



University of Wisconsin-Madison Information School SELF STUDY

Last revised: 29 August 2022

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STANDARD I: MISSION, GOALS, AND OBJECTIVES

Standard I.1: The program’s mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

The iSchool pursues and achieves its mission and goals through a broad-based, systematic planning process that involves constituencies the iSchool seeks to serve. The results of planning and assessment are publicly posted on the iSchool website.

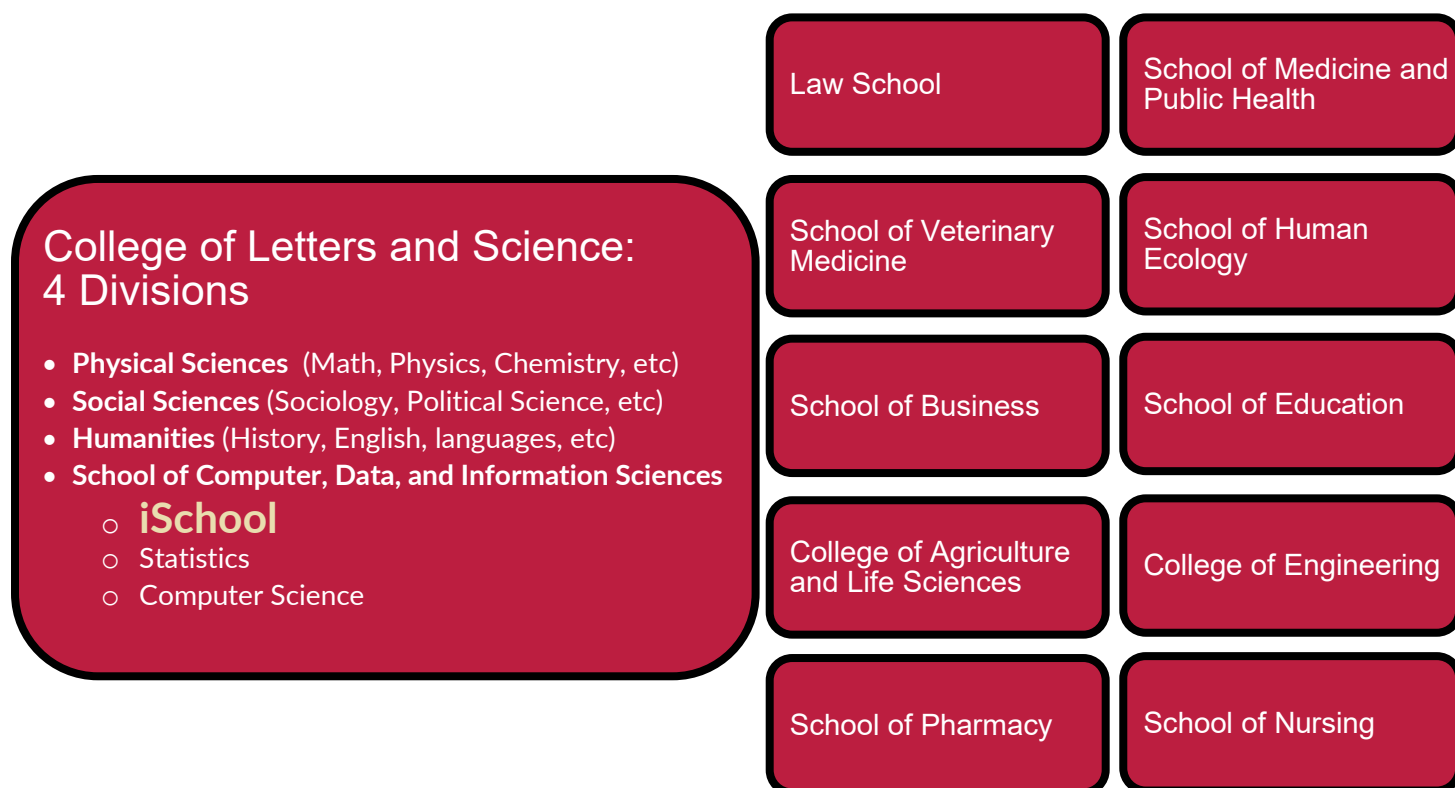
This chapter demonstrates how the iSchool uses continuous planning and evaluation to ensure quality education and excellent student services for the MA in Library and Information Studies (MA/LIS).

Institutional Context of Systematic Planning and Evaluation

The iSchool planning process takes place in a larger context of planning and change at the University of Wisconsin, the University of Wisconsin–Madison Graduate School, the College of Letters and Science, and the School of Computer, Data & Information Sciences. Regular meetings facilitate coordination between iSchool planning and campus-level changes. This section describes major campus-level decisions that influence the iSchool's planning and evaluation process, and it summarizes related opportunities and challenges.

The University of Wisconsin–Madison consists of multiple “college” structures that have deans (see Figure 1-1). The term “school” can be used to refer to a department, a division, or a college. Prior to fall 2020, the College of Letters & Science (L&S) organized its academic departments into three divisions: Humanities, Social Sciences, and Physical & Natural Sciences. In fall 2020, L&S created a fourth division, the School of Computer, Data & Information Sciences (CDIS). CDIS includes three departments: the iSchool, Computer Sciences, and Statistics. CDIS is the same as the other three L&S divisions in that all its departments (the iSchool, Statistics, and Computer Sciences) are independent academic departments with their own chairs (or directors), departmental governance, and budgets.

