiences to both their students and their research.

Institution Granting		
Faculty Member	Master's Degree*	Ph.D. Degree*
<b>Hermina Anghelescu</b>	University of Bucharest, Romania (MA)	University of Texas, Austin
<b>Stephen Bajjaly</b>	University of Texas at Austin (MLIS) San Diego State University (MBA)	State University of New York at Albany
<b>Lynda M. Baker</b>	University of Toronto, Ontario	University of Western Ontario
<b>Joan Beaudoin (Starts 1/10)</b>	Temple University (MA) Drexel University	Drexel University
<b>Scout Calvert</b>	University of Arizona	University of California, Santa Cruz
<b>Nancy Czech</b>	University of Michigan (MS) Wayne State University (MLIS)	
<b>Anaclare Evans (through 5/09)</b>	Western Reserve University	Wayne State University
<b>Judith J. Field</b>	University of Michigan (AMLS) University of Michigan (MBA)	
<b>Maria E. Gonzalez</b>	University of Texas, Austin	University of Texas, Austin
<b>John H. Heinrichs</b>	Bowling Green State University (MBA)	University of Toledo
<b>Robert Holley</b>	Columbia University	Yale University
<b>Rebecca Hunt</b>	University of Toledo (M.Ed)	University of Toledo
<b>Kafi Kumasi (Starts 8/09)</b>	Wayne State University	Indiana University

\*\* Supporting documents are delineated at the end of the chapter and provided electronically through a secure website or physically on-site.

<b>Faculty Member</b>	Master's Degree*	Ph.D. Degree*
<b>Bin Li</b>	Beijing Foreign Studies University	University of North Carolina, Chapel Hill
<b>Joseph Mika</b>	University of Pittsburgh	University of Pittsburgh
<b>Gordon Neavill</b>	University of Chicago (AM)	University of Chicago
<b>Joseph Turrini</b>	Wayne State University (MA)	Wayne State University
<b>Jan Utz</b>	Wayne State University	
<b>Dian Walster</b>	University of Washington	University of Washington

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

**Accomplishing Program Objectives**

STANDARD III.1. *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of teaching, research, and service activities required for a program...*

The SLIS faculty are capable of accomplishing the School's goals and objectives. All full-time, tenure-track faculty are members of the graduate faculty of Wayne State University. (Graduate faculty are eligible to serve on doctoral committees.) As new faculty are hired, the School completes an application for graduate faculty status, which is then forwarded to the Graduate School. Based on an evaluation of the faculty member's resume and the application provided, the Graduate School confers graduate faculty status. Additionally, the full-time faculty are sufficient in number to carry out the major share of teaching. As the following chart indicates, full-time faculty teach, on an average, 51 percent of all courses offered each semester. This helps to ensure the continuity needed in the School.

Term	Total Number of Course Sections Offered	Number and Percent Taught By Full-time Faculty		Number and Percent Taught by Adjunct Faculty	
		Number	Percent	Number	Percent
Win '03	59	30	51%	29	49%
S/S '03	49	23	47%	26	53%
Fall '03	58	32	55%	26	45%
Win '04	59	30	51%	29	49%
S/S '04	57	25	44%	32	56%
Fall '04	60	33	55%	27	45%
Win '05	59	31	53%	28	47%
S/S '05	55	25	45%	30	55%
Fall '05	63	40	63%	23	37%
Win '06	60	33	55%	27	45%

Term	Total Number of Course Sections Offered	Number and Percent Taught By Full-time Faculty		Number and Percent Taught by Adjunct Faculty	
		Number	Percent	Number	Percent
S/S '06	52	22	42%	30	58%
Fall '06	64	37	58%	27	42%
Win '07	62	27	44%	35	56%
S/S '07	51	23	45%	28	55%
Fall '07	59	31	53%	28	47%
Win '08	59	29	49%	30	51%
S/S '08	48	19	40%	29	60%
Fall '08	70	37	53%	33	47%
Win '09	77	41	53%	36	47%
<b>Total</b>	<b>1121</b>	<b>568</b>	<b>-</b>	<b>553</b>	<b>-</b>

The next chart breaks down the online courses, both core and elective, and indicates whether they were taught by full-time or adjunct faculty. Online courses, which include web centric or full online courses, were first offered in Winter 2005. Full-time faculty have taken a lead in developing and teaching online classes in the School.

Online Courses	Total Number Offered	Taught By Full-Time Faculty		Taught By Adjunct Faculty	
		Core	Elective	Core	Elective
Win '05	1	1			
S/S '05					
Fall '05	2	1			1
Win '06	1	1			
S/S '06	2	2			
Fall '06	2	1			1
Win '07	6	3		1	2
S/S '07	9	7	1		1
Fall '07	4	1			3
Win '08	8	2	3		3
S/S '08	18	5	3	4	6
Fall '08	35	11	11	5	8
Win '09	30	7	9	7	7
<b>Total</b>	<b>118</b>	<b>42</b>	<b>27</b>		<b>32</b>



Faculty and adjuncts also taught both core and elective course on campus, as well as at our three satellite locations: Oakland, Macomb, and Lansing. The following chart provides this information.

On-Campus		Taught By Full-Time Faculty		Taught By Adjunct Faculty	
Term	Total Number Offered	Core	Elective	Core	Elective
Win '03	59	9	21	12	17
S/S '03	49	8	15	6	20
Fall '03	58	14	18	8	18
Win '04	59	10	20	11	18
S/S '04	57	15	10	9	23
Fall '04	60	14	19	10	17
Win '05	58	10	20	9	19
S/S '05	55	13	12	8	22
Fall '05	61	17	22	8	14
Win '06	59	12	20	5	22
S/S '06	50	8	12	9	21
Fall '06	62	14	22	9	17
Win '07	56	6	18	7	25
S/S '07	42	5	10	9	18
Fall '07	55	11	19	9	16
Win '08	51	5	19	10	17
S/S '08	30	4	7	4	15
Fall '08	35	3	12	11	9
Win '09	36	6	4	18	8
<b>Total</b>	<b>992</b>	<b>184</b>	<b>300</b>	<b>172</b>	<b>336</b>

In the next chart are the numbers and percentages of **core** courses taught by full-time and adjunct faculty, online, on campus, and off campus.

Term	Total Numbered Offered	Number Taught Online		Number Taught On Campus	
		Faculty	Adjuncts	Faculty	Adjuncts
Win '03	21			9	12
S/S '03	14			8	6
Fall '03	22			14	8
Win '04	21			10	11
S/S '04	24			15	9
Fall '04	24			14	10

Term	Total Number Offered	Number Taught Online		Number Taught On Campus	
		Faculty	Adjuncts	Faculty	Adjuncts
Win '05	20	1		10	9
S/S '05	21			13	8
Fall '05	26	1		17	8
Win '06	18	1		12	5
S/S '06	19	2		8	9
Fall '06	24	1		14	9
Win '07	17	3	1	6	7
S/S '07	21	7		5	9
Fall '07	21	1		11	9
Win '08	17	2		5	10
S/S '08	17	5	4	4	4
Fall '08	30	11	5	3	11
Win '09	38	7	7	6	18
<b>Total</b>	<b>415</b>	<b>42</b>	<b>17</b>	<b>184</b>	<b>172</b>

### ***Faculty Load***

The regular teaching load for SLIS faculty is five courses (3/2) for the academic year that encompasses the fall and winter semesters. Lecturers and senior lecturers teach three courses per semester. New tenure-track faculty are given a reduced teaching load during their first year and teach two courses each semester. Summer teaching is optional. Course enrollment is limited to 30 students in traditional classes; 25 in online classes. Additional students may be added with the consent of the instructor (for additional compensation). Every semester multiple sections of core courses and popular electives course are offered to meet student demand. Typically a faculty member teaches no more than two distinct courses per term; this reduces the amount of time needed for course preparation. These two practices help to reduce the workload often associated with teaching five courses per year.

Advising loads vary among individual faculty members because students are assigned, as much as possible, to the faculty member responsible for the specific concentrations they have requested. For example, Dr. Lynda Baker advises all students interested in the health sciences concentration; Dr. Joseph Turrini advises students interested in archives; Dr. Dian Walster, Dr. Rebecca Hunt and Dr. Kafi Kumasi are the faculty advisors for school library media (SLM) students. Jennifer Bondy, the Program's Academic Services Officer III, serves as the endorsement officer.

<b>Faculty Advising Loads by Concentration as of Winter 2009</b>	
<b>Concentration</b>	<b>Number of Advisees</b>
Academic	60
Archives Administration	63
General	29
Health Sciences	4
Information Studies	27
Info. Technology	5
Law	8
Public Lib. Specialization	102
Public Lib/Children & Young Adult	46
Records & Info. Management	6
Reference Services	14
School Library Media	101
Special Libraries	21
Technical Services	5
Undecided	58

<b>Advising Loads by Faculty Member as of Winter 2009</b>	
<b>Faculty Member</b>	<b>Number of Advisees</b>
Angelescu	38
Baker	14
Calvert	14
Czech	3
Evans	31
Field	32
Gonzalez	9
Heinrichs	22
Holley	46
Hunt	77
Li	19
Mika	71
Neavill	34
Turrini	34
Utz	39
Walster	66

## **Faculty Evaluation**

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

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 faculty. These criteria and the weight attached to each are detailed in the contract\*\*.

Faculty evaluation is done annually. (Dossiers from the Spring 2009 review will be available on-site). The School's Promotion and Tenure Committee, which includes the Director, reviews the dossiers compiled by each non-tenured faculty member and those lecturers and/or senior lecturers without a permanent appointment. This committee then sends a letter to each non-tenured faculty member sharing the results of his or her evaluation and making suggestions and recommendations for the next year. The Director receives a copy of these letters and meets one-on-one with the faculty member to discuss its contents and future goals and objectives.

There is also a School Salary Committee that reviews the dossiers of all non-tenured faculty and lecturers. Any tenured faculty member who wishes to be considered for merit pay also submits a dossier for review. This committee, composed of tenured and untenured faculty, evaluates and rates faculty performance for the preceding year. The Salary Committee advises the Director 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 Director sends his recommendations to the Dean in a separate document. The Dean makes the final merit salary increase decisions.

## **Faculty Teaching**

Teaching is very important to the SLIS faculty and to Wayne State University. Teaching effectiveness is an important component of the annual evaluation of each faculty member. Along with the move to more online classes, SLIS has taken various measures to help faculty develop and teach online courses to ensure that the quality of the online offerings meets or exceeds that of traditional, face-to-face classes. Due to its success in developing online instruction, the School won the 2006 "Excellence in Distance Education Award," one of the Rich Media Impact Awards given by Sonic Foundry Inc., to recognize and highlight excellence in the practical and creative integration of rich media in education.

In 2008, the School moved from a centrally located broadcast system (MediaSite) to the adoption of a web-based anywhere broadcast system (Adobe Connect Pro) for the delivery of class content. New e-learning systems and related tools such as a host server and webcams for all faculty were purchased to support online course delivery, collaboration, and virtual office hours.

To ensure consistent quality across all online courses and instructors, the School has added two dedicated support personnel primarily focused on online course delivery. An Academic Services Officer was added to oversee the development of the semester course schedule and to ensure that sufficient faculty are hired, trained, and equipped to teach online effectively. An E-Learning Instructional Support Lecturer was hired to provide one-on-one training and develop tutorials for faculty teaching online and tutorials designed to facilitate online learning for students. All online instructors are apprised of the expectations for online courses to ensure that each online course provides students with an interactive and engaging learning experience\*\*. Starting with the Fall 2009 semester, all online instructors submit an "Online Learning Strategy Plan"\*\*\* that details how they intend to incorporate the expected online course components. An online learning consultant is available to provide suggestions and advice to faculty who encounter particular problems or want personalized advice about any aspect of their online course delivery. Specially-trained student assistants help faculty move course content online and set up recording equipment. Faculty often assist each other through formal demonstrations or informal troubleshooting to enhance teaching effectiveness.

Student evaluations of teaching (SET) are done for every class, every semester\*\*. The numerical evaluations are returned to the Director and then to each faculty member during the following semester. Student comments are returned directly to the faculty member. The WSU Course Evaluation Office tabulates and reports the SET scores to individual faculty members and to their respective departments. The SET form is available in both print and electronic formats. The print forms are distributed to student in the traditional classroom setting, whereas the online SET form is currently available and approved for online courses only. The data from the SET reports are used to evaluate regular faculty for promotion and tenure and for salary reviews. Another use made of these data is to help identify adjunct faculty who either need assistance in improving their teaching or who will not be invited to teach again for the School.

The Technology Resource Center (TRC) was developed to provide all Wayne State faculty with the expertise and resources required to be effective in a technologically advanced society. Opened in September 2005, the TRC was developed through a collaboration of the University Library System and Computing and Information Technology (C&IT). TRC encompasses the Office for Teaching and Learning (OTL), Blackboard Development and Support, the Digital Library Initiative, Media Services, and University Television. It offers any faculty member the convenience of one central location for assistance with instructional design and technology necessary to improve teaching skills in university classrooms as well as online. The center was designed with faculty in mind: facilities to improve teaching and learning include two high-tech conference rooms, a computer instruction lab, and a development lab with the latest computer software to facilitate instructional computing projects. The School is working with the OTL/TRC to make workshops available online.

Wayne State University requires a teaching portfolio from every faculty member being considered for tenure and promotion\*\*. In SLIS, a teaching portfolio is mandatory for annual evaluations. OTL has workshops to help faculty develop and 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 their teaching.

### ***Adjunct Faculty***

STANDARD III.1. ...*Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.*

In addition to full-time faculty, qualified individuals, designated as adjunct faculty, are hired to teach some courses in the School of Library and Information Science\*\*. These adjunct faculty strengthen SLIS by bringing expertise to the School that regular SLIS faculty do not have and enable the School to offer additional course sections at varying times and locations in order to maximize convenience for the students. During this reporting period, the Office for Educational Outreach funded adjuncts that taught off-campus and online to encourage the expansion of these course delivery formats.

The Director is in charge of hiring adjunct faculty. As the School's schedule has expanded to meet student preferences in terms of format (face-to-face or online) and location (on-campus or distant site), the need for adjuncts has increased. Potential adjuncts are subject-matter experts culled from recommendations made by full-time faculty, and from outreach and recruitment efforts to the WSU Library System, Michigan Academic Libraries Consortium (MALC), Michigan Library Association, and other professional venues. Vitae for potential adjunct faculty members are made available to all full-time SLIS faculty. Those potential adjuncts who seem suitable are typically invited to teach a SLIS course. A high priority for teaching online is placed on adjuncts who attend the School's annual Adjunct Retreat, WSU-OTL or the School's online training sessions, or who document their knowledge and competence in other ways.

A "lead instructor" from among the full-time SLIS faculty is appointed to oversee each course in the catalog and to act as a liaison with the adjunct faculty hired to teach that course\*\*. Particularly with new adjuncts, the lead instructor is encouraged to contact the adjunct faculty member, share course materials, follow-up with additional information throughout the semester, answer any questions which arise, and generally serve as a contact and support person within SLIS.