Figure 1-1: iSchool location within CDIS, which is part of L&S at the University of Wisconsin–Madison.



CDIS is different from other L&S divisions in having a “value-added layer” of CDIS-level staff, including the Director (Tom Erickson), Associate Director (iSchool faculty member Kristin Eschenfelder), Program Manager (Vasso Founta), Director of Advancement and Engagement (Shannon Timm), Marketing Manager (hiring in process), and Business Engagement Manager (Dean Welch). These staff members work with all three departments in CDIS, providing additional strategic planning, diversity and inclusion support, marketing assistance, and industry relations support to the iSchool. The iSchool Director reports to the Dean of L&S, like all other L&S department chairs. Eschenfelder, the Associate Director of the iSchool, also serves as the L&S Academic Associate Dean with responsibility for the iSchool.

L&S Chairs and Directors Meetings

As a department chair in the College of L&S, the iSchool director attends monthly meetings of all program chairs and directors. At these meetings, the L&S deans distribute information and discuss college-level issues. For example, in recent years many meetings have focused on changes to course delivery, student services, and HR policies due to the COVID-19 pandemic. Decisions made at the college level have a significant impact on iSchool activities, and the director reports back on all important changes or issues discussed to the iSchool Executive Committee and other relevant committees.

CDIS Leadership Meetings

The CDIS leadership team meets once per month. It consists of the chairs of the iSchool, Computer Sciences, and Statistics; CDIS Director Tom Erickson; Associate Director Kristin Eschenfelder; Director of Advancement and Engagement Shannon Timm; Director of Industry Relations Dean Welch; and

Program Director Vasso Founta. The group discusses work on projects that span the three departments.

Cooperative Academic Program Meetings

The iSchool is a partner in several cooperative academic programs, providing core and service courses that fulfill curricular requirements. The iSchool sends a representative to program committee meetings and votes on program assessments and changes. The iSchool has a faculty representative on the cooperative program committees for the undergraduate certificate (minor) in Digital Studies, as well as the major and undergraduate certificate in Data Science.

Campus Leadership Meetings

Meetings for all campus academic department chairs, directors, deans are held by the Chancellor and Provost at the start of each semester to distribute information, provide updates on campus-level initiatives, and explain major changes. The iSchool director and CDIS leadership attend these meetings and report back to the iSchool Executive Committee, faculty, and staff.

UW–Madison Graduate School Meetings

Once or twice per year, the Graduate School holds meetings of faculty directors from all graduate programs (including MA/LIS) to provide information about policy changes related to graduate programs.

Environmental Opportunities and Challenges in Planning and Evaluation

National and state-level economic, political, and social challenges have affected campus budget cuts and uncertainty. However, campus leadership has strategically reallocated opportunities during this period to focus resources in CDIS and to invest in a diverse and research-oriented faculty who can bring in federal agency grants.

Shifting Landscape of State Support for the University Budget

During the 2010s, the University of Wisconsin (UW) System (including UW–Madison) was subject to several impactful changes and governing priorities initiated by the state executive and legislative branches. Between 2013 and 2021, the Walker and Evers administrations, along with the state legislature, froze tuition for state-resident undergraduates across all campuses at 2013 levels. Campuses also faced political pressure to spend down reserves while absorbing state-mandated budget cuts of \$250 million in 2015 and \$41 million in 2020, respectively.

The combination of frozen tuition, large cuts to state budget support, and political scrutiny of university operations focused UW–Madison leadership on generating new sources of revenue, seeking out private philanthropic support for priority initiatives, and balancing a commitment to affordable undergraduate education for Wisconsin residents with the flexibility to recruit students from the rest of the country and world at market-competitive tuition rates. Within L&S and the iSchool, these pressures and priorities resulted in shifting some costs to revenue generated by the longstanding online MA/LIS, and the development of new revenue-generating certificates in User Experience Design and Analytics for Decision-Making, as well as a new MS/Information degree. In keeping with campus-wide and L&S strategic goals in undergraduate education, the iSchool also grew its undergraduate offerings through its participation in the Digital Studies certificate and the development of a new Information Science undergraduate major that will enroll students beginning in Fall 2022.

Development of CDIS

The CDIS project emerged as a strategic campus priority with the aim of better concentrating and directing resources in the subject areas on campus and responding to a growing sense on campus and in the state that a 21st-century college education entails digital information literacy. After faculty and staff deliberation, student and stakeholder input, and an Executive Committee vote, the iSchool joined CDIS in fall 2019. Being situated within CDIS has enabled the iSchool to grow strategically in information science while maintaining strength in core library and information studies (LIS) areas.

In early 2018, Chancellor Blank formed [an advisory group](#) of alumni working in IT and computer science faculty to give advice about the future of computing education at UW–Madison. The iSchool was not a part of the initial advisory group, although the iSchool director was consulted several times by the group's chair. The iSchool was mentioned prominently in [the report published by the group](#) in September 2018 as an important future partner in developing a multi-dimensional and socially-aware computing and information curriculum on campus. See Standard I.4 for a description of iSchool communication with stakeholders about the report and other CDIS activities.