The School has instituted an annual "Adjunct Retreat" to further the integration of adjunct faculty into our learning community\*\*. Adjunct faculty are also encouraged to participate in the student assessment meeting held each semester where we discuss students who are having academic problems.

## Faculty Scholarship

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

Faculty scholarship, as evidenced by research and publication, is also very important in SLIS. In the annual salary evaluation process (which is optional but almost always requested), scholarship is one of the areas reviewed for participating faculty members. Publishing is the typical evidence of scholarship. Books, book chapters, refereed and non-refereed journal articles, conference proceedings, and bibliographies are among the variety of publications produced by SLIS faculty. As the following chart shows, faculty produce scholarship in a variety of formats. Overall, there is solid and continuing evidence of faculty productivity in this arena.

Faculty Scholarship/Publications 2003 to the Present							
Faculty	Refereed Journal Articles	Non-Refereed Journal Articles	Books†	Book Chapters	Grants Funded	Grants Not Funded	Other*
Anghelescu	11	6	3	2	5	3	14
Baker	15	1	1	2	2	5	1
Calvert							2
Czech				2			
Evans							5
Field	1	3		1			12
Gonzalez	2	2					2
Heinrichs	12		2	2	5	7	19
Holley	7	3	1		2		11
Hunt	3						
Li	2		1	1	1		5
Mika	4	7		1	6	1	10
Neavill	1	15				2	2
Turrini	1	4	1	1			10
Utz	1				1	1	
Walster	1				1		1

\*Other includes book reviews, bibliographies, abstracts, conference proceedings, translations, etc.

† Books include authored, co-authored, or edited books that have been published.

Students are encouraged to work with faculty on research. The required research course (LIS 7996) guarantees that all graduates are aware of research methods and how to use research findings. Faculty commonly incorporate research studies in all courses. For instance, students in the indexing and abstracting class (LIS 8230) regularly create indexes, which are then published in the journals or books with which Dr. Anghelescu is connected. Dr. Baker has recruited students to evaluate consumer health websites and write a detailed report that is then published in the *Journal of Consumer Health on the Internet*. Dr. Holley has had several articles published where he was co-author with a student. Students who enroll in the independent study course (LIS 7990) do small research projects under the mentoring/advising/supervision of a faculty member (see faculty professional records for examples of independent studies).

Support for scholarship is given as appropriate and feasible. The SLIS faculty have been successful in receiving sabbatical leaves and research grants from the University. The University provides help with research design and statistical analysis. The School provides

faculty with their preferred computer hardware and software necessary to meet their teaching and research needs. Student assistants are available to help SLIS faculty with research projects.

Currently, a new tenure track faculty member is asked to select a senior faculty to act as his/her formal mentor to assist in becoming acclimated to WSU and the School, to act as a confidential counselor to discuss any issues that arise, to provide guidance with teaching and scholarship issues and meeting the tenure and promotion factors, and to help the new faculty member identify suitable research projects and connect with the available research support services at WSU. If the selected senior faculty member agrees, the formal relationship is established.

### ***Faculty Service***

STANDARD III.6. *[The faculty] demonstrate skill in academic planning and evaluation...*

STANDARD III.4. *The qualifications of each faculty member include ... active participation in appropriate organizations.*

STANDARD III.6. *The faculty ... maintain close and continuing liaison with the field.*

While it is considered less important by Wayne State University, SLIS as a whole recognizes the value in and need for faculty members to be involved in service activities within the School. Each faculty member serves annually on either the Administrative Concerns Committee or the Academic Concerns Committee. These two committees cover the work often done at other institutions by multiple committees. Other SLIS committees on which faculty serve include the following:

- Appeals Committee
- Information Management Team
- LIS Alumni Association
- Salary Committee
- Search Committee
- Student Academic Review
- Technology Committee
- Promotion and Tenure Committee

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

- Academic Senate
- Academic Technology Advisory Committee
- Archival Scholarship Review Committee, Walter P. Reuther Library
- Canadian Studies Committee
- Humanities Center Board
- Graduate Council
- Staff Development and Recognition Council, University Libraries



- University Promotion and Tenure Committee
- Graduate School Due Process Committee
- Sabbatical Leave Committee

STANDARD III.4. *The qualifications of each faculty member include ... active participation in appropriate organizations.*

SLIS faculty are also active in a variety of professional organizations at the local, state, national, and international levels.\*\* Below is a sampling from selected faculty's professional records that shows the wide variety of professional organizations where faculty are active. Faculty activities in this wide range of professional organizations bring visibility to SLIS. (The list is compiled in alphabetical order.)

### **Hermína Anghelescu**

Editorial board of journals:

- *ABHB: Annual Bibliography of the History of Printed Book and Libraries*, 1994-
- *Magazin Bibliologic*, 2004-
- *IEEE Transactions on Components, Packaging, and Manufacturing Technology—Part C: Manufacturing*. Book review editor, 1996-
- *Journal of Applied Research in Library Sciences*, 2008-
- *Libraries & the Cultural Record* (formerly *Libraries & Culture*), 2006-
- *Library & Archival Security*, 2000-
- *Philobiblon*, 2008-
- *Revista Arhivelor*, 2007-
- *Slavic & Eastern European Information Resources*, 2003-

Officer in the following organizations:

- International Federation of Library Associations and Institutions (IFLA)
- Library History Special Interest Group Convener (2009-2011)
- Library History Section (LHS) Chair (2007-2009)
- ALISE. SLIS representative (2009--)

Advisory capacity:

- Advisory Board, National Library of Romania. Member.
- [Romanian] National Library Commission—joint appointment by the Ministry of Culture and the Ministry of Education, Science and Research in Romania

### **Lynda M. Baker**

Editorial board of journals:

- *Journal of the Medical Library Association*, 2004-2007
- *Journal of Education for Library and Information Science*, 2004-2007
- *Medical References Service Quarterly*, 2004-
- *Journal of Consumer Health on the Internet*, Column Editor, 2004-

Officer in the following organizations:

- ALISE Research Coordinating Committee, Chair, 2007-2008
- ALISE Recruitment Committee, 2004-2006
- ALISE Recruitment Committee, Chair, 2006
- Secretary, Metropolitan Detroit Medical Library Group, 2006-2007

Advisory capacity:

- National Library of Medicine. National Network of Libraries of Medicine. Greater Midwest Region. Regional Advisory Council, 2001-2006.
- Second Chance Program, Advisory Board, Toledo, Ohio, 2004-
- Royal Oak Public Library, Health Information Portal, Royal Oak, MI, 2007-2008
- Lucas County Coalition on Human Trafficking, Toledo, Ohio, 2009-
- National Conference on Prostitution, Sex Work, and Trafficking, 2004-

### **Anaclare Evans**

Officer in the following organization:

- American Library Association. LITA/ALCTS Authority Control Interest Group.  
Secretary

### **Judith Field**

Officer in the following organization:

- IFLA Knowledge Management Standing Committee, Chair 2005-2009
- IFLA Chair Division III and member of the Professional Committee and Governing Board 2009-11

### **Robert Holley**

Editorial board:

- *Collection Building*
- *Cataloging & Classification Quarterly*

Officer in the following organizations:

- American Library Association, Intellectual Freedom Round Table, Chair; Chair-Elect
- American Library Association, RUSA CODES, Materials Reviewing Committee, Chair
- American Library Association, RUSA CODES, Collection Development Education, Committee Member

Advisory board:

- Alibris Advisory Board

### **Bin Li**

Officer in the following organization:

- ASIS&T, Social Information, Special Interest Group

## **Joseph Mika**

Editorial board:

- *Journal of Interlibrary Loan and Information Supply*, Contributing Editor
- *Journal of Library and Archival Security*

Advisory board:

- Neal-Schuman Advisory Committee on Trends and Issues in graduate Education in Library and Information Studies, 2006-

## **Gordon Neavill**

Editorial board:

- Wayne State University Press

SLIS and Wayne State University recognize the value of external service activities. Travel monies are available for attendance at conferences. In addition to these formal interactions through professional organizations, SLIS faculty interact with professionals in the field in a number of ways. Faculty members are often consulted for advice or to provide in-service educational presentations for area libraries or school systems. Faculty members are also consulted for information or advice from working professionals via telephone conversations or email contact. Faculty members regularly provide references for alumni who are job candidates, which often provide an opportunity to speak with practitioners in various library settings. As SLIS faculty collaborate with faculty in other disciplines on campus, they are often asked to serve on dissertation committees for doctoral students. For example, the faculty has sat on doctoral committees in the departments of Education, Nursing, Communications, Anthropology, History, and Computer Science. The faculty have established and maintain an atmosphere that encourages contact and discussion with professionals in the field.

## ***Faculty Recruitment and Retention***

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

The School follows the Wayne State University policies for recruitment and retention. Wayne State University is an equal opportunity/affirmative action employer. Since the 2002 accreditation, eight faculty members who were here in 2002 are still on staff. Three junior faculty and one senior faculty left to work in other academic institutions. Dr. Ronald Powell retired in 2008. Nine new faculty members joined SLIS between the academic years 2002-2009. Two faculty members, Dr. Hermina Anghelescu and Dr. John Heinrichs, have been accorded tenure and promoted to the Associate Professor rank during this reporting period.

When permission is given to the School to fill a vacant position, a search committee is formed. The chair of the committee is a SLIS faculty member. Other SLIS faculty, students, and alumni and/or professionals from the field are also included. The search committee then writes a job description, which is approved by the WSU Affirmative Action Office prior to announcement of the position vacancy.

In addition to following the proscribed WSU procedures, the SLIS faculty attempt to recruit individuals from diverse backgrounds in a number of ways. Faculty members are often asked to suggest individuals to be invited to apply for open positions. In addition, the Director and faculty members of the Search committee attend the annual conference of the Association for Library and Information Science Education, where preliminary interviews with interested candidates are held. SLIS is also permitted to hire faculty at the associate or full professor levels, thus enabling faculty to identify established people in the field to invite for interviews.

Adjunct faculty provide another element of diversity. Four of the adjunct faculty who regularly teach SLIS classes are African-American. In this way, SLIS students become aware of role models from other ethnic groups and are able to benefit from their viewpoints and experiences.

The policies and procedures followed for faculty hiring and retention are readily available to faculty and to any interested party through the WSU website.

### ***Faculty Competence***

STANDARD III.4. *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching,...*

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

While there is the expected individual variation, SLIS faculty are all technologically aware. All faculty members use e-mail; are adept at finding needed information on the Internet; successfully locate information and materials with the Wayne State University Libraries OPAC; use Blackboard, Wimba, MediaSite, Adobe Connect Pro and other tools for their online courses; and incorporate appropriate websites into course material. Since students can now obtain their Master of Library and Information Science degree online, all of the full-time faculty and many of the adjuncts are teaching either online or webcentric courses.

Faculty members use the following technologies to enhance teaching in the classroom:

- Presentation software
- Electronic reserves
- Web sites to provide course information
- Streaming video
- CD/DVD's
- Electronic mailing lists for class discussions
- Discussion Board feature of Blackboard as an online supplement for class discussions

In addition to SLIS IS faculty and technological support staff, faculty members are kept abreast of new technologies with the assistance of the Office for Teaching and Learning, Computing & Information Technology, and University librarians.

The SLIS faculty overall does a good job of teaching. In the surveys completed by students in preparation for this *Program Presentation*, in an open-ended question almost fifty percent of students indicated that SLIS faculty were a strength of the program. Comments praised faculty knowledge and experience, ability to teach, flexibility, and approachability. This is a very positive response to an open-ended question that did not specifically address any faculty issues.

### ***Summary***

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

The faculty of the School of Library and Information Science at Wayne State University is competent in a number of ways. As a group, they

- provide a wide range of educational experiences to SLIS students;
- publish regularly in a variety of formats in respected places;
- maintain ties to the professional community, both through service in professional organizations and in less formal arenas;
- create an intellectual environment that enhances the accomplishment of SLIS goals and objectives; and
- are a definite strength of the School of Library and Information Science.

In conclusion, the faculty enable SLIS to conform with Standard III of the *1992 Standards for Accreditation of Master's Programs in Library and Information Studies*.

### ***Supporting Documentation***

- Full-time Faculty Vitae
- WSU AAUP/AFT Contract
- Online Course Delivery Information
- Student Evaluations of Teaching (SET) scores
- Full-time Faculty Teaching Portfolios (on-site)
- Adjunct Faculty Vitae
- Lead Instructors
- Adjunct Retreat Materials
- Faculty Committee/Service Assignments



# **Standard IV: Students**

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

## **Recruitment**

STANDARD IV.1. *The school formulates recruitment...policies for students that are consistent with the school's mission and program goals and objectives.*

Recruitment practices have changed over the past seven years. To recruit students to SLIS, both formal and informal methods are used. More reliance is being placed on the School's website, [www.slis.wayne.edu](http://www.slis.wayne.edu), than ever before\*\*. Using the website as the preferred portal to reach potential students reflects the current information-seeking process that students overwhelmingly prefer. SLIS has a staff person responsible for the website to ensure the information is kept dynamic and current and provides prospective students with a wealth of information about the School. Completely revamped in 2008, the website provides links to information about the School's mission, goals, and objectives; admissions; policies and procedures; the faculty; the student chapters of professional associations and the alumni association; course outlines; jobs; library resources; and more. The website has succeeded in attracting students from the Middle East, Europe, and Asia, as well as from all regions of the United States and Canada.

Efforts to recruit students have benefited from Wayne State University's policy that defines residents of Essex County and Windsor, Ontario, Canada, as well as five Ohio counties, as "in-state" students. Similarly, students enrolled in our new "online only" option are also charged in-state tuition regardless of their physical location.

Prospective students who inquire about the School are sent a packet (see the on-site evidence) that contains a cover letter from the School's Director and other university-approved information. In addition, students receive course schedules, application instructions, and information about financial aid, scholarships, degree requirements, specialization tracks, as well as information on how to reach staff by telephone (including an 800 number), fax, e-mail, and the website. Students interested in becoming a school media specialist are sent an additional information packet that includes information of particular interest to them. Through the website, prospective students can find staff and faculty e-mail addresses; and students, especially international ones, do contact individual faculty members to ask questions about the School or about specific specializations.

The School holds bi-monthly information meetings for prospective students. These meetings take place in the auditorium which is adjacent to the SLIS main office. Attendance at these



meetings averages about 20 students per session. The School staff sets up a welcoming table where each prospective student signs in and is given a packet of informational materials on the School. There are brief introductory remarks and then a Q&A/discussion period. Many applicants mention their experience at this prospective student meeting as having influenced their decision to enroll. These meetings have proven to be useful and effective. With the move to online, these informational meetings will be virtual as well. The plan is to have an online presentation available 24/7 with a monthly, scheduled live session for Q&A.

Formal recruitment also includes exhibiting at the Michigan Library Association (MLA) and the Michigan Association for Media Education (MAME) annual conferences. The faculty member responsible for School Library Media endorsement is available to talk with prospective students and answer their questions about the School and preparation for state credentialing. Advertisements are also published in the newsletters of MLA and MAME in addition to annual placements in *Library Journal*.