Later in fall 2018, Karl Scholz, then-dean of L&S, formally invited the iSchool to take part in the CDIS project to bring the iSchool and Computer Sciences and Statistics into a closer relationship. The project was led by an ad hoc committee composed of two faculty/staff from each of the above departments and their respective associate deans. Two iSchool faculty members participated in the group. The ad-hoc group met from October 2018 through February 2019 and formulated a shared vision of collaboration expressed in the [Wisconsin in the Information Age Final Report](#) (WIA Report).

In May 2019, the iSchool Executive Committee voted to endorse the L&S ad-hoc committee's report and participate in the CDIS project. The decision to participate in the CDIS project included input from stakeholders as outlined in Standard I.4. CDIS formally began in fall 2019, and iSchool Professor (and former Director) Kristin Eschenfelder was appointed Associate Director of CDIS. Professor Sunny Kim remained iSchool Director.

Since 2019, participation in CDIS has helped the iSchool realize or make significant progress toward several high-level strategic priorities. In 2020 and 2021, the iSchool hired six new assistant professors in the topic areas of human-computer interaction, information retrieval, and bibliometrics. In 2022, the iSchool hired two new faculty in data and computing ethics. The program's [national rankings have risen](#). New iSchool degree programs, including the MS/Information and the Information Science major, were developed and will have begun by fall 2022. Along with the Department of Computer Sciences and the Department of Statistics, the iSchool is slated to move into a [new state-of-the-art building in 2025](#), backed by \$125 million in private fundraising.

These new CDIS partnerships and resources strengthen and expand the MA/LIS directly and indirectly. As noted above, university and L&S priorities have emphasized the production of undergraduate credit hours and the development of new revenue-generating programs, including certificates, professional degrees, and grant activity. The iSchool has long been a leader in these areas through co-development of the popular Digital Studies undergraduate certificate and long-term successes with the online variant of the MA/LIS. However, development of new certificates, the MS/Information, and the Information Science major allow the iSchool's growth to be scalable and sustainable within the current budget climate, which ultimately means that the iSchool remains viable and can continue its thriving MA/LIS. iSchool growth in information science creates new opportunities for students to

innovate within their MA/LIS coursework by, for example, studying the roots of bibliometrics and scientometrics in scholarly communications and scholarly communications librarianship.

While joining CDIS has created many new opportunities, it has also created new concerns, including:

1. The swift pace of change of the CDIS initiative has created staff stress. Staff would prefer to have had more time to discuss possible changes.
2. Some faculty and staff are concerned that the accredited MA/LIS is receiving less attention in the CDIS environment due to the fast-growing nature of more data- and computing-oriented programs.
3. Some faculty and staff have concerns related to the planned CDIS building. They fear that the iSchool may lose identity and social cohesion. There are concerns that shared space will bring new cultural problems.
4. The library and instructional support activities planned for the CDIS Student Ecosystem must still provide valid job and practicum opportunities for MA/LIS students.

In summary, the iSchool is pursuing campus opportunities that can be leveraged to strengthen the MA/LIS. These opportunities create new resources, but they also entail challenges the iSchool must manage.

COVID-19 and Anti-BIPOC Racism: National Contexts for Universities

In May 2020, three months into the suspension of in-person classes and labs on campus due to the COVID-19 pandemic, George Floyd, a Black resident of Minneapolis in our neighboring state of Minnesota, was murdered by the former Minneapolis police officer Derek Chauvin. The murder of Floyd rallied demonstrators worldwide for the causes of civil rights, police reform or abolition, and examination of structural racial inequality. For days, the UW–Madison campus and the city of Madison became grounds for marches, demonstrations, and clashes between demonstrators and the police. Publicly reflecting on the moment, L&S Dean Eric Wilcots urged L&S community members “not [to] fall into thinking that systemic racism and injustice are problems too large and too pervasive for us to solve” and emphasized that UW–Madison is a place where students, faculty, and staff prepare for “our responsibility to do all that we can to end racism and injustice.”

Student, faculty, staff, and community organizing for racial justice have a long history at UW–Madison, especially within communities of color. Within the last decade, students and faculty have organized in response to local marginalization of and violence toward Black, Indigenous, and People of Color (BIPOC) on campus and within the larger Madison community. In 2015, Madison police officer Matthew Kenney shot and killed Tony Robinson, an unarmed Black teenager, in Robinson’s home not far from the UW–Madison campus. Marches, teach-ins, and demonstrations followed, and BIPOC campus community members connected the racist violence many white people were acknowledging for the first time with their everyday experiences on campus. Broad coalitions of students and alumni consistently petitioned Chancellor Rebecca Blank to address various anti-BIPOC agitators and incidents on campus and to commit resources to reform the campus climate. As early as 2014, the university had prepared its “Diversity Framework,” or plan for “inclusive excellence,” which was followed by a Strategic Action Plan in 2015. In response to feedback and student organizing, in 2016 the university began conducting a major campus climate survey, which is updated annually with a Campus Climate Progress Report. In addition, L&S requires an annual diversity and inclusion report and runs a standing committee to review the reports and make recommendations.

The iSchool participated in the university and L&S efforts through its standing Diversity, Equity and Inclusion (DEI) Committee and by documenting DEI efforts through the L&S required Diversity and Inclusion Report. Responding to calls to improve campus climate and to develop practices of inclusive excellence, the DEI Committee seeks to ensure that DEI efforts are central to the department's shared governance and foster anti-racist and inclusive community within the iSchool through student events. As a result of these and other DEI efforts, the iSchool has developed a revised MA/LIS curriculum that, in addition to the longstanding DEI-related PLOs, institutes a course requirement in DEI.