During the reporting period, the School received three major Institute for Museum and Library Services (IMLS) grants. These grants have brought in students from diverse backgrounds to become school library media (SLM) specialists, digital librarians and professional staff for fine and performing arts libraries and museums. For example, the SLM grant resulted in 17 students from diverse backgrounds completing the MLIS degree and working in public schools in the Detroit area. At least two students from the cohort went on to Ph. D. programs and one completed the Ph.D. in Winter 2008. This student has since become a faculty member in an ALA- accredited program. The last two IMLS grants covered tuition and stipends enabling the completion of the MLIS with a specialization in Fine and Performing Arts and Museum Librarianship. The first cohort of 18, aimed at attracting students from under-represented groups, were resident at Wayne State from August 2005 through August 2007. A follow-up cohort of 13 students graduates in August 2009. These programs served both the needs of the community and provided for future development of the field. The transformation of these IMLS programs into formal certificates should aid in the continuation of this process.

The IMLS Fine and Performing Arts and Museum Librarianship Program, now in its final semester, is proving to be successful on all fronts. The talented students have had exclusive opportunities to step into the world class cultural gems of Detroit and gain hands-on experience with their specialized collections. The institutions themselves have gained valuable perspectives from these energetic and capable students.

The continuing challenge is to recruit more diverse students, especially African- Americans. Several factors affect recruitment efforts. 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, urban environment. The disadvantage of the location is the negative images of Detroit as a dangerous city in decline. Another challenge to recruitment is the location of another LIS school, the University of Michigan, which is approximately 45 minutes west of Detroit. The School, however, has succeeded in attracting students because of its lower tuition; abundance of evening, weekend, and online classes; and emphasis on preparing graduates for work in traditional library environments.

The School has recently convened a “Diversity Leadership Council,” composed of professional librarians from the full range of nationalities and ethnic groups in Detroit. The Council’s role will be to act as a liaison between the School and professional librarians across the region in order to continue to recruit a more diverse student body and to advise the faculty on the further integration of diversity issues across the curriculum. As part of our overall strategic planning process, we have been looking to identify aspects of our School, university, and community that make us unique within the broader LIS community and would enable us to provide a distinctive educational experience. As Detroit is one of the most, if not the most, diverse metropolitan areas in the country, we seek to have the most diverse student body of any accredited LIS program and seek to include an emphasis on diversity issues across our curriculum.

### ***Scholarships and Awards***

STANDARD IV.1. *The school formulates... financial aid...policies for students that are consistent with the school’s mission and program goals and objectives.*

Financial assistance is available to new and continuing students in the School of Library and Information Science. Scholarships, graduate student assistantships, work-study opportunities, and Wayne State University student loans are available\*\*. Students also take advantage of local scholarship funds, support from local chapters of professional associations, and such selective competitive programs as the American Library Association’s Spectrum Scholar stipend. Students are also eligible for University Libraries and other Graduate Student Assistantships, for WSU Graduate Professional Scholarships and for smaller scholarships from campus units such as the Women of Wayne\*\*. Some scholarships were specifically designated for minority individuals help to support students, whether the scholarship recognizes merit or need. Unfortunately, a recently passed amendment to the Michigan Constitution does not permit Wayne State to offer scholarships based upon racial or ethnic identity.

Details of scholarship opportunities, including those directly supported by the University Libraries, SLIS-designated endowed scholarships, and those sponsored by organizations outside the School, are available to applicants through the School’s website and through the *WSU Graduate Bulletin*. They are also actively promoted through announcements on the School’s listserv.

Eighteen scholarships are directly supervised by the School, ranging from the vendor-supported H.W. Wilson scholarship to several endowed by alumni, faculty, and friends of the School. The Michigan Chapter of the Special Libraries Association has also made a scholarship available regularly for WSU SLIS students. Some of the scholarships are need-based; others are not. Specific selection criteria, if any, are noted in the scholarship description.

Scholarship support has increased significantly in the last five years with the appearance of the Ellison, Field, Grazier, Holley, Mika, Rockall, and Williams awards. Due to the additional funds provided by the School through differential tuition, the School’s recent practice has been

to augment the scholarship funds provided by the endowed accounts in order to provide each recipient with an award equal to one course tuition remission.

The School is proud to say that numerous Spectrum Scholars have chosen to attend Wayne State University\*\*. There has been at least one Spectrum Scholar winner enrolled in the School almost every year since the inception of that American Library Association award.

The School annually sponsors two competitive prizes. The Student Travel Award supports student attendance at professional conferences. The Student Writing Award recognizes excellence in student work in three categories: narrative; bibliographic essay or pathfinder; and multimedia/software. The student's umbrella organization, SOLIS, awards one scholarship that enables the recipient to purchase textbooks worth \$200. The money is generated from selling T-shirts with the organization's logo and from recycling cans and bottles.

In addition to scholarships and other financial support, outstanding students are recognized in two other ways. The School is home to the Beta Tau chapter of Beta Phi Mu. Each year a small number of graduating students are selected by the faculty and initiated into this select library and information science honor society. The School's most prestigious award, the Patricia Knapp Award, is given to the student whom the SLIS faculty feels has demonstrated a high level of scholarship and who shows great promise of success in a career in library and information science. All scholarships and awards are announced at the Annual Recognition Ceremony held in April each year.

The current student survey in April 2009 revealed that only 7.7% of the respondents had a scholarship. The amounts of all internal and external financial aid, scholarships, and student assistance available for students from 2001-2002 through 2007-2008 are listed in the following table:

<b>Financial Aid, Scholarships, and Student Assistance<sup>1</sup></b>	
<b>Fiscal Year</b>	<b>Funds Spent*</b>
2001-2002	\$364,150
2002-2003	\$292,318
2003-2004	\$254,545
2004-2005	\$328,874
2005-2006	\$330,928
2006-2007	\$328,405
2007-2008	\$267,000
2008-2009 <sup>2</sup>	\$315,152 <sup>2</sup>

<sup>1</sup> These figures do not include salaries for Graduate Student Assistant positions.

<sup>2</sup> These figures are through June 30, 2009. The WSU fiscal year ends October 1, 2009.

## Admissions

STANDARD IV.1. *The school formulates ... admission...policies for students that are consistent with the school's mission and program goals and objective.*

STANDARD IV.3. *Standards for admission are applied consistently.*

WSU's admission procedure requires students to be admitted to the Graduate School before they can be admitted to the School. Students must qualify for admission to WSU's Graduate School (which has a minimum GPA/HPA of 2.65) and then qualify for admission to the SLIS which requires a minimum GPA/HPA of 3.00\*\*.

To determine the admission GPAs of currently enrolled students, a random sample (n=86) of names was drawn from the student information database for Winter 2009 (N=561). Each student's file was examined. The results revealed that the majority of students (76 or 88%) had an undergraduate GPA of 3.00 or greater; one of these students had a GPA of 4.00. The average GPA of the sample was 3.46. The table below details the academic outcome for those ten students who were admitted with a GPA below 3.00. Ten students (12 percent of the sample) had below a 3.0 GPA.

<b>Low GPA Admission Outcomes Tracking Table</b>					
<b>BA degree GPA</b>	<b>Admission Year</b>	<b>Admission criteria</b>	<b>SLIS Credits completed</b>	<b>Current SLIS Status</b>	<b>Student Academic Review</b>
2.36	2007	Non-degree	15	Active	Good standing
2.42	2007	3 letters of recommendation	15	Active	Good standing
2.65	2009	MA degree**	6	Active	Good standing
2.74	2007	Qualified library experience	3	Dismissed from SLIS	1 semester
2.75	2007	3 letters of recommendation	12	Active	Good standing
2.82	2008	MA degree	9	Active	Good standing
2.83	2008	MA degree	33	Active	2 semesters
2.89	2009	MA credits**	18	Active	Good standing
2.92	2003	MA degree library experience	30	Active	Good standing
2.94	2006	MA degree library experience	36	Graduated	Good standing

\*\*Students admitted under revised SLIS Alternate Admissions Guidelines, approved 3/21/08

From the sample of 86 student files, only two students had taken courses outside SLIS. One enrolled in an instructional technology course toward a School Library Media concentration.

The other took one graduate level course intended to satisfy an SLIS academic probation requirement. In the same review of 86 files, no students had transferred in graduate level courses from other institutions.

SLIS raised its admissions standards in 2008 by increasing the entrance GPA requirement from 2.75 to 3.00 and eliminating “conditional admissions” for students who fail to meet the stated GPA criterion. Currently admitted students are required to have an undergraduate degree from an accredited college or university and a grade point average (GPA) of 3.00 or better or possess another degree beyond the bachelor’s degree. Students are also asked to write a statement that reflects their personal and academic background and experience and to submit a current resume or curriculum vita.

Applicants with an undergraduate GPA between 2.25 and 2.99 can satisfy the admissions requirement by one of these alternative methods:

- Submit evidence of post-baccalaureate graduate course work completed with a grade point average of 3.0 or better in a minimum of 12 graduate credits; or
- Submit an official score report for either of the following standardized tests taken within the last five years
  - Graduate Record Examination (GRE): official score report for the GRE taken within the last five years must indicate a total score of 950 on the combined verbal and quantitative portions. The verbal portion must have a score of at least 500.
  - Miller Analogies Test (MAT): official score report for tests taken within the last five years must indicate a score of at least 410.

Of 461 admission applications reviewed in the academic year following the revision of the Admissions Policy (Spring/Summer 2008 through Winter 2009), 45 were denied (9.7%) for low GPA (below 3.0), reflecting the higher academic standards. In comparison, of 411 applications reviewed in the previous year (Spring/Summer 2007 through Winter 2008), 11 applicants were denied for low GPA (2.6%). Of the 416 admissions, nine have taken advantage of the alternate admission route by supplying a GRE or MAT score. The number taking this route is increasing as more applicants elect to take standardized tests (or submit previously taken tests). Other applicants already have sufficient graduate credits at a B average or better to satisfy the alternate admissions GPA requirement (no numbers available). Those admitted by the alternate admissions route have maintained graduate level work. Only two students have received grades in SLIS courses below the acceptable graduate level (B=3.0).

18 of 86 students sampled (21%) entered with a degree higher than a bachelors degree. Master’s in Education from students in the SLM track is most common, with Art History, History, and Foreign Languages and Literature also common master’s degrees. Two students have JDs.

26 of 86 students sampled (30.2%) have held or currently hold professional level positions in various fields when they enter SLIS. The most common field is public education; students

currently work as teachers and a few as uncertified media specialists. Publishing is another common professional background. Medical Administration, Legal, and Nonprofit work are other fields.

27 of 86 students sampled (31.3%) have held or currently hold positions in traditional libraries. Four of 27 are professional level positions (14.8%).

Students come from a variety of liberal arts and social science education backgrounds, the most common being Education, English and History (combined total 44 of 86 or 51%). Only 11 of 86 students sampled didn't have educational degrees in the liberal arts or social sciences. (12.7%) Most of these have business degrees.

### ***Demographic Information***

According to Wayne State University documents, Southeast Michigan's mix of racial and ethnic groups, the population resource for the majority of the LIS student body, "may be unique in the U.S." The region's proportion of African-Americans is nearly double the national figure. The nation's largest Arab and Chaldean communities are nearby, while the proportion of Asians and Hispanics, less than 2 percent for each group, is considerably less than the U.S. as a whole. While Census data do not recognize "Jewish" as an ethnic group, the University draws from the large Jewish communities in Ann Arbor and parts of Oakland County. Other racial and ethnic groups in the region include Native Americans and the traditionally significantly represented European ancestry groups in the metro Detroit area (Poles and Italians).

Graduate data supplied below reflect the ethnic and racial mix of the student population. (All figures use United States Census reporting categories and are self-reported.) SLIS demographics compare favorably with other graduate programs within the University except for under representation in the Asian/Pacific Islander category.

## SLIS Graduation Figures

Grad Year	White	Black	Asian/ Pacific	Hispanic	Am Indian	International*	No report
2002 168 total	123F (73.21%) 21M (12.5%)	13F (7.74%) 2M (1.19%)	4F (2.38%) 0M	0F 1M (0.6%)	1F (0.6%) 0M	3F (1.79%) 0M	0F 0M
2003 180 total	126F (70%) 24M (13.33%)	19F (10.56%) 4M (2.22%)	3F (1.67%) 0M	4F (2.22%) 0M	0F 0M	0F 0M	0F 0M
2004 216 total	137F (63.43%) 47M (21.76%)	3F (1.39%) 11M (5.09%)	2F (0.93%) 1M (0.46%)	2F (0.93%) 1M (0.46%)	1F (0.46%) 0M	7F (3.24%) 0M	4F (1.85%) 0M
2005 202 total	133F (65.84%) 28M (13.86%)	15F (7.43%) 4M (1.98%)	5F (2.48%) 1M (0.5%)	1F (0.5%) 1M (0.5%)	2F (0.99%) 0M	4F (1.98%) 2M (0.99%)	6F (2.97%) 0M
2006 237 total	147F (62.03%) 35M (14.77%)	18F (7.59%) 4M (1.69%)	0F 1M (0.42%)	5F (2.11%) 0M	1F (0.42%) 1M (0.42%)	7F (2.95%) 2M (0.84%)	15F (6.33%) 1M (0.42%)
2007 202 total	134F (66.34%) 29M (14.36%)	4F (1.98%) 11M (5.45%)	4F (1.98%) 1M (0.5%)	2F (0.99%) 0M	0F 0M	4F (1.98%) 1M (0.5%)	12F (5.94%) 3M (1.49%)
2008 202 total	129F (63.86%) 35M (17.33%)	12F (5.94%) 2M (0.99%)	1F (0.5%) 0M	4F (1.98%) 0M	2F (0.99%) 0M	1F (0.5%) 1M (0.5%)	13F (5.94%) 2M (0.99%)

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

## Current Enrollment

The head-count enrollment figures for the SLIS reveal a relatively stable growth pattern over the past seven years, with a slight decrease in 2004-2006. Results of the graduate student and current student surveys demonstrate that students often choose SLIS because of its location, lower tuition, faculty, and the availability of online classes. In contrast to other graduate programs at Wayne State, the School's enrollment increased in 2008-2009 – undoubtedly due to the availability of the fully-online degree option that made a WSU degree accessible to the more northern, more rural sections of Michigan and beyond.

Enrollment Figures	
Fall Semester	Total Enrollment (All Programs)
2002	550
2003	566
2004	591
2005	571
2006	532
2007	587
2008	623

As part of the *Program Presentation*, current students were surveyed in April 2009 on a range of issues. The survey identified current students as any one who had registered for a SLIS course within the past two years. The results of the current student survey indicate that during the Winter 2009 semester 29% of the respondents were not taking any class at all, 19.5% were enrolled in a 2-3 credit hours, .5% were taking 4-5 credit hours, while 33% were enrolled in 6-7 credit hours and 18.1% in 8 or more credit hours. In order to have full-time student status, one needs to take 8 or more credit hours for the semester. Therefore, the current student survey indicates that during the Winter 2009 semester only 18.1% of the SLIS students were enrolled full-time.

Current students range in age from 21 years old to 66 years old; the median age is 38. The few students under 22 years old are usually WSU upper class undergraduate students enrolled in the 6000 level courses open to seniors under Senior Rule Admission. The largest percentage of students (175 or 28.1%) is between 25 and 29 years of age, followed by students between the ages of 30-44 years (117 or 18.8%). Of interest is that over three percent (3.7 %) are over the age of 55. Of the 623 students, 509 are female and 114 are male. The majority of the students are White (441 or 70.7%). 8.2% of the student body are African-American. The Asian/Pacific Islander population is 2%. Students who identified themselves as Hispanic constitute just 1% of the student population. The ethnic origins of the remaining students are unknown. The number of self-identified non-white students remains high, reflecting the general diversity of the University and the metropolitan area.

Of the 221 respondents to the current students survey, 187 were female and 31 were male (15 skipped the question). The majority of the students are White (185 or 86.9%). Seven percent of the student body are African-American. The Asian/Pacific Islander population is down (5 or 2.3%), despite an



increase in the Asian population in the metropolitan area. Students who identified themselves as Hispanic constitute just .9% of the student population which equals the number of Arab students (.9%). The multi-racial student body amounts to 1.9%. The ethnic origins of the 20 students who chose to skip the question remain unknown. The number of self-identified non-white students reflects the general diversity of the University and the metropolitan area.

Students also come from a variety of educational backgrounds. Some enter the School immediately after receiving their undergraduate degrees, while others have master's, professional, or doctoral degrees. Some students are returning to school after having worked for many years in libraries or in other professions, such as law, business, teaching, nursing, and engineering.

Many students in SLIS juggle class work with paid employment. The results of the survey of current students revealed that 57% of respondents are part-time students, 27.6% are full time students and 15.4% reported that their enrollment (full vs. part time) changes by semester. The majority of students work off-campus (84.2%), while 10.3% work only on-campus. Some (5.4%) are employed both on- and off-campus.

Students take classes at various locations. The current student survey revealed that most of the students take classes on the main campus in Detroit (58.4%), at the Oakland Center (6.4%), and at the Michigan Library Consortium (MLC) in Lansing (11%). None reported taking classes at the Macomb Center. Both at Macomb and in Lansing there is a full-time faculty member who teaches face-to-face classes, meets with the students and does advising. Almost a quarter of the respondents (24.2%) take the majority of their classes online. The shift towards distance education in students' preference is clear.

### ***Student Participation***

*STANDARD IV.1. The school formulates...other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives.*

*STANDARD IV.5. ...Students are provided with opportunities...to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

LIS students are involved formally and informally in the governance of the School. A representative from SOLIS or a designated representative attends all regular SLIS faculty meetings. The Academic Concerns Committee and the Administrative Concerns Committee have two student members each. In addition, a student is a full member of the Promotion and Tenure Committee when a faculty member is up for promotion and/or tenure. There are also student representatives on ad hoc committees such as faculty search committees.

*STANDARD IV.5. ...Students are provided opportunities to form student organizations.*

As indicated in the School's "Leadership" goal, the School recognizes the importance of professional associations. The School currently supports four student chapters of professional library associations. There are student chapters of the American Library Association (ALA), Society of American Archivists (SAA), Special Libraries Association (SLA), and American Society of Information Science and Technology (ASIS&T). Each student association has an official faculty advisor. Most of the student groups have designed websites to advertise their activities and to recruit new members.

All students enrolled in the School automatically belong to Student Organizations in Library and Information Science (SOLIS). SOLIS is an umbrella organization whose purpose is to act as a liaison with SLIS and the student chapters/groups of the professional associations in order to disseminate relevant information to the SLIS graduate students. Also, SOLIS advocates the imperative role professional membership plays on the road to becoming successful, innovative leaders in the information profession. The student associations organize a variety of events such as field trips, library tours, and meetings with LIS professionals from the Metro Detroit area and from out-of-state. Representatives from each student chapter also attend New Student Orientation to encourage membership by all new students and to reinforce the importance of getting involved.

SLIS students have representation on most internal SLIS committees. All students are automatically members of Student Organizations in Library and Information Science (SOLIS) and annually elect their officers. SOLIS has its own webmaster who maintains a website\*\*. SOLIS also nominates student members for School committees, hosts a textbook exchange each semester, offers a textbook scholarship, manages a tutoring program in conjunction with the Detroit Public Library, helps bring various guest speakers to the School, and assists with various SLIS activities such as the Job Search Workshop and New Student Orientation. The President of SOLIS participates in the regularly-scheduled faculty meetings to represent student interests and report on the activities of the student organizations associated with the School. Students also have the opportunity to participate in student chapters of the American Library Association, the American Society for Information Science and Technology, the Society for American Archivists, and the Special Libraries Association.

The School also encourages students to become involved in the local chapters of the professional organizations. For instance, students who are interested in health sciences may join the SLA student chapter but are also encouraged to become involved with the Metropolitan Detroit Medical Library Group, a local chapter of the Medical Library Association. The Association of African-American Librarians, a state-wide organization with most of its members from the metropolitan area, invites students to join as student members. ARMA-Detroit, a large, active chapter of records and information management professionals, also actively encourages participation by our students.

In recognition that the majority of our students are part-time and/or distance learning students, increased efforts are being made to make the chapter meetings include a virtual component so that anyone who cannot make a meeting or event on campus is not left out. In addition, guest speakers on campus are usually recorded and their presentations become

available online to those who were not able to attend the event. We have found that the part-time and the online students appreciate these efforts that make them feel they are an integral part of the SLIS student body.

*STANDARD IV.2. Current, accurate, and easily accessible information on the school and its program is available to students and the general public.*

Since 1997, the SLIS has required all new MLIS students to attend a one-day orientation session that provides them with information, skills, and knowledge necessary for success in the School. Over the years, the length and format of new student orientation have been adjusted and altered based on the feedback provided by the students. Currently, a one-day on-campus orientation is required of all new MLIS students prior to starting classes\*\*. The orientations are held in August, December, and April. Students who fail to attend orientation for any reason are unable to start classes. During this orientation, new students meet each other as well as the faculty, staff, administrators, and other students. For the online students, the face-to-face orientation held on campus might constitute their only in-person interaction with the SLIS faculty and staff and for some probably their only visit to Detroit.

Particularly as more and more of the classes are being offered online, we feel it is imperative that all our students are demonstrably welcomed into our learning community and that we have the opportunity to reinforce that we are focused on student success – regardless of the location where the students take our classes. Particularly in its current format, student evaluations of orientation are quite positive.

The SLIS website has improved communication between the students, School, and faculty. A SLIS listserv, LISPINF, was also established to improve communication between students and the School. Students are automatically signed up to receive messages from LISPINF upon admission. For example, students have used the listserv to ask questions about classes, to sell their textbooks, to find people to share rides to the main campus, and to voice their opinions about class schedules and other matters. Students also exchange ideas on a blog that is maintained by SOLIS.

Particularly as we have moved to accommodate more online courses and fully-online students, the School's administrators have developed a close working relationship with the Registrar's Office staff. While some aspects of course scheduling and student registration have improved dramatically, other challenges remain. Where possible, the School directs its efforts to "smoothing over" the challenges our students encounter. For instance, a web-based waiting list is maintained by the SLIS student services staff who contact students as enrollment in the class is available. Since it has been shown that students add and drop classes throughout the entire open registration process and through the first week of classes, the School wants to ensure that it is as responsive as it can be to student requests and also maintain enrollment efficiency. In the past, many students contacted professors personally to ask if they could receive an override into their classes and were told to attend the first day of class to see if any students have

dropped. Driven by the evolution to online classes, the current practice is to cap enrollment strictly at 25 (the WISE standard) unless the professor agrees in advance to accept additional enrollees (for additional compensation).

### ***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, pre-enrollment consultation, alternative testing, alternative media, advocacy, counseling, ASL interpreters, CART reporters, accessible parking, information and referral, volunteer note takers, and exam/study rooms with adaptive equipment. SLIS includes a handout about SDS in the orientation packet provided to all new students and requires all course syllabi to include a statement concerning SDS and how to obtain course accommodations.

### ***Assessment***

STANDARD IV.4. *...Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

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.*

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

- Upon admission and before beginning courses, students are required to attend orientation. The content of the orientation was developed based on student and faculty suggestions regarding areas where difficulties arose while students were in beginning courses. Thus the orientation includes meeting advisors, meeting other students and representatives of student organizations, career planning ideas, an introductory session to the first required course in the MLIS, a review of technology requirements and needs, a workshop on how to be an effective group collaborator and the opportunity to take care of all the details needed to be a student.
- Each semester every faculty member reviews the students in their courses specifically looking for individuals who may be having academic difficulties. The names and the academic problems the students are experiencing are brought to a meeting of the full faculty called the Student Academic Review (SAR). This allows the faculty to identify whether or not a student is having an overall academic problem or is having a problem with a specific course or set of courses. Ways to support the student with academic problems are discussed and they are referred to appropriate individuals for further consultation and guidance.
- An overall outcomes assessment, the e-portfolio, has been added to graduation requirements for the MLIS for students entering as of Fall 2009.

- Every semester, workshops regarding job searching, resume writing and career planning are held. In addition, SLIS has hired a part-time staff member to support students in these areas. A job fair that brings in potential employers is held every Winter semester.

The School uses a multifaceted outcomes assessment process in its ongoing educational review of students. While some measures evaluate student performance in the classroom (grades), other measures mark success in state and national professional examinations (school media endorsement and archival certification). There have been recent changes in the assessment package, due in part to the increased number of, and the geographic spread of, enrolled students.

Elements include:

- Grades – the basis for assessing student knowledge are specifically identified in each course profile; the criteria resulting in letter grades are explained in the respective course syllabi.
- Academic advising – each student is assigned a faculty advisor upon admission to the School. Students are responsible for scheduling regular appointments with their assigned faculty advisor (or with other appropriate faculty) for course specific or more general advising, career planning, discussion of progress in the School including the completion of the Plan of Work, and for general review of their educational experience. The student Plan of Work (POW) form provides guidance in structuring the student's program of study, scheduling of courses, and professional development\*\*.
- Student Assessment Review (SAR) – SAR meetings are scheduled each semester and are mandatory meetings for faculty. Intended to assess both academic and personal problems of students in the School, SAR is used as an early warning and intervention process that supports student success. Students mentioned at SAR may be directed to meet with their faculty advisor or with the School's Director; minor concerns are noted to the file and are monitored during regular advising sessions.

A review of the Student Academic Review (SAR) process looked at SAR meetings from Winter 2002 through Fall 2008. During this period, 195 library and information science students were brought up for discussion. While 16% of these students had difficulty in more than one class and/or in subsequent terms, 86% showed subsequent success in the MLIS Program. Sixty-eight percent have graduated from the School, while 18% are current students in good standing. Nine students have been dismissed from the program and two of these have subsequently been readmitted. The remaining students are either inactive or have decided not to continue. Since students have six years to complete their degrees and are not required to take courses each term, it is difficult to determine how many will return after improving their skills. Some have undoubtedly decided not to continue because the rigor of the coursework or the philosophy of the School did not match their educational objectives. Overall, though, the SAR process has proven to be an effective means for fostering student success.

- Exit Interview – a web-based questionnaire is sent to all graduating students asking them to provide information for the School’s self-assessment and action.\*\* These surveys are emailed to all graduating students approximately two weeks after the end of the term.

## **Placement**

STANDARD IV.1. *The school formulates...placement...policies for students that are consistent with the school’s mission and program goals and objectives.*

STANDARD IV.4. *Students have access to continuing opportunities for...placement assistance.*

The School offers a variety of career advising and planning services to meet the needs of its students. The SLIS maintains an extensive listing of positions in libraries and information centers in the Detroit metropolitan area and throughout the United States and Canada. Job postings are available for viewing both electronically and physically. Starting in 2008, the School began providing individual career advising by appointment to assist students with resume writing, job interviewing, and career guidance counseling. The current career counselor works part-time; as student demand for services increases, this position will expand to meet the demand.

Both the School and the Library and Information Science Alumni Association (LISAA) sponsor resume/interview workshops throughout the year. Individual faculty often help students find jobs with personal counseling, professional contacts, and personal letters of reference. Students may also visit Wayne State University Career Planning and Placement Services for career and employment assistance. The office provides help to students and alumni in defining career and employment goals and assists in the search for employment opportunities.

The School sponsors an annual job fair to provide on-campus interviews with prospective employers. As part of the job fair, the Director holds a focus group with the employers in order to get their input and feedback about needed curriculum changes and other aspects of the School. The results of these focus group sessions prove very useful when deciding what changes to make to the courses, degree and certificate offerings.

For instance, employers in 2008 stressed heavily, as they had in the past, that they were still not seeing enough graduates with sufficient technology skills. So, the School changed its technology requirement and began requiring all MLIS students to pass a standardized technology competency exam (the IC3) as a pre-requisite to the required information technology core course. Having this as a pre-requisite allowed the course content in this and all technology elective courses to be enhanced.

A survey sent to the graduates of the School in Spring 2009 provides some idea of where students are working\*\*. Data indicate that graduates work in public libraries (29.2%), school library media centers (20.8%), special libraries (20.8%), archives (2.1%), academic libraries (18.8%), and other organizations (8.3%).

A separate survey was distributed to 1338 alumni. Of the 411 respondents (31% response rate), 40% indicated that they were already working in a library/information setting prior to graduation. Another 42% obtained professional library/information science employment within a year of graduation. Ten percent of respondents required more than a year to find employment in the field; eight percent have never been employed in the field. SLIS is currently participating in “Workforce Issues in LIS 2” (WILIS2) being undertaken by UNC – Chapel Hill\*\*.

A survey was also sent to a sample of employers (n=450) in various types of libraries in Michigan to obtain their input about the School’s graduates\*\*. Of the 89 respondents (20 percent response rate), 36% are from academic libraries, and 57% from public libraries. The respondents were asked to rate the graduates on 11 areas of knowledge, skill, or attitude.

As detailed in the table below, SLIS graduates typically meet or exceed employers’ expectations approximately 70 percent of the time, particularly in areas of knowledge and problem-solving. Employers expressed the least level of satisfaction with students’ management skills with over 25 percent indicating that they met at most the minimum standard.