Scholars, activists, and journalists have called the co-emergence of COVID-19 and growing widespread awareness of structural racism in 2020 a "twin pandemic," noting that the BIPOC experience of the intersection of COVID-19 with structural racism and violence makes both more deadly and more devastating. Additionally, students, faculty, and staff held a campus town hall in "response to xenophobic and hateful attacks directed at people of Asian descent in Wisconsin during the COVID-19 crisis."

COVID-19 has been disruptive to higher education nationally and internationally. In March 2020, the UW–Madison campus closed for spring break and resumed by holding all face-to-face instructional activities and meetings online, with all students living off campus. On-campus instruction and living returned in fall 2020, but greatly scaled back and altered, with many courses meeting synchronously through remote video conferencing software. Faculty and staff formalized new remote working agreements, and the university administration explored new work-from-home flexibility. Faculty, staff, and students all struggled with changes to work, childcare closures, eldercare concerns, and other pandemic-related pressures. Access to in-person shared campus spaces was regulated through frequent testing and masking. These conditions persisted through the spring 2021 semester. Vaccines became widely available in Madison in spring and early summer 2020. Though the UW System and UW–Madison did not mandate COVID-19 vaccination to return to campus in fall 2021, more than 90 percent of students, faculty, and staff at UW–Madison reported being vaccinated, allowing many aspects of face-to-face campus instruction and life to return to a more familiar state. However, many students, faculty, and staff have pointed to inequities in exposure to health risks and stressors created by the return to pre-2019 working and learning conditions, as the threat of COVID-19 has not subsided.

The UW System absorbed an estimated total revenue loss of \$720 million due to COVID-19. The most long-lasting effects of COVID-19 on higher education remain unclear. As the iSchool contemplates moving into a new building by 2025, we are incorporating lessons learned from remote work and meetings to think about flexible uses of space and technological requirements. We are contemplating whether the disruptive pivot to online instruction across nearly all learning spaces in 2020 and 2021 will lead students in the future to desire the flexibilities of online learning and degree programs, potentially favoring growth in the online MA/LIS over the in-person program.

Campus Assessment Requirements

The iSchool planning and evaluation process also takes place in a larger context of college and university assessment and reporting requirements, which shape the iSchool's systematic planning and evaluation process.

UW–Madison Program Review Cycles

UW–Madison has a [policy and cycle for regular reviews of academic programs](#). Every academic program must complete a review at least once every 10 years. New graduate programs must also complete three- and five-year check-ins after program implementation before moving to the 10-year cycle.

The campus uses the ALA accreditation cycle and report for the campus review of the MA/LIS, accepting the program’s ALA Self-Study in place of a (shorter) university required self-study, but conducting its own interviews with students, faculty, and staff.

Other iSchool graduate programs (MS/Information and certificates in UX and Analytics) must comport with the campus review cycle. All graduate program reviews are overseen by both the L&S and the Graduate Faculty Executive Committee (GFEC).

New undergraduate programs, such as the new Information Science major (fall 2022), must undergo an initial five-year review before moving to a 10-year cycle. Undergraduate programs are reviewed by the L&S and the [University Academic Planning Council](#).

Provosts’ Assessment Reports

Campus assessment is also driven by the Provost and its [Student Learning Assessment functions](#). Since 2017, campus policy has required that all academic programs submit an annual assessment plan with:

- Stated program goals and [measurable program learning outcomes \(PLOs\)](#)
- Identification of where in the curriculum the learning takes place.
- Description of engagement in at least one assessment activity each year and at least one [direct assessment](#) every three years.
- Annual reporting of [plans for improvement](#).

These reports were first submitted through a web form and then through the AEFIS software system. All reports submitted by the iSchool (2016–present), along with a blank copy of the AEFIS system capture form, are included in [appendix I.2.2](#).

L&S Diversity Report

Beginning in 2016, L&S has required an annual report on departmental diversity and inclusion efforts. The format and goals of the report have changed over time. All reports submitted by the iSchool (2016–present) are included in [appendix I.2.1](#).

I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes

The iSchool has a systematic planning and evaluation process that ensures regular review and revision of its vision, mission, strategic goals and priorities, and PLOs. This section describes the structures and events through which this occurs. Three key actors are the iSchool Executive Committee, which has budgetary and curricular authority for the iSchool; the iSchool director, who leads the faculty, staff, and the Executive Committee; and the Assessment Committee, which undertakes all regular assessment activities and provides the Annual Assessment Report.

Continuous Review of Mission

The iSchool regularly affirms or updates its mission statement at its August plenary ([appendix VI.2.2.2](#)). All faculty and staff are directly involved in this review and update. The goal of all updates is to adapt to changing needs and priorities in the field while staying true to core values such as educational excellence, superior professional preparation, production of new knowledge, and the [Wisconsin Idea](#), which holds that the university should have positive impacts on the state, the region and the world.

Continuous Review of Goals and Strategic Priorities

The iSchool faculty and staff also review strategic goals and priorities each year at the August retreat or the fall or spring plenary meeting ([appendix VI.2.2.2](#)). The iSchool's strategic goals are high-level and relate to UW–Madison's strategic goals. Each iSchool strategic goal may include numerous strategic priorities. The strategic priorities are specific to the program and intended to be pursued and accomplished within 1-3 years. Since 2015, iSchool strategic goals and priorities have been based on UW–Madison campus goals; from 2015-2021 they were based on the [UW–Madison Strategic Framework 2015–2019](#).

In March 2020, UW–Madison released a new set of strategic goals. The iSchool responded to these strategic goals by developing new iSchool strategic goals and strategic priorities, keeping L&S and CDIS strategic goals in mind. The process included:

- An August 2021 retreat exercise to brainstorm new strategic priorities ([appendix I.3.1.2](#)).
- A fall 2021 survey which invited students, alumni, and employers to provide input ([appendix I.3.1.1](#)).
- The same fall 2021 survey sent to the iSchool Advisory Council ([appendix I.3.1.1](#))

In spring 2022, the iSchool's Assessment Committee analyzed the input from the fall, developed a shorter list of possible priorities. They presented their results at the spring 2022 plenary ([appendix VI.2.2.2](#)) and initiated an April 2022 survey in which faculty and staff prioritized the list ([appendix I.3.1.3](#)). Survey results were provided to the iSchool director in summer 2022. The iSchool director then drafted a final list of strategic priorities to present at the August 2022 retreat.

The strategic priorities list will continue to be updated every year as projects are completed and new ideas emerge.

Continuous Review of Learning Outcomes

The iSchool made small changes to its PLOs in 2015, and completed a larger revision of the MA/LIS PLOs in 2016–2017 based on changing University of Wisconsin–Madison expectations, a peer analysis, and feedback from students and staff about existing PLOs (appendices [VI.1.1.1](#) and [VI.1.1.2](#))

The drive to update the MA/LIS 2011 PLOs began with the release of [the 2015 UW–Madison Campus Plan for the Assessment of Student Learning](#). This plan included campus-level graduate program “essential learning outcomes” (ELOs) and stated a goal that all graduate academic program PLOs align with the campus ELOs. At the same time, 2015–2017 school assessment exercises pointed to the need to revise the PLOs. At the same time, changes to the curriculum had led the faculty to recommend “Revise program level learning outcomes in light of ongoing program changes” in the 2016 iSchool Assessment Report ([appendix VI.4.1](#))

In light of the above, at the August 2016 retreat, faculty and staff moved to begin a project revise the PLOs ([appendix VI.2.2.1](#)). The Assessment Committee led the revision process in the 2016–2017 year. The process involved review of program assessment data and program goals, comparison with peer programs’ PLOs and analysis of the UW Graduate School PLO prototype([appendix VI.1.1.5](#)). In April 2017 it recommended a shorter set of broader, more flexible PLOs and the faculty and staff voted to make the new PLOs official for the fall 2018 entering class ([VI.2.2.4](#)) These PLOs have remained in effect, with minor wording changes, from fall 2018 to fall 2022.

The iSchool continuously considers smaller changes to program PLOs. PLOs are influenced by changes in iSchool strategic goals and priorities, outcomes of annual assessment activities, and other input from stakeholders including the iSchool Advisory Council, iSchool alumni, current students, employers, faculty, and staff. Ideas for new or revised PLOs generated from stakeholders or data collection are discussed at iSchool plenary meetings and voted on each year during the iSchool retreat in August. For example, the 2020 iSchool Assessment Report described concerns about potential inconsistencies in student and instructor understanding of some PLOs; however, because assessment data was collected during a high-stress period at the start of the pandemic in spring 2020, the Assessment Committee recommended waiting for more data before changing PLO wording (see [2020 Assessment Report in appendix VI.4.1](#)). The 2020–2021 MA/LIS curriculum revision project (described under Standard I.4.1 example 3) included revision of MA/LIS PLOs.

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

This section describes:

1. a set of tools and committees the iSchool employs,
2. a cycle of interlinked planning and assessment activities, and
3. a schedule of activities that support regular assessment of attainment of program goals, strategic priorities, and PLOs.

Standard I.1.3 summarizes program changes (curricular and administrative) made as part of the planning and evaluation process. Standard I.4.1 describes the constituencies involved in planning and evaluation.

Assessment of Achievement of Goals and Strategic Priorities

The iSchool [publicly posts high-level strategic goals on its website](#). It maintains and regularly updates a strategic priorities document that outlines short-term strategic priorities related to the posted strategic goals and tracks achievement of strategic priorities. The strategic priorities document is typically reviewed and updated with new priorities or information on accomplishments at the August retreat or a fall or spring plenary (appendices [VI.2.2.1](#) or [VI.2.2.2](#)). Example updates can be seen in [appendix I.3.4](#).

Beginning in 2015, the iSchool strategic goals and priorities were based on the 2015-2019 UW-Madison’s Strategic Framework ([appendix VI.1.11](#)). As described above, the new [2020-2025 UW-Madison Strategic Framework](#) was released in 2020, and the iSchool has been in the process of updating its strategic goals and strategic priorities to align with the new campus plan.

Assessment of Achievement of PLOs

This next section describes the tools the iSchool uses to implement its assessment and planning processes. Data collection related to PLOs includes both direct measures that involve *assessment of a work product* and indirect measures that involve *opinion and perception data*. Other data relates to other elements of the program. The table below summarizes the assessment tools, and the section that follows provides details on each tool.