<b>Employer Survey of SLIS Graduates’ Knowledge, Skills and Attitudes (n=89)</b>				
	<b>Fails to meet minimum requirements</b>	<b>Meets minimum requirements</b>	<b>Meets all requirements</b>	<b>Meets all requirements--exceeds in some areas</b>
Knowledge of practical skills for job responsibilities	1 (1.7%)	5 (8.5%)	16 (27.1%)	25 (42.4%)
Knowledge of theory/ concepts appropriate for job responsibilities.	0 (0%)	4 (6.8%)	19 (32.2%)	28 (47.5%)
Communication Skills	0 (0%)	6 (10.2%)	14 (23.7%)	29 (49.2%)
Critical thinking; problem solving skills	0 (0%)	4 (6.7%)	19 (31.7%)	26 (43.3%)
Professional ethics	0 (0%)	5 (8.5%)	11 (18.6%)	25 (42.4%)
Management skills	1 (1.8%)	14 (24.6%)	23 (40.4%)	15 (26.3%)
Technology skills	0 (0%)	3 (5.1%)	18 (30.5%)	24 (40.7%)
Understanding how library contributes to larger organization/community	0 (0%)	4 (6.8%)	13 (22%)	29 (49.2%)
Professional attitude	0 (0%)	4 (6.8%)	17 (28.8%)	19 (32.2%)
Desire to grow professionally	0 (0%)	5 (8.5%)	10 (16.9%)	23 (39%)

When employers were asked how they would compare SLIS graduates to their peers with MLIS degrees from other programs, just over one-half rated the performance of SLIS graduates “about the same as that of their peers.” Fifteen percent of respondents felt that WSU-SLIS graduates perform better than their peers; eight percent felt that WSU graduates perform lower than their peers. One quarter of employers had no response.

When SLIS alumni were asked to rate their educational preparation at WSU as compared to their peers, one-half rated their preparation as “excellent” in comparison and another 38% rated their preparation as “good.” Therefore, SLIS alumni are overall quite satisfied with the educational experiences they receive in the School.

The results of this survey of employers, as well as the results of the other surveys, will be distributed to the full faculty at the start of the 2009-10 academic year. The relevant results of the survey discussion will be referred initially to the chairs of the Academic Concerns Committee and the Administrative Concerns Committee for possible changes in curriculum, policy, or procedure.

*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. The vast majority of the students who are identified and counseled through SAR go on to complete the MLIS degree.

Graduating students are invited to complete an exit survey immediately following graduation from the School. Results of these exit surveys are shared with faculty and any predominant issues are addressed.

Alumni and employers are also surveyed – albeit on a less frequent schedule than are graduating students. However, now that we have web-based survey tools that are easy to use, the frequency of our surveying stakeholder groups can increase.

### **Summary**

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



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

Self-motivated and committed to learning, SLIS students have quickly moved into a variety of library and information science positions upon graduation. Employers in Michigan, in the Midwest, in the United States, and in areas literally around the world look for WSU SLIS graduates because they understand the people aspect of the profession, as well as the technology infrastructure, and are well prepared to undertake the practical, procedural activities that occur in traditional library environments.

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

In conclusion, we believe that the School conforms to the standard on students.

### ***Supporting Documentation***

- SLIS Website
- SLIS Scholarships and Financial Aid Information
- SLIS Spectrum Scholars
- SLIS Application and Personal Statement
- Student Organization's Websites
- Orientation Materials
- Students With Disabilities Information
- Plan of Work
- Student Exit Surveys
- Alumni Survey (April 2009)
- WILIS2 Website
- Employer Survey (April 2009)



# **Standard V: Administration and Financial Support**

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## **Administration**

STANDARD V.1. *The school is an integral yet distinctive unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program... [is] determined by the school within the general guidelines of the institution.*

The School of Library and Information Science (SLIS) is one of three units of the University Library System under the direction of the Dean of University Libraries and Library and Information Science\*\*. The other two units are the University Libraries, and New Media and Information Technology (NMIT). The Director of the School of Library and Information Science reports directly to the Dean. The Dean recommends appointment of the Director with the advice of the full-time faculty of the School. The Dean annually evaluates the performance of the Director.

The Dean of University Libraries is appointed by the University President. An earned doctorate is one of the qualifications for appointment as Dean; Dr. Sandra Yee holds an Ed.D in Educational Administration and Supervision from the University of Michigan. Prior to becoming Dean at Wayne State University, Dr. Yee was Professor and Associate Dean for Learning Resources and Technologies at Eastern Michigan University. She has published in professional journals, presented numerous papers at conferences, and is active in the Michigan Library Association, the American Library Association and currently sits on the Boards of OCLC and the Association of Research Libraries (ARL). In 1999, she was named the “Librarian of the Year” by the Michigan Library Association.

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

The University’s Board of Governors approved the School’s request for professional differential tuition starting with the 2006-2007 academic year. This means that the SLIS tuition is on par with the university’s graduate programs in Nursing, Engineering, and Business Administration. The addition of differential tuition resulted in approximately \$440,000 additional monies to the School in FY 2006-07, \$505,700 in FY 07-08, and \$549,000 in FY 08-09. These additional funds are used to support additional faculty and staff positions, the development of the online program, enhancements and improvements to the School’s facilities and technology, an increase in student scholarships, and increased faculty salaries, travel and research support.

\*\* Supporting documents are delineated at the end of the chapter and provided electronically through a secure website or physically on-site.

## **Director of the School**

STANDARD V.3. *The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position....*

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

### **2002-2007**

In January 2002, Dr. Joseph Mika was appointed as the Interim Director of the Library and Information Science Program (LISP). Dr. Mika was Director of the Program from 2002-2007. Dr. Mika held the same title as other directors of specialized programs across campus. This title recognized the size and differences of the LIS Program, compared to other departments on campus whose executive officers held the title of "chair." The length of Dr. Mika's tenure made him the senior faculty member in the LIS Program. He previously served as Director from 1986 through 1993. Dr. Mika demonstrated outstanding leadership qualities during his tenure and was very successful in securing financial support and recognition for the Program within the University and within the information profession. Dr. Mika provided strong support for faculty in the form of new graduate student research assistance, travel money, additional technology, and minor refreshing and renovation of the LISP quarters.

### **2007- Present**

After an extensive national search, in August 2007 Dr. Stephen Bajjaly was appointed the School's Director. Dr. Bajjaly earned his doctorate in information science from the State University of New York at Albany. He also holds a master's degree in business administration from San Diego State University. Dr. Bajjaly brought more than 15 years of experience in library and information science to the School. Prior to joining the SLIS, Dr. Bajjaly served as an associate professor and Associate Director for Undergraduate Studies at the University of South Carolina's (USC) School of Library and Information Science. Dr. Bajjaly taught courses in community networking, management, and information technology at USC and to students across Georgia, Maine, Virginia and West Virginia via distance learning.

At Wayne State, Dr. Bajjaly has implemented the online MLIS option, increasing access for distant students across Michigan and nationwide. Moving online has increased overall enrollment substantially and doubled the school's out-of-state enrollment – thereby bringing increased visibility to the School and to Wayne State. To serve the needs of a larger student population, particularly those online, he has increased the number of staff and faculty. Dr.

Bajjalý has also introduced new certificate programs to prepare students for the diverse and sophisticated job markets open to information professionals. He has reconstituted the School's Advisory Board and hosted a seminar focusing on the unique needs of Urban Libraries. He is working with faculty and local librarians to further increase the diversity of the SLIS body and to enhance the focus on diversity across the SLIS curriculum. Under Dr. Bajjalý's initiative, the entire physical facilities occupied by the School are being renovated during 2009-2010. Dr. Bajjalý's credentials and compensation are comparable to other campus administrators\*\*.

## ***Faculty and Students***

STANDARD V.1. *...Its autonomy is sufficient to assure that...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 School admits students and recruits faculty according to the general rules and regulations of Wayne State University. The School has control over its admissions policy. New admissions standards enacted in Spring 2008 are more rigorous than those of the University in general. Through its admissions policies and procedures, the School attempts to promote the commitment to diversity called for in the School's mission, goals, and objectives and in the University's *Strategic Action Plan 2006-2011*. The School has achieved considerable success in this endeavor in part with its two programs funded by the Institute for Museums and Library Services (IMLS) for training Digital Librarians and Fine Arts and Museum Librarians, through providing support for students with scholarship projects such as the ALA Spectrum Scholars, by inclusion in various minority-related initiatives such as the LAMP (LIS Access Midwest Program) Scholars program and by identifying jobs and local scholarships for students. (See the student chapter for more information about the enrollment of minority students.) In a 2008 survey of recent graduates, 94% of the respondents indicated that they would recommend WSU's SLIS to other prospective students.

The move to put the School program online strives to promote the goal of the University's *Strategic Action Plan 2006-2011* to be entrepreneurial and expand student opportunities. However, these changes also are in keeping with another element of the *WSU Strategic Action Plan* that increases in enrollment should be accompanied by maintaining admissions standards and increasing full-time faculty. SLIS Admission standards have been raised (GPA raised to 3.0 and formal requirements instituted for low GPA applicants). Including the new faculty and staff hires for 2009, the number for full-time faculty has increased to 18 full-time faculty members and six full-time staff members.

The School has developed its own "Factors for Evaluation of Tenure and Promotion" to assess its candidate's scholarly achievement, teaching excellence, and service\*\*. These guidelines relate, as closely as possible, to those of the University. Appointment and promotion in rank depend on the factors outlined by the School. These factors serve two purposes: (1) to help candidates for tenure and promotion understand the scope of review to which their credentials are subject; and (2) to describe to candidates for tenure and promotion the activities that may constitute evidence of scholarship, teaching, and service.

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

### ***University Representation***

STANDARD V.2. *The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory and policy-making bodies as do those of comparable units throughout the institution.*

Identical to other academic units of the University, SLIS faculty and staff are entitled to participate on University and University Library committees. Indeed, since the School of Library and Information Science is the only academic unit within University Libraries, SLIS faculty and staff are called upon to provide relatively more committee service than their counterparts in larger units. Such University committee service includes the Graduate Council; Promotion and Tenure Committee; Committee on Admission, Registration, and Records; Office for Teaching and Learning Advisory Board; and Disciplinary Panel. Also, as stipulated by University by-laws, one faculty member is elected to a seat on the Academic Senate. As of May 2009, the School of Library and Information Science has a student representative serving on the University's student government.

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

### ***Academic Freedom***

The School supports the academic freedom of its faculty members in their teaching, research, and writing for publication. Faculty are expected to meet course objectives and to impart the expected competencies identified in course profiles (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.

STANDARD V.1. *...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.*

### ***Cooperation with Other Units on Campus***

Some SLIS faculty with interdisciplinary teaching and research interests are actively involved with other units on campus. For example, Dr. Lynda Baker performs collaborative research with the College of Nursing and the Center for Urban Studies; and Dr. Robert Holley is an adjunct professor in Romance Languages. Currently, courses are cross-listed with the College of Education and the Department of History. Faculty in the School are eligible to have joint appointments and to teach courses within other departments on campus. Upon their appointment, the Graduate School evaluates faculty members to establish their eligibility to advise doctoral students and to sit on and to chair doctoral committees. Their rank and research record determine their level of participation.

### **Archival Administration Certificate Program**

In 2007, the School assumed the responsibility of the Archival Administration Certificate program (AAC). SLIS students have had access to the archival courses and the certificate program for decades, while housed at the Walter P. Reuther Library in the College of Urban and Metropolitan Affairs (CULMA). When the University disbanded CULMA, the School became the permanent home for the AAC, which is developed cooperatively with the Department of History. All nine courses in the AAC are cross-listed with the Department of History. Other related departments, such as Art History and Anthropology, also have students that take courses in the AAC. Between 2003 and 2007 an average of 25 students each year were awarded Archival Administration certificates. The School hired a full-time, tenure-track professor to coordinate and teach in the archival program starting January 2008.

### **Joint Master's Degree with History Department**

In 2007, the School initiated a joint Master's degree program with the Department of History. Students can earn a Master of Library and Information Science and a Master's Degree in History in a unified program. This builds on the existing collaboration that the School has with the Department of History concerning the Archival Administration Certificate program. This joint degree benefits students looking toward work in an academic library setting and those pursuing archival careers.

### ***Policy Making and Planning***

STANDARD V.4. ...*Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.*

The SLIS Director 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 Director 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 Director represents the School at the regularly-scheduled meetings of Department Chairs. The Director 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 new President's agenda for the University. The School revised its mission, goals, and objectives in 2008. The new University president identified an urban agenda and cooperation with the surrounding environment as an important aspect for the University's growth. The School's current development of an Urban Libraries Certificate and the increased cooperation with cultural institutions as demonstrated in the Art and Museum Librarianship Certificate advances this University-wide agenda.

The governance of the School of Library and Information Science depends upon active faculty, student, and staff participation on committees. The two standing committees that formulate policy are the Academic Concerns Committee and the Administrative Concerns Committee. Each full-time faculty member belongs to one of the two major 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.

The Academic Concerns Committee deals with matters such as admission requirements, curriculum issues, student assessment and retention, and faculty policy. The Administrative Concerns Committee deals with such matters as facilities, policies for awarding scholarships and other student awards, budgetary advice, and travel policy recommendations. After review by these committees, policy matters are discussed and voted on at the monthly faculty meetings with final review by the SLIS Director 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. One ongoing committee is the Technology Committee. This committee, chaired by Information Science faculty member, John Heinrichs, has developed a technology plan and oversees the implementation of the School's information technology infrastructure. Further details about this committee and its work are contained in Standard VI.

### ***Advisory Board***

The School of Library and Information Science has an Advisory Board of experts from the library, library education, library vendor, and information science communities. The School asks the Advisory Board to review important documents such as strategic plans and the School mission, goals, and objectives. The Advisory Board has been inactive for the past few years but has been newly reconstituted and met for the first time in April 2009. The Advisory Board will meet twice per year: once on campus (in April) and by web conference in October.

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

The School offers various activities that increase its visibility within the University community and with librarians in the Detroit metropolitan area and across the region. The School sponsors a biennial lecture, the Cameron Lecture, and provides additional lectures and symposia on an ad hoc basis. The School maintains a dynamic website presence, publishes a printed newsletter twice a year, and administers an electronic discussion list (1500 subscribers) that includes all faculty, staff, and currently-enrolled students in addition to numerous alumni, employers, and other School stakeholders. The School also supports discussion lists of the student associations and of the alumni association as well as a students-only list.

The School has a cooperative relationship with the LIS Alumni Association (LISAA) that stresses continuing education activities. The officers of the Alumni Association have been willing to experiment with new formats for traditional alumni activities. LISAA has instituted a new series called "Best Practices" to foster professional development among alumni. Held in an informal setting, at least two programs are conducted each year. In conjunction with the School, LISAA is also involved with assisting students. LISAA hosts an annual Job Search Workshop to prepare the students to apply for positions in their profession. This workshop is held prior to the School's annual job fair. These LISAA programs promote and support the aims and goals of both the University and the School. They also strengthen communication networks among members of LISAA, the School of Library and Information Science, and other library and information-related professional programs. Members of LISAA may also be asked to advise the Library and Information Science faculty concerning curriculum development.

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

### ***Relationship with University Libraries***

STANDARD V.1. ...*The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

STANDARD V.4. *The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.*

The School has a small but growing staff that includes three full-time Academic Services Officers, an E-Learning Technology Support Lecturer, a full-time Office Supervisor, a full-time Program Records Clerk, and five part-time student assistants\*\*. The Dean's Office and staff, including the Personnel Officer, Business Officer, Facilities Manager, and Development Officer, provide the School with support in their areas of expertise.

## ***Faculty and Student Evaluation***

Two contractually-mandated committees are the Promotion and Tenure Committee and the Salary Committee. They are appointed according to the terms of the *Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors-American Federation of Teachers*\*\* . The Promotion and Tenure Committee makes recommendations on promotion and tenure and annually advises non-tenured faculty on their progress toward tenure or their continued appointment as lecturers. The Salary Committee makes recommendations to the Director and Dean on the rank and salary of new faculty hires, provides collegial review of faculty performance, and recommends the distribution of any monies allotted.

Evaluation of and by students is important to the School. All students are given the opportunity to evaluate their courses and instructors each semester, and surveys of recent graduates are conducted every semester. Special surveys of current students, employers of SLIS graduates, and School alumni were conducted to provide additional data for this Program Review. 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 faculty discusses students who are having potential problems completing the program.

## ***Financial Support***

STANDARD V.5. *The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards.*

### **Budgeting Procedures**

The University provides 80% of the School's operating funds, based upon an established budgeting formula. 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.

The Board of Governors approved the School's request for professional differential tuition starting with the 2006-2007 academic year. This means that the tuition paid by our students is higher than for many graduate students, but is on a par with the University's graduate programs in Nursing, Engineering, and Business Administration. Based upon a formula whereby a certain percentage of the differential tuition revenue generated (as measured by credit hours) is returned to the School, the addition of differential tuition has resulted in an expanding source of revenue. Since its inception, differential tuition has returned approximately \$440,000 in additional monies to the School in FY 2006-07, \$506,000 for FY 2007-08 and \$549,000 for FY 2008-09. These additional funds are used to support additional faculty and staff positions, the development of the online program, enhancements and improvements to the Program's facilities and technology, an increase in student scholarships, and increased faculty support.

The Office for Educational Outreach (OEO) plays an important part in the School's financial life. During the academic year, the OEO funds all off-campus and online teaching by adjunct faculty. The School funds all on-campus courses during the academic year. During the summer, all teaching, whether on campus or off and whether by the full-time or adjunct faculty, is funded by OEO. OEO also assists with paying local charges for renting space and equipment.

OEO has been very supportive of the School's distance education efforts from the outset. This office has funded the Lansing Center, provides one-half of the salary for a full-time lecturer, and has provided startup course development funds to enhance the transition of all suitable courses for online delivery by Winter 2010. Starting with academic year 2009-2010, the funding of off-campus and online adjunct instructors will shift to a cost center model. In this model, the SLIS will fund the salaries up front and receive a significant portion of the generated revenue. This shift is being done to encourage more WSU schools and departments to expand into online course delivery. In recognition of the School's early adoption of online education, the School is receiving an additional \$100,000 in one-time money, \$125,000 in recurring funds in FY10, and another \$125,000 in FY11.

### **Financial Review Process**

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

### ***Budget History and Comparisons***

The final budget for the School of Library and Information Science increased from \$1,833,546 in FY02 to \$3,133,065 in FY09 for an overall increase over the period of 71 percent. During that same time period, salaries and wages increased 60 percent, (from \$1,438,751 to \$2,307,177) and operating expenses increased 109 percent (from \$394,795 to \$825,888). It is the perception of the Dean, Director, and faculty that the School is treated in an equitable fashion relative to other academic programs within the University.

Approximately two thirds of the School's budget is devoted to personnel expenses (salaries and fringe benefits for full-time faculty and staff). Approximately 25 percent funds all of the operational aspects in running the School. The remaining 10 percent goes to student aid.

In the period from 2005 - 2009 the overall budget for the School increased 42 percent (from approximately \$2.4 million to approximately \$3.4 million). During this time personnel expenditures have risen 16% and expenditures for teaching and administration are up 64%. Support from the university is up 14 percent – a particularly positive achievement given the state of the Michigan economy and the resulting funding impact on the University overall. Funded research was up 20-fold.

“Student aid” includes internships provided to SLIS students working in the University Libraries and the Office for Teaching and Learning, whether as student assistants or graduate assistants. Even though investment income is down due to the financial crisis, the School continues to expand the amount awarded in scholarships by using an increasing portion from differential tuition revenue. The School expended \$39,500 in FY07 on scholarships and \$52,000 in FY08.

### ***Gifts***

The School has an active program to solicit cash donations that primarily fund student scholarships. With assistance from the Library System’s development officer, the School undertakes general donation appeals in School publications, a letter campaign and the targeting of special prospects for larger gifts. The Office of University Development (OUD) uses professional staff to make all donation appeal phone calls. Donors can direct their requests to support special activities such as scholarships, including additions to endowed funds or computer support, but many make unrestricted donations. The School receives occasional in kind-contributions from vendors who wish to introduce students and faculty to their products and from individuals who donate library materials and equipment.

The following chart gives the history of cash giving since 2002:

Fiscal Year	Number of Gifts	Sum of Gift Amount
2002	266	\$24,159.30
2003	287	77,087.44
2004	173	123,510.60
2005	181	56,769.87
2006	257	91,972.56
2007	267	68,629.42
2008	238	54,906.54
2009 to date	130	16,251.26
<b>TOTAL</b>	<b>1799</b>	<b>\$513,286.99</b>

### ***Grants and Contracts***

Besides grants to support faculty research, the School has actively sought paid internships and contracts for its students. For legal reasons, some institutions prefer that Wayne State University remain the employer of record by contracting library services. Beyond receiving a portion of any indirect costs, the School does not usually benefit directly from grants and contracts. The indirect benefits, however, are substantial since faculty can “buy” released time for research and students receive the financial support needed to continue their education. The University’s policy is to return some of the indirect cost reimbursement in grants to the Principal Investigator and his or her college and department.

## Salary Administration

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

The School of Library and Information Science operates within a unionized environment. All regular teaching faculty and academic staff are represented by the American Association of University Professors-American Federation of Teachers (AAUP-AFT). Support staff, adjunct faculty, and graduate student assistants employed by the School have other union representation, including the Professional & Administrative Union, the Staff Association Union, the Union of Part-Time Faculty, and the Graduate Employees Organizing Committee/American Federation of Teachers. Salary increases for faculty are determined by the provisions of the contract negotiated between the University administration and the AAUP-AFT. The AAUP-AFT has sought the largest possible across-the-board increase. In addition, limited pools may be available in some years to the Dean and to the peer-reviewed salary committee for selective salary increases. The AAUP-AFT contract also determines the salary increases for promotion to higher ranks and sets a minimum amount for teaching beyond the standard nine-month contract.

Salaries for SLIS faculty fall within the range of other departments on campus. During the 2008-2009 school year, the average salary for professors in the Department of History was \$96,458, while the average salary for a professor in the College of Education was \$109,619. In terms of national salaries, the School anxiously awaits the ALISE salary data (no reports have been produced since 2005) in order to benchmark SLIS salaries and to consider salary readjustments. What follows are preliminary academic year mean salaries for SLIS faculty, all ALISE faculty, and ALISE faculty in the Midwest for 2008-2009.

Average Salaries			
Faculty Rank	SLIS	ALISE	ALISE-Midwest
Professor	\$101,103	\$98,228	\$93,645
Assoc. Professor	82,914	\$82,643	\$77,285
Asst. Professor	62,194	\$66,769	\$66,625
Lecturer	53,941	\$60,259	\$55,280

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 percent increase for faculty salary minima according to the AAUP-AFT contract from 2006-07 to 2008-09 was 6.7%. During the same time for SLIS faculty, professors saw a 7.5% increase in salary, associate professors 12%, assistant professors 9%, and lecturers 14%. The University has various incentive programs to support faculty hiring to meet affirmative action goals or to match competitive offers from other institutions. 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 faculty and their salaries is provided with the confidential on-site evidence.)

### ***Faculty Support***

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

The School of Library and Information Science includes administrative support for faculty. Each faculty member has a private office equipped with an up-to-date computer work station. New faculty are provided with a state-of-the-art computer of his/her choice (desktop/laptop, PC/Mac); computers are replaced as needed (typically on a 3-year cycle). The School's administrative staff offers clerical and other support, and the student assistants provide instructional support and limited research assistance. During 2008-09, the School budgeted support for travel at \$2000 per faculty and staff member, with additional travel funds available to those presenting at a conference, undertaking needed professional development, or representing the School at an alumni or professional function.

Through the Division of Research, the University provides a broad range of additional research support such as travel grants, minority research grants, and educational development grants\*\* Several faculty have taken advantage of these awards.

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

### ***Student Financial Aid***

Both new and current students have the opportunity to receive financial aid from various sources, including scholarships, assistantships, and loans. The School of Library and Information Science has approximately 20 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. 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. The School and faculty also help students identify part-time employment opportunities within the Detroit metropolitan area through postings, announcements, and job 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.

### ***Evaluation of Administrative Policies***

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

For a number of years, the School has adhered to an ongoing, systematic strategic planning process. As detailed in Standard I, the strategic planning process involves faculty, staff, students, and administration in order to ensure that the School’s curriculum, priorities, policies, and procedures respond to the needs of its internal and external constituents and keep the School at the forefront of the constantly-evolving changes in library and information science education. At the August faculty retreat, the strategic plan is reviewed and updated. Committee assignments for the year are also determined. Other constituents of the School are consulted as appropriate and are informed of the School’s actions and initiatives.

The Dean’s Office monitors the content of several administrative reports such as Annual Goals and Objectives, and budgetary requests to assure that they conform with University policies and that their prescribed activities are completed. Faculty always have the ability to comment on administrative processes and policies at regular faculty meetings and at faculty retreats. Both the Dean and the Director maintain an open-door policy and actively encourage comment and feedback. Every semester recent graduates are surveyed and given the opportunity to assess, among other items, the administration of the School. Results from the Fall 2008 exit survey indicated sixty-seven percent of recent graduates surveyed felt the assistance they received from the administration staff was good or excellent. Survey results are made available to the administration and faculty.

In 2007, the Academic Concerns Committee undertook the task of reviewing current assessment and evaluation processes and making recommendations for moving toward an outcomes assessment model for the entire School. Implementation of this model is ongoing\*\*.



## ***Summary***

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

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

## ***Supporting Documentation***

- Organizational Charts
- AAUP/AFT Report of WSU Administrator Salaries
- SLIS Factors for Tenure and Promotion
- Faculty and Committee Meeting Minutes
- Staff Positions
- WSU AAUP/AFT Contract
- WSU Division of Research Website
- SLIS Scholarships and Financial Aid Information
- WSU Office of Financial Aid Website
- Outcomes Assessment Model



# **Standard VI: Physical Resources and Facilities**

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## ***Relationship of Facilities to Program Goals***

*STANDARD VI.1. A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives. Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.*

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

By providing multiple, physical locations along with our online degree option, the physical resources and facilities support the School's service goal. 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 professional SLIS student groups in order to support the objectives defined in the leadership goal.

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

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

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

## ***Physical Facilities***

The School of Library and Information Science (SLIS) strives to reach students across the state of Michigan as well as worldwide. The School currently utilizes four physical locations for offering classes as well as providing a virtual opportunity for learning. The four physical locations are the Purdy/Kresge (PK) Library on the main campus of Wayne State University in Detroit, Michigan; the Oakland Center in Farmington Hills; the Macomb University Center in Clinton Township; and at the Michigan Library Consortium in Lansing\*\*. A large and growing part of SLIS is the online program. The online program is supported by the broadcast tools and equipment currently located on the third floor of the PK facility on the main campus of WSU.

The main location for the School of Library and Information Science at Wayne State University is located in the Kresge Library. The Kresge Library is part of the Purdy/Kresge Library complex. The School occupies space on all three floors of the Kresge Library: the SLIS administrative offices occupy a portion of the first floor, four faculty offices and two classrooms occupy a portion of the second floor, and the remaining faculty offices, a classroom, and conference room space occupy the entire third floor. In addition, the Kresge Library contains the serials collection, a student study area, an auditorium, and one of the checkout desks. The SLIS offices and classrooms are accessed from either the east side entrance of Purdy Library or the west side entrance of the Kresge Library\*\*.

As detailed later in this chapter, the third floor of Kresge Library is currently undergoing a complete remodeling in order to provide updated office space for all SLIS faculty plus better teaching, learning, and meeting space. Much of the information provided below describes the physical facilities between 2002 and 2009.

### ***Main Campus***

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

There are two classrooms on the second floor of Kresge Library (201, 202); on the third floor there was one classroom (301), a SLIS computer lab, a student seminar room, and a general study area that the SLIS students and other University students could use. One classroom on the third floor (302) was converted in 2008 into collaborative faculty office space to support the requirements of the Information Science faculty\*\*.

\*\* Supporting documents are delineated at the end of the chapter and provided electronically through a secure website or physically on-site.

The physical facilities readily available to the School from 2002-2009 included:

3	Classrooms – rooms 201, 202, and 301
1	Computer Lab – room 304
1	Computer Server Room
1	Student Seminar Room
1	Study Area
1	Student Lounge
1	Auditorium
1	Reception Area
1	Workroom
1	Conference Room
1	Collaborative Office Space for the IS faculty
14	Offices assigned to faculty
6	Administrative Offices and student assistant work area
1	Faculty/Staff Work Area with printers and a copy machine

The three classrooms hold approximately 40 individual student desks (201, 202, and 301). The classrooms are equipped with blackboards/whiteboards, projection screens, a projector, a moveable podium, and a computer connected to the Internet. Wireless internet access is also available throughout Purdy/Kresge. While most on-site classes are scheduled in the Kresge Library, some on-site classes may be scheduled elsewhere on campus. Prior to scheduling classes, arrangements are made with the Faculty Liaison and Office Manager to ensure the rooms meet the minimum standards of the class.

The Conference Room (315) had three tables and 15 chairs which could be easily configured as necessary. This room was mainly used for faculty meetings, faculty collaboration, and for small seminar classes. It was equipped with a whiteboard.

Wayne State University continues to strive to make the campus barrier-free and Americans with Disabilities Act (ADA) compliant. In 2007, the University conducted a campus-wide building ADA survey which revealed several areas which need to be addressed. The Purdy/Kresge Library is accessible from all major routes, including public transportation, passenger loading zones, accessible parking, and campus circulation routes. However, improved signage and renovation of the west stairs were identified as needing improvement. The stairs, identified on the Deferred Maintenance tracking list, are slated for renovation which will include the installation of handrails. The interior of Purdy/Kresge, while mainly barrier-free, has some need for improvement. Purdy/Kresge, like many buildings, has automatic door openers. The elevator in Purdy is ADA compliant; however, the Kresge elevator does not meet the barrier-free size requirement and thus access to the second and third floor of Kresge is hampered. The auditorium in Kresge does allow for handicap seating, but does not accommodate access to the stage. The 2007 ADA survey also indicated that interior signage does not fully meet the requirements for placement and raised Braille lettering. The restrooms in Purdy/Kresge are non-compliant. However, accessible unisex restrooms are located within the buildings. Finally, although an audible alarm is present, the building does not have a visual warning system. WSU is responsible for these building improvements.

In terms of classes, appropriate accommodations will be made on a case-by-case basis. Wheelchair compliant desks are made available upon request. Wayne State University has been successful in making sure that individuals with disabilities have a rewarding and obstacle-free learning experience. It is the SLIS goal to make this accommodation as easy as possible for our students.