Table I-1: Assessment Tools Overview

Tool	Short Description
Student portfolios (appendix 1.5)	Direct measure of PLOs. Required for all MA/LIS students.
Graduates survey (appendix 1.6)	Indirect measure of PLOs. Students in the entire graduating class (December, May, August) are invited to complete a survey in April about their perceptions of overall program satisfaction and how the program prepared them for professional activities related to each PLO. Campus and distance students are included and compared.
Practicum supervisor feedback/evaluation form (appendix 1.7)	Direct measure of PLOs. All MA/LIS students must complete a practicum, and the iSchool asks each practicum supervisor to complete a questionnaire rating their student's performance in relation to certain PLOS.
Exit interview (appendix 1.8)	Qualitative data on program quality, learning, and student experiences. Before the May graduation, iSchool faculty and staff conduct volunteer exit interviews with students. The questions are open-ended.
Library/computer lab survey (appendix 1.9)	Data on satisfaction and use of iSchool library and IT services collected every few years.
Syllabus grid curriculum mapping exercise (appendix 1.10)	Structured assessment of program coursework against criteria such as PLOs, ALA competencies, etc. The Curriculum Committee performs this on a rotating basis every two to three years.
Placement survey (appendix VI.5.1)	Direct measure of PLOs. Each summer, iSchool collects data on placement rates of the graduating class via a self-reported web survey. It employs Library Journal questions and adds a few additional questions.
Alumni tracking exercise (appendix VI.5.2)	This represents a direct measure of program quality as it provides evidence of long-term outcomes. Every three years, the iSchool crowdsources data on recent graduates' current jobs.
Course evaluations (appendix VI.12)	Conducted at the end of each course, these measure student satisfaction with courses and instructors. Mid-course evaluations are also encouraged, but these are used primarily for formative and corrective evaluation.

Employer survey (appendix VI.5.3)	A survey of employers' satisfaction with recent iSchool graduates, as employers provide direct measure data about the long-term impact of the program. This is done once per accreditation cycle.
Bootcamp and orientation satisfaction survey (appendix I.11)	A annual survey given to attendees of the bootcamp for the online MA program. Data from the survey has been used to guide changes including making the program shorter in length, changing the nature of the programming and moving the orientation online.

The iSchool employs several routine planning and evaluation processes that draw on the tools outlined in the previous section. At a meta level, these processes are best understood as a cycle with feedback loops, such that each stage in the process informs and draws on other stages in the process. All stages of the process are influenced by stakeholder input and iSchool strategic plans and priorities.

Table I-2 below summarizes the major routinized planning and evaluation processes. See the text below the table for more complete descriptions.

Table I-2: Planning and Evaluation Processes Overview

Process	Short Description
Reconsideration of PLOs (appendix VI.1.1)	Each year, at the August plenary retreat, the iSchool considers edits to MA/LIS PLOs based on stakeholder input. These changes tend to be small. Substantial reconfigurations of the PLOs happen as part of the MA/LIS curriculum update process (see below).
MA/LIS curriculum update process (appendix VI.1.5 and VI.1.6)	The iSchool is continuously updating the MA/LIS curriculum to meet changing needs. Approximately every five to six years the iSchool considers a more substantial reconfiguration of the MA/LIS curriculum and PLOs. This is run through an MA/LIS task force that proposes changes to the Curriculum Committee and Executive Committee
Creation of the Annual iSchool Assessment Report (appendix VI.4.1)	The Assessment Committee leads a regular data collection and analysis that results in the annual iSchool Assessment Report. The data collection processes include e-portfolio evaluation, graduates survey, exit interviews, and assistance with analyzing the annual placement survey.
Library/computer lab survey (appendix I.9)	Every few years, the iSchool library staff collects data on satisfaction and use of iSchool library and IT services. The library fielded user surveys in 2016 and 2020.
Alumni tracking exercise (appendix VI.5.2)	iSchool gathered information on recent graduates' employment from 2015 to 2021.
Course evaluations (appendix VI.12)	UW–Madison now requires use of online course evaluations via the AEFIS system. Students enrolled in a course automatically receive an in-

	<p>itation to complete an evaluation toward the end of the semester. Results are stored within the AEFIS system for faculty review and assessment purposes.</p>
<p>Assessment Committee special projects (appendix VI.2.2.4)</p>	<p>Each year, the Assessment Committee chooses a special focus for assessment. The committee works on the focus assessment project for several months. Past projects include:</p> <ul style="list-style-type: none"> • 2015–2016: reconsideration of peers’ assessment processes and tools; review of peers’ information management coursework • 2016–2017: Request for assistance with annual placement survey questions; review of iSchool marketing materials • 2017–2018: Planning for new PLO rollout; improvement of e-portfolio template and help materials • 2018–2019: Start of planning employer satisfaction survey; continuation of improvement of e-portfolio materials • 2019–2020: Distribution and analysis of employer satisfaction survey; consideration of AEFIS system for direct assessment of student work. • 2020–2021: Review of employer satisfaction survey results; accreditation preparation.

Changes suggested by data analysis are discussed throughout the year in iSchool standing committees. These committees investigate options and suggest solutions to the full faculty. The main venues for consideration and voting on major changes include the iSchool retreat each August and iSchool plenary meetings held once each fall and spring semester ([Appendices VI.2.2.1](#) and [VI.2.2.2](#)).