The School has an extensive inventory of electronic equipment available for use by the administration, faculty, staff, and students. All SLIS full-time employees have their own computer. The computers are primarily Dell or Gateway 32-bit desktop models; however, faculty/staff may choose laptop computers. Faculty/staff computers include Vista Ultimate or Windows XP and Microsoft Office 2007 with Outlook. Each computer is customized to meet the needs of the faculty or staff member. Faculty/staff may customize their computers with a large selection of software, including, but not limited to, CINDEX, Microsoft Expression Studio 2, Visio Professional 2007, Adobe Connect, and MapPoint 2009. The SLIS has two Toshiba photocopiers and four Hewlett/Packer printers available for faculty and staff use. As of 2008, faculty and staff have administrative rights to their computers and may add software to meet their individual needs.

SLIS students have access to the School's fully equipped Computer Lab (Room 304) on the third floor of Kresge. Twenty Dell OptiPlex GX280 desktop computers and five iMac desktop computers are available. The Lab Assistant workstation and the software download station are also Dell desktop computers. Windows XP, Microsoft Office 2007, Visio Professional 2007, MapPoint 2009, and Expression Studio 2 are available on all lab computers. The iMac machines utilize Bootcamp to operate a virtual PC which accommodates Microsoft products. For the students' convenience, documents may be printed from any lab computer to a fee-based photocopier located in the lab. The lab also has a projector and projection screen.

The Computer Server Room (Room 304.1) is adjacent to the Computer Lab. In addition to housing various School servers, the room functions as 1) an official Certiport Testing Center with four testing stations (Dell Dimension 8200) and 2) a broadcast booth which is equipped with laptop computers, a projector, a projection screen, a camera, a digital overhead projector, and VCR and DVD player. Faculty may record their lectures in the broadcast booth or remotely using Adobe Connect, Presenter, and Captivate. The SLIS also possesses various peripheral camera devices for faculty to use when recording their lectures.

The three SLIS classrooms (Room 201, 202, and 301) have projectors, projection screens, and self-contained, stand-alone units that include VCR and an audio visual deck. Each room also has a Dell desktop computer with Windows XP and Microsoft Office 2007. These classrooms, as with the entire facility, have access to high speed internet connections. WSU and SLIS wireless networks, with high speed internet access, are also available throughout Purdy/Kresge Library.

## ***Computing and Audiovisual Resources***

### **Computing Resources**

The School's Computer Lab (Room 304) is available for course instruction and for use by the students when classes are not scheduled in the Lab. The Lab is equipped with 20 Dell OptiPlex GX280 desktop computers, five iMac desktop computers, one Dell OptiPlex GX280 desktop computer dedicated to facilitate software access, and one fee-based printer. The iMac computers are new as of Summer 2008 and the Dell computers were purchased and installed in August 2005. Once the remodel is complete, new student computers will be provided. Replacement of the student computers was delayed because of the impending remodel.

The students and faculty have access to the necessary software and hardware. The SLIS is a member of the Microsoft System Development Network - Academic Alliance (MSDN-AA). The software provided by the academic alliance is for students and faculty via ELMS (e-academy License Management System) which has partnered with MSDN for the distribution of software. Through the SLIS ELMS website\*\*, leading software tools are provided at no additional charge. The software tools include productivity tools, operating systems, and development tools and are offered to the students and faculty. The students and faculty may also download at no charge Microsoft Office 2007 Enterprise Edition through the SLIS website\*\*.

### **Computing Resources for Faculty**

There are 21 computers that are assigned to faculty. Most faculty computers include Vista Ultimate or Windows XP and Microsoft Office 2007 with Outlook. Each faculty computer is then personalized for each individual's specific requirements. For example, the faculty member teaching indexing and abstracting has a full version of CINDEX installed. Faculty and staff have the ability to access resources remotely via WSU's VPN (Virtual Private Network) or their operating system's remote desktop capability. All faculty computers are on the SLIS network.\*\* Faculty also have administrative rights on their computers and may add software to enhance their teaching and research.

### **Computing Resources for Staff**

There are seven computers that are assigned to the staff. Each staff computer includes Vista Ultimate or Windows XP and Microsoft Office 2007 with Outlook. 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\*\*.

### **Audiovisual Resources**

The SLIS Computer Server Room (Room 304.1) houses the School's broadcast booth for online classes. The faculty who teach online courses may record their lectures in the broadcast booth or from home or any other location using Adobe Connect, Presenter, and/or Captivate. The School's previous content delivery system was MediaSite. It is slowly being phased out as Adobe becomes the primary tool for delivering online content. The broadcast booth is equipped with laptop computers, a projector, a projection screen, a camera, a digital overhead projector,



VCR and DVD player, and a podium. The classrooms (Room 201, 202, and 301) have projectors, projection screens, and self-contained stand-alone units that include a VCR and an audio visual deck. The Computer Lab (Room 304) also has a projector and projection screen.

### **Certification Testing Center**

The Computer Lab also serves as an official Certiport Testing Center. The Certification Testing Center supports both LIS 6080, Information Technology, and LIS 7410, Productivity Tools, which require passing the Internet and Computing Core Certification (IC<sup>3</sup>) and Microsoft Certified Application Specialist exams, respectively. More information regarding the certification testing center and certification exams can be found on the Certiport website\*\*.

### **Infrastructure**

Currently the University, and thus the School, funds upgrades to hardware, software, and furniture through general funds. In 2005, Director Joseph Mika initiated and the faculty approved the creation of the standing Technology Committee for SLIS. The committee provided recommendations for improvement and evaluated the support provided by the University Libraries as the School sought to gain greater control over internal operations and future technology directions. As of 2009, when the LIS Program achieved School status, the SLIS became eligible for student technology funds (awarded only to Schools). In 2009, the amount was \$30,000.

A significant milestone occurred in Fall 2007 as Director Stephen Bajjaly took total management control over all technology planning, purchasing, and support issues affecting the School.

Examples of key enhancements in the past two years include:

- Fall 2007 – certification center implemented with testing for MCAS and IC3
- Fall 2008 – a totally online program was launched
- Winter 2008 – launched new School website
- Spring/Summer 2008 – upgraded server technology
- Fall 2008 – consolidated collaboration space for the IM technology team
- Winter 2009 – enhanced online course delivery with the acquisition of e-learning tools

With management control over the entire technology infrastructure, many changes rapidly occurred. Several of the noteworthy recent key accomplishments (2007-2009) include:

- Lab computers – weekly antivirus and software updates initiated
- Installation and use of current software tools – Office 2007, Vista, etc.
- Waitlist software application developed and implemented
- Student office download application developed and implemented
- ELMS initiated for student software downloads
- Helpdesk policy of phone, email, and student visibility created and implemented
- Helpdesk entirely staffed with MLIS students
- Group policy security on all lab computers
- System backup begun
- Supported conference servers for faculty initiated
- 24-hour maximum response time standards set in place

- Upgraded certification center to standards accomplished
- Security camera installation
- Printer support for Vista computers installed
- Administrative clearance for faculty for course development
- Consolidated server project
- Expanded Mac and PC support
- Installed enterprise information portals for COA and faculty use
- Compliance with licensing agreements

In addition to these many accomplishments, the SLIS faculty implemented recommended policies changes including the requirement that all applicants pass the IC3 exam before admission into the School and that incoming students must have a computer capable of supporting a minimum technology standard. The e-portfolio requirement for graduating students starts Fall 2009.

In Fall 2008, David Foote was hired as the E-Learning Instructional Support Lecturer and was also given the responsibility of maintaining the School's technology systems. This dramatic change in operational control over the technology has allowed the SLIS to provide the software needed by staff and students and to provide the level of security necessary for running the software and servers. In addition, this dramatic change in control has permitted faculty to more rapidly integrate technology into their courses. Faculty and support personnel can immediately troubleshoot issues and then step in and change configurations to support constantly evolving academic requirements. The School is currently recruiting to fill a second technology support position that was recently created.

### ***Office for Teaching and Learning***

The OTL is located in the Technology Resource Center (TRC), a state-of-the-art faculty development center\*\*. 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.
- TRC Instruction Lab: A large lab which can be reserved for instruction or training.
- Two Conference Rooms: Meeting/training rooms which can be reserved.
- Kitchenette: Coffee and tea available.
- Commons: Comfortable seating for relaxing and reading, as well as tables for working.
- Technology Classroom: Located at Purdy/Kresge Library, room 238.

### ***University Computer Resources and Services***

Wayne State University's Computing & Information Technology (C&IT) division strives to enhance WSU's teaching, learning, and research activities by providing centralized computing and networking resources, services, and support in addition to specialized resources and services for advanced and research computing and e-mail service\*\*. C&IT seeks to deliver

its core services efficiently to anticipate and respond to the changing needs of the university community in using technology creatively and effectively. One example of a positive change is the recently implemented email software with improved capabilities and increased storage capacity.

Public-access computers are available for use by all WSU students in every library on campus\*\*. Public computer labs and instructional classrooms are also located at the Oakland and Macomb Centers.

### **Network Infrastructure**

Wayne State University has a high-performance, fiber-optic backbone network connecting 79 buildings. This multi-million dollar project created one of the most advanced Asynchronous Transfer Mode (ATM) data networks in higher education\*\*.

### **WSU AccessIDs**

Every WSU student, faculty member, staff member, and employee receives a unique AccessID as a single login to comprehensive electronic services and resources at Wayne State University\*\*. These include e-mail and electronic directory services; software downloads; online courses; proxy server access to library resources from home computers; 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 classrooms at the Oakland Center or Macomb Center, and also from home computers using Wayne State University's Virtual Private Network (VPN) or proxy server. The university installed wireless networks to support mobile applications in a number of its schools and colleges, including the libraries and SLIS\*\*.

### **Electronic Communication**

Free electronic mail and directory services are available to all WSU students and employees by using their WSU AccessID. The entire University community is encouraged to use WSU e-mail as a primary method of communication. Many online courses require students to receive emails at their WSU accounts. Other centrally available electronic communication services at WSU include listserv discussion/ mailing lists, Usenet news groups, threaded conferencing and messaging systems, and the security emergency broadcast system\*\*.

### **Online Student Services**

WSU students can build a course schedule, register for classes, retrieve grades, pay tuition, check the status of financial aid applications, obtain unofficial transcripts, and more—much of this on the WSU intranet referred to as Pipeline. 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 on the Web, making it easier to do business with WSU. C&IT continually strives to improve the availability and performance of WSU's Web-based administrative services\*\*.

### **Educational Technology Support**

Faculty members have many tools available to them to add or develop an online component to a class. The Blackboard course management system, which C&IT maintains, provides an easy mechanism for placing course material online, posting assignments, conducting threaded discussions, and giving exams\*\*. The Office for Teaching and Learning provides free copies of Respondus, which simplifies creating online tests and surveys. Interactive television, streaming audio and video, and a host of other tools are also available. Streaming audio is now an option at four sites on campus and can be scheduled through NMIT.

### **Software Clearinghouse**

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

### **Computer & Network Support**

The SLIS provides technology support on-site via telephone services, e-mail (via [lisptech@wayne.edu](mailto:lisptech@wayne.edu)), and online\*\*. The C&IT Help Desk provides telephone services, e-mail services (via [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu)), and information 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.

WSU students, faculty, and staff can contact C&IT Enterprise Operations Services by phone 24 hours a day, seven days a week to check the status of WSU's network, central email System, or any WSU central computer system; and to report a suspected network problem connecting to Wayne State's network or the Internet on campus. C&IT has recently moved to a central location on campus. Students can easily locate the office on the second floor of the Student Center in the middle of the main campus.

### **Photocopying and Other Reproduction Resources**

The School of Library and Information Science has two Toshiba photocopiers: models 6650 and Studio 80. The latter can be accessed from individual department desktops for the sending of printing requests. These machines are for the use of faculty and staff. Wayne State University maintains an account with FedEx Kinko's which has a facility on campus. The School's students have access to copy machines located throughout the Purdy/Kresge Library and in other libraries on the Wayne State campus.

### **Library Resources**

The WSU University Library System has over three million volumes currently housed in five separate buildings: the David Adamany Undergraduate Library (which opened in 1997 with 700 computers); the Purdy/Kresge Library; the Science and Engineering Library; the Arthur Neef Law Library; and the Vera Shiffman Medical Library. A storage facility is located in the basement of

the Undergraduate Library and provides timely access to stored research materials. The Oakland Center includes a satellite library.

The Purdy/Kresge Library houses materials relevant to library and information science, education, the social sciences, the humanities, and business for upper level undergraduate students and graduate students. The Adamany Undergraduate Library was designed to serve those undergraduates in their freshman and sophomore years, to house the University Libraries' media collections, and to provide outreach to the community. Resources in the areas of life sciences, physical science, engineering, computer science, and nursing are housed in the Science and Engineering Library. Materials pertinent to legal studies are housed in the Neef Law Library. Materials relating to medical studies are housed in the Shiffman Medical Library.

The Walter P. Reuther Library of Labor and Urban Affairs, not administratively part of the University Library System, is an archival library that holds the personal papers of many urban leaders and organizations. The Reuther Library is located near the Purdy/Kresge Library on Wayne State's main campus. It is an excellent source of original data on the city of Detroit, on the auto industry and the development of unions, and on the history of the labor movement. The library also provides a unique intern opportunity for many SLIS archival students.

The total budget and unit count for monographic materials supporting SLIS for the fiscal year 2008 were:

<u>Annual Monograph Budget</u>	\$9,534
Library Science Collection	\$7,964
Juvenile Collection	\$1,570
<u>Total Volumes</u>	
Library Science Collection	54,147
Juvenile Collection	92,940

The WSU University Libraries currently subscribes to 45,400 journals. The University Libraries continues to move towards purchasing electronic journals, many of which are bundled and often times cover many disciplines.

The library subscribes to full-text electronic journals in the *Library Literature and Information Science* package provided by H. W. Wilson. Many other important titles are available in other packages that are available from numerous vendors, one of which is ProQuest Research Library. The library system spent approximately \$7.5 million for ongoing electronic resources in the 2008 fiscal year. This is a continuing commitment that is now reflected in the University Libraries budget. The library also maintains some print serial subscriptions. The School's print serials are generally housed in the Kresge Library and are arranged alphabetically by title. Over 300 library science electronic journals are listed in the online catalog. These titles can also be accessed through a journal title finder software package that leads the user to the database that provides access to that title. Electronic indexes and databases are available in the online catalog through Serial Solutions by searching "Electronic Resources-By Subject". Access to the index and the database of *Library Literature and Information Science* is available through OCLC's *First Search* and the Wilson version of the same index. On its website, the University Library System provides a subject guide of resources useful for library and information science students.

A list of electronic indexes, databases, and full-text journal sources of particular interest to SLIS students follows:

- ABI/INFORM Global Online
- Academic Onefile
- ACM Digital Library
- Biography Resource Center
- Books in Print
- Book Review index
- Books in Print (including Children's Books in Print)
- EBSCO
- Encyclopedia of Library & Information Science
- Engineering Village 2
- ERIC
- FirstSearch
- Gale Literary Databases
- Gartner
- General Reference Center Gold
- Health Reference Center Academic
- Info Trac Information Science & Library Issues Collection
- Lexis/Nexis - Academic Universe
- Library Literature and Information Science - WilsonWeb
- Library Literature Retrospective
- Library, Information Science & Technology Abstracts
- LISA (Library and Information Science Abstracts)
- Oxford English Dictionary
- Oxford Reference Online
- Pew Internet & America Life Project
- ProQuest Research Library
- Safari Tech Books Online
- ScienceDirect—Elsevier Science Journals
- Ulrich's International Periodicals Directory
- Web of Science
- WorldCat

The rapid migration in the past few years to electronic indexes and abstracts, full text electronic journals, e-books, and e-reserves allows student and faculty access to many resources beyond those physically housed by the library. Inter-library loan and document delivery services continue to provide a way for students and faculty to access important resources that are not owned by the system. Remote access to all electronic indexes and abstracts, journals, and e-books is available to all WSU students and faculty through the WSU proxy server.

The University Libraries, as part of a research institution, provide staff and service to meet the needs of the university's academic programs. The library system employs 247 full time equivalent (FTE) service staff; 97 FTE professional staff members, 86 FTE support staff members and 64 FTE student assistants. The student assistants include SLIS students who work with professional librarians to provide service at the reference desks.

The School has a professional librarian assigned as its “library liaison.” The library liaison acts as a direct contact/resource to SLIS faculty and students, provides library services, information and updates at New Student Orientation and the Adjunct Faculty Retreat, attends SLIS faculty meetings, and is the primary contact for purchasing SLIS-related and requested library items.

The library system supports the study and research of the faculty and students through various services. In addition to the large electronic databases, serials, and monograph collections, the library has in place several methods to receive documents electronically. Wayne State University has its own interlibrary loan system called WILD (Wayne Interlibrary Loan Document Delivery) which allows a patron to request a document and have it delivered electronically via email. Wayne State University students also have access to research materials through ArticleReach Direct, a consortium of academic libraries. ArticleReach, which is a combined catalog of the journal collections of seven academic libraries and one research consortium, functions similarly to WILD in that students and staff, after requesting articles through the Wayne electronic indexes, will receive the documents electronically via email.

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 the online student is in the mode of delivery for physical materials.

The Purdy/Kresge Library is open seven days each week during the school year, including summer semesters. Monday through Thursday, during Fall and Winter semesters, the library is open from 8 a.m. until 11 p.m. with reference assistance available from 9 a.m. until 9 p.m. On Fridays, the library and reference desk close at 6 p.m. On the weekends, the library and reference hours are: Saturday, 9 a.m. until 5 p.m., and Sunday, 11 a.m. until 7 p.m. During normal business hours, reference assistance is available in various formats including Instant Messenger (IM), chat, email, and phone. The hours are reduced during the summer semesters and inter-sessions, but are extended during the finals week.

There are many resources available throughout the Detroit metropolitan area that supplement the collection of the University Library System. One example is the Detroit Area Library Network (DALNET), a multi-type library consortium composed of 20 member libraries which include academic, public, hospital, and special libraries. The Detroit Public Library (DPL), an important DALNET member, has a collection of over seven million book and serial volumes and over four thousand periodical subscriptions. The DPL is located directly across the street from the Purdy/Kresge Library. As citizens of Michigan and/or students at Wayne State University, SLIS students have full library privileges at DPL. As WSU is a member of the Michigan Research Libraries Triangle (MRLT), SLIS students also have full library privileges at Michigan State University and the University of Michigan. The latter has a major collection in library and information science.

## **Physical Resources**

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

The School's growth and expansion have enabled SLIS to hire additional faculty. As a result, the need for offices and collaboration space has grown. Yet, the School is still housed in the same location. In the last COA visit, the facility had been placed on the University's priority list for total renovation. However, the building has now been removed from this list. The School is proactively reserving a portion of the differential tuition to support facilities improvement. The School has recognized the dissonance between the high quality academic offerings being provided and the quality of its current facilities.

The SLIS planning and evaluation process for the physical facilities includes a review of the adequacy of access to physical resources. The SLIS Director along with the University Libraries Dean regularly reviews the various facilities requirements during management meetings.

### **Physical Resources for Faculty**

The 17 faculty members have private/semi-private workspaces distributed on the first, second, and third floors of the Kresge Library. Workspaces are furnished with a desk, chair, computer, and necessary bookshelves and file cabinets. The faculty members are also networked to copiers/printers located on the first and third floor or to personal printers located in their offices.

Beginning July 1, 2009, a major renovation of the third floor of the Kresge library will begin. The objective of the renovation is to create a collaborative faculty environment. This renovation will have 22 faculty office units along with two temporary faculty work spaces.\*\* The renovation will house the School's server room, testing center, and an updated faculty conference room. It is anticipated that the renovation will be completed by December 1, 2009.

### **Physical Resources for Staff**

The four administrative staff members and the Director 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 Program Records Clerk and student support staff share a large space at the entrance of the main office. The student assistants utilize the School's reception desk and three other 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. The main office suite is scheduled for a complete remodeling during 2010.



## ***Facilities Review Process***

To inform the planning and evaluation process, the WSU Facilities Planning and Management (FP&M) was engaged. Starting in September 2007, the FP&M team conducted a facilities feasibility study lasting approximately one year. The goal was to create an affordable working plan to upgrade the facilities. The original goal was to remodel the third floor of Kresge to accommodate additional offices for all faculty and to transition the teaching, learning, and collaboration activities to the second floor, which currently houses periodicals. Unfortunately the feasibility study proved to be unfeasible. The costs for traditional “solid wall” remodeling were too great and the ability to add sufficient additional offices was too limiting. Following this report, the Dean and Director, in consultation with the Library System’s facilities manager, endeavored to move to devise Plan B.

Plan B encompasses an office systems approach (rather than traditional, fixed wall construction) for the third floor of Kresge with additional multi-purpose meeting rooms created on the first floor. A systems furniture application is being used to open up the existing space, increase access to natural light, offer a flexible solution for reconfiguration, and space planning for growth. The components are planned to balance privacy and offer unique, yet applicable, storage solutions.

Commencing in July 2009, the entire third floor interior partitions are being demolished along with carpet and asbestos tile removal. Expected to be completed by December 2009, the refashioned 3<sup>rd</sup> floor will be reserved for faculty offices, conference rooms, a distance learning “broadcast” and creation station, a multipurpose/computer space for on-campus technology classes, and secure storage for SLIS computers, servers, paper files.\*\* Depending upon the state of the University budget for next year, library materials will be relocated and the second floor will be refurbished to house additional classrooms and collaborative rooms for use by students and faculty. The first floor will continue to house the administrative offices and will be remodeled in early 2010.

As part of an interim facilities plan, the Information Science faculty were provided the opportunity to re-locate to room 302. Room 302 was originally a dedicated classroom for Information Science courses and contained Unix workstations. As the IS courses have moved completely online, room 302 became available. Room 302 was created as a prototype collaboration room for faculty offices. The faculty who participated in this open office/shared collaboration workspace were extremely satisfied with the increased level of collegiality the setup offered. These faculty are active champions of the move to create a similar workspace environment for the majority of the SLIS faculty. The plan, however, is to retrain a number of traditional private offices for those who prefer to avoid the new setup.

Students and recent graduates were asked 11 questions regarding the facilities, the computer labs, the library resources, and learning content tools. This information is presented in the following table. The Satisfied and Somewhat Satisfied responses were grouped into the Satisfaction column. The Somewhat Not Satisfied and Not Satisfied responses were grouped in the Dissatisfaction column. Those individuals that skipped the question or answered N/A were eliminated from the calculated percentages.

Facilities Survey Questions		
Survey Question – Satisfaction with ...	Satisfaction	Dissatisfaction
Q19. On-campus facilities	70.1%	29.9%
Q20. Off-campus facilities	94.6%	5.4%
Q21. On-campus computer labs	91.5%	8.5%
Q22. Off-campus computer labs	85.8%	14.2%
Q23. Quality of hardware / software lab equipment	91.3%	8.7%
Q24. On-campus library facilities	87.4%	12.6%
Q25. Access to WSU library databases	97.4%	2.6%
Q26. Printed library materials	91.6%	8.4%
Q27. MediaSite in delivering course content	83.7%	16.3%
Q28. Wimba in delivering course content	60.7%	39.3%
Q29. Blackboard as a learning tool	87.0%	13.0%

Respondent satisfaction exceeded 80% for all questions except “On-campus facilities” (70.1%) and “Wimba in delivering course content” (60.7%). The “on-campus facilities” issue is being addressed with the renovation currently underway. The “Wimba in delivering course content” issue is being addressed by eliminating Wimba from use in the School. The School has defined the Adobe e-learning suite as its strategic e-learning tool set.

### Facilities

The survey collected both positive and negative comments regarding facilities. Students chose to list only negative comments regarding the facilities. Sample facilities comments are listed.

- “I would like to see better classroom facilities on campus.”
- “Rooms are dumpy and definitely need improvement. ... Thanks for upgrading the chairs!”
- “... the class I did take on campus (Detroit) was unbearably hot.”
- “The rooms are depressing and the computers available for instructor use are slow and outdated.”
- “Poor quality of facilities ...”
- “I would like to see better classroom facilities on campus.”
- “On campus classrooms are old and unattractive.”
- “The facilities.”
- “Improve student lounge area.”

### Computer Labs

The survey collected comments regarding computer labs.

- “Computer servers seem to be down a lot.”
- “There are no library or computer facilities in Lansing.”
- “The computer lab is too cold. It keeps student out of there – when they are in there, it makes for a nice camaraderie.”

## **Library Resources**

The survey collected both positive and negative comments regarding library resources. No clear trend was evident in the comments. Sample positive and negative computer labs comments are listed.

- + "Number and range of databases available through Wayne ..." was listed as a major strength.
- + "Available resources provided by the library."
- + "Excellent library resources."
- + "Library resources and databases are plentiful to access and use."
- "Need a new graduate library now!"
- "Print collection is aging and not usable for assignments." "Library resources for the new RIM certificate are inadequate."
- "Lack of adequate print materials for online students."

## **Learning Content Tools**

The survey collected both positive and negative comments regarding learning content tools. No clear trend was evident in the comments. Sample positive and negative learning content tools comments are listed.

- + "Require Mediasite instead of Wimba."
- + One student stated that the most positive aspect of the School was, "Blackboard ...", another added, "Having Blackboard as a tool ... [supplemented] classroom learning ...".
- + One student stated that the most positive aspect of the School was, "
- "Some instructors need a refresher on Blackboard."
- "Mediasite needs some help. I didn't have one class where it would run smoothly and I always had problems logging in."
- "I am not a fan of Blackboard for course management."
- "Blackboard is absurd ..."

The survey comments indicate an increasing popularity of online courses. There is a clear need to improve content delivery. Part of the facilities description involves the content delivery system for online courses.

- + "I appreciate the availability of online course, as I live several hours from the main campus. "
- + "More online courses!"=

## **Summary**

In conclusion, the School has access to adequate physical resources and facilities to indicate compliance with Standard VI. There has been the recognition for a number of years that the physical facilities were in need of remodeling. Now, with the infusion of significant additional resources to the School through increased enrollments and differential tuition revenue, there are sufficient resources to undertake the massive remodeling necessary. The bulk of the remodeling is currently underway; the rest will be completed in 2010. Incorporation of additional classrooms and collaborative study space on the second floor should provide the School with adequate facilities to meet its needs.

Since the School assumed responsibility for its own technology planning and management, the level of technology hardware and software is state-of-the-art: more than adequate to meet the on-campus and online teaching, research, administrative, and service goals of SLIS students, faculty, and staff. Likewise, the School has put in place the needed technology support infrastructure and mechanisms to ensure that our instructional technologies deliver the quality and reliability our stakeholders demand.

### ***Supporting Documentation***

- Maps of School's Physical Locations
- WSU Library Maps
- Purdy-Kresge Library Blueprints
- SLIS ELMS Website
- SLIS Microsoft Office Download Website
- Kresge Library Third Floor Remodeling Plan
- SLIS Technology Inventory
- Certiport Website
- Office of Teaching and Learning (OTL)
- Computing and Information Technology (C&IT)
- Blackboard Course Management System Information
- Software Clearinghouse
- SLIS Tech Support
- Library Resources



# Conclusion

The School of Library and Information Science has initiated a number of key developments since its last review for reaccreditation. Two overarching changes are the elevation from program to school status that took effect in May 2009 and the implementation of fully online degree options in Fall 2008.

Other significant developments that have occurred since the last program review include:

- creation of a new School mission statement, goals, and objectives that better reflect the University's unique urban location and research/outreach mission;
- hiring of new Director, Dr. Stephen Bajjaly;
- assumption of direct responsibility for information technology planning, purchasing, management and support;
- hiring of additional full-time faculty and staff to meet the teaching and student support needs of our growing student population; and
- refocused curriculum development efforts solely on master's level education by adding several certificates and discontinuing efforts to initiate a doctoral program.

The School continues to exhibit a number of strengths, in addition to those suggested by the developments noted above. These enduring strengths include:

- the continuing support of the University and the University Library system;
- the balanced importance that the University attaches to research and teaching;
- the quantity and diversity of faculty research;
- the continuing focus on traditional library science while incorporating information science tools and concepts;
- the involvement of faculty in international activities; and
- the strong student demand for the master's degree and certificate programs as evidenced by large enrollment numbers.

The School recognizes that there are certain areas that are incomplete at the time of the program review. These include:

- allocation of additional space and remodeling of the entire campus facilities devoted to the School in order to meet the teaching and research needs of our expanded faculty, staff, and students;
- implementation of student learning outcomes assessment in the form of an e-portfolio that begins with new MLIS students in Fall 2009;
- review and implementation of the proposed outcomes assessment planning report that covers all aspects of School operations; and
- expanding efforts to recruit a more diverse student body.

In addition, during the 2009-2010 academic year, the faculty will undertake a comprehensive review of the MLIS curriculum, particularly in light of the recently-passed ALA core competencies of librarianship.

The knowledge gained in conducting the program review and preparing this program presentation will serve the School well as it continues to review and revise its curriculum, recruit and retain faculty, and assess its performance relative to its goals and objectives. This

process will assist us in monitoring the achievement of our goals and objectives as well as the development and use of valid measures for assessing our performance in providing a strong education for future information professionals.

In conclusion, the Dean, Director, faculty, staff, students, alumni and others who participated in our program review believe that the master's degree program of the School of Library and Information Science at Wayne State University does conform to the *1992 Standards for Accreditation of Master's Programs in Library & Information Studies*. We are confident that steps are well underway to address any concerns that have been identified in the *Program Presentation*. We believe that this master's degree program is a strong one: fully supported by the University, SLIS alumni, and the library and information community of the state and the region. The School today is larger, more prominent, and better funded than at any time in its long history. We are satisfied with our solid foundation and confident that the future of the School of Library and Information Science continues to be a bright one.