E-portfolios

The [iSchool e-portfolio](#) is the primary direct measure of PLO achievement in the MA/LIS. All students must complete these basic portfolio requirements to graduate:

- Presentation of professionally related artifacts from class, club activities, work, or volunteer activities that relate to MA/LIS PLOs.
- Assessment of achievements of the MA/LIS PLOs rotate between even- and odd-numbered PLOs based on year of graduation. For example, in May 2022 the iSchool assessed e-portfolios for even numbered PLOs.
- A justification statement for each artifact in which the student explains how the artifact demonstrates their achievement of the PLO.

Assessment of E-portfolios

Objective Assessment: Students must complete their e-portfolios approximately one month before graduation. At this time, the iSchool conducts an objective evaluation to ensure that all students have met the minimum requirements described above. The objective assessment is typically conducted by a trained PhD student project assistant who also assists students in making sure they have all the required elements.

Subjective Assessment: Around each graduation period, an e-portfolio assessment committee composed of faculty, staff, and students subjectively reviews each graduating class's set of portfolios to determine the degree to which the student body demonstrates successful achievement of each of the required PLOs. Students are assured that this portion of the assessment is for internal assessment purposes only and does not impact their graduation.

Reviewers examine the artifacts and the justification statements associated with each artifact. In scoring the portfolios, the assessors consider the degree to which evidence demonstrates achievement of the PLO and the degree to which each justification statement demonstrates the PLO. The PLO scoring sheet and instructions are in [appendix 1.5](#). Outcomes of this e-portfolio assessment are included in each year's iSchool Assessment Report ([appendix VI.4.1](#)).

Graduates Survey

The graduates survey collects largely quantitative data about the degree to which students feel confident that they have achieved each PLO.

The Assessment Committee maintains, fields, and provides summary analysis of the graduates survey data. Each January to March, the committee reviews survey questions. While most remain the same every year to show trend data, some questions vary to focus on notable issues. Student members of the Assessment Committee are encouraged to suggest questions to capture data on student interests.

The iSchool's goal is to have at least 80 percent of students be "confident" or "very confident" about each PLO. Analysis highlights where this goal is not being achieved so that action can be taken. This data is summarized at the class level and reported to the faculty in the annual iSchool Assessment Reports ([appendix VI.4.1](#)).

Practicum Supervisor Questionnaire

All MA/LIS students must complete a practicum, and the iSchool asks each practicum supervisor to complete a questionnaire rating each student's performance. Data consist of numerical scores that describe the degree to which student workers demonstrated key PLOs. The questions have remained the same each year to show trend data ([appendix I.7](#)).

iSchool's goal is to have 90 percent of supervisors report that their students demonstrated key PLOs. This data is summarized and reported in the iSchool Assessment Report ([appendix VI.4.1](#)).

Exit Interviews

Each May, during the main graduation period, iSchool faculty and staff conduct voluntary exit interviews in which faculty and staff meet face-to-face or virtually with students to talk about their experiences. In addition, the iSchool fields an online exit survey as a non-mediated way for students to provide feedback.

Exit interview questions include a common core of questions and a set of questions that vary from year to year to investigate issues of interest suggested by the Assessment Committee ([appendix 1-8](#)). The core questions focus on student satisfaction with characteristics of the iSchool program, such as online courses, required courses, advising, student services, and the e-portfolio. Campus and online students are included and compared. Dominant themes are summarized and reported in the annual iSchool Assessment Reports ([appendix VI.4.1](#)).

Library/Computer Lab Survey

Once every few years, in consultation with the iSchool Library Committee, the iSchool Library staff fields a user survey to collect data on student, faculty, and staff needs and desires for library/computer lab space, resources, and services. The library fielded user surveys in 2016 and 2020 ([appendix I.9](#)).

Data from the survey has improved the program by supporting evidence-based decision-making about MA/LIS student needs and preferences with regard to library space, collections, and services. For example, surveys have pointed to the continued need for electrical outlets and a (pre-COVID-19) desire for more workshops and discussions. During the COVID-19 pandemic, when physical use of the library fell, students rated the most important services to be access to technology, course reserves, research support, and teaching and learning support.

Syllabus Mapping

Every two to three years, the iSchool Curriculum Committee maps the current curriculum to various sources of guidance, including iSchool PLOs and ALA Competencies.

Mapping the Curriculum to Program-Level Goals (2015–2016, 2020–2021): Every few years, the Curriculum Committee has mapped iSchool graduate courses to the MA/LIS PLOs. It reviewed each course's syllabus, and particularly its PLO grid, to determine which courses addressed which PLOs. For example, in 2015 and 2017, analysis found that: (a) existing course objectives needed to be more clearly articulated in syllabi, and (b) the relationship between PLOs and course objectives was not always clear or accurate. ([appendix I.10.1.1](#), [I.10.1.2](#)) In 2020–2021, the analysis found that (a) existing course objectives needed to be more clearly articulated in syllabi, and (b) the relationship between program and course objectives was not always clear or accurate ([appendix I.10.1.3](#) and October 2020 minutes in [appendix VI.2.2.5](#))

Focused Analysis of PLOs and Tier 1, Tier M, and Tier T (2016–2017): In 2016 and 2017, the Curriculum Committee analyzed the Tier 1 required courses and the courses that meet the Tier M (management) and Tier T (technology) requirements. Analysis focused on how well these required classes covered the PLOs. Recommendations included further coverage of diversity-related PLOs in LIS 601 and Tier M classes. Instructors of these courses were asked to include more of this content ([appendix I.10](#)).

Harmonization of 601 and 602 (2019–2020): In 2019–2020, the curriculum committee reviewed the syllabi for all sections of the required courses LIS 601 and 602 to ensure that different sections covered similar content. Analysis led to the suggestion that onboarding for adjunct be improved to better ensure coverage of required content and inclusion of required assignments ([appendix VI.2.2.5](#) October and November 2019 minutes).

Mapping the Curriculum to ALA Competencies (2017–2018; 2021–2022): In 2017–2018, and again in 2021–2022, the curriculum committee mapped program syllabi to ALA competencies to identify gaps and prioritize areas of change. The most recent 2020–2021 analysis showed that most ALA competencies are covered across the Tier 1, Tier M and Tier T courses at the iSchool ([appendix I.10](#)).

Placement Surveys and Tracking

The iSchool tracks the placement and achievements of its graduates in the profession in two ways. Each year, iSchool surveys members of each graduating class six months after graduation about their

employment. It uses the *Library Journal* questions, adding a few additional questions of local interest. It reports these statistics to *Library Journal* and produces a report [publicly posted on the iSchool website](#) describing and contextualizing the results.

Every three years, the iSchool also collects data on recent graduates' employment. It starts with data from the Alumni Tracking database provided by the Wisconsin Alumni Association and adds further information from public social media data and faculty and staff personal knowledge ([appendix VI.5.2](#))

The iSchool uses the above data to ensure the MA/LIS continues to serve the areas of the profession that offer employment opportunities for graduates. It influences decisions about relevant coursework, building internship connections, and developing career services resources. iSchool also draws on larger job market data provided by the Bureau of Labor Statistics. Placement data is particularly important in career services planning and to assist faculty and staff in advising students about how to take advantage of emerging career paths and compete in traditional career areas where growth is slower.

Course Evaluations

The iSchool regularly collects course evaluation data at the end of each class (appendix). All courses, regardless of format, employ the campus-supported [AEFIS LLC web-based assessment management system](#) (appendix [VI.12](#)). All enrolled students receive an invitation to participate in a web survey for their courses two weeks before the end of the semester. Departments can customize questions. A summary report for each class is provided to the iSchool and the instructor. Course evaluations are reviewed in each full-time instructor's annual report. Faculty reports are reviewed by a faculty review committee, while academic staff annual reports are reviewed by supervisors. Short-term staff reports are reviewed by the associate director and director. (See Standard III.8 for more detail about personnel evaluation.) The results of course evaluations are used in rehire decisions for adjuncts. For full-time faculty and academic staff, course evaluations affect promotion and raise decisions through the annual review process. Poor course evaluations may lead the iSchool to channel mentoring and support to help the faculty member improve the class or it may lead the iSchool to change the faculty member's teaching assignments to better ensure a quality student educational experience.

iSchool Planning and Evaluation Schedule

The iSchool planning and assessment process can be depicted by a regular schedule of annual events:

Summer

- Career Services fields Placement survey
- The Director or designate compiles Annual Assessment Report data and writes report for August faculty and staff retreat.
- Summer practicum supervisor surveys completed.
- Faculty and staff retreat occurs, including:
 - Presentation of iSchool assessment report, which consists of portfolio review data, upcoming graduates survey data, practicum-supervisor data from the prior year, and major themes from student exit interviews.
 - Reconsideration of PLOs.
 - Review and reconsideration of strategic priorities.
 - Specific charges for standing committees.

Fall

- Assessment Committee analyzes placement survey data, which is reported to faculty and posted on the iSchool's website.
- Approved assessment report posted on website.
- Fall practicum site supervisor surveys completed.
- The Director and Student Services Coordinator host the Student Leaders Lunch
- Advisory Board consulted ad hoc via email.
- Director and associate director review adjunct teaching evaluations.
- iSchool plenary meeting (all faculty and staff).

Spring

- Spring practicum supervisor surveys completed.
- Director and associate director review adjunct teaching evaluations.
- The Director hosts the Student Town Hall.
- Advisory Council meeting.
- Assessment Committee prepares and fields spring assessment tools.
- Assessment Committee fields upcoming graduates survey (April).
- Student Service Coordinator schedules exit interviews with graduates (May).
- Faculty Review Committee reviews faculty annual reports.
- Director and associate director review academic staff annual reports.
- Director and associate director review adjunct teaching evaluations.
- Spring iSchool plenary meeting (all faculty and staff).
- Portfolio Review special committee meets (May).

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

This section summarizes how the iSchool has used assessment data to improve the MA/LIS and the department. It provides examples of key data-driven changes and improvements for each year from 2015 through 2021.

2015 Examples

MA/LIS curriculum revision: Data from spring 2015 Student Town Hall, and a student leaders lunch affirmed requiring LIS 603 and suggested other changes ([see VI.1.5, I.4.2](#)). Data from a 2014 WLA alumni reception and the Advisory Council meeting identified the importance of management, technology, and outreach ([see 2015 Assessment Report](#)).

Career services: Data from the 2015 graduates survey identified that students were not aware of and did not use the Career Wiki online career services material, resulting in redesigning and relaunching it as the “Career Services Toolkit” in 2018 ([see I.6](#) and [IV.3.1](#))

Later data from the Student Town Hall suggested greater coverage of career services material in the LIS 620 practicum class and a one-credit class on careers and e-portfolio preparation. Both initiatives launched in 2016–2017 (appendices [I.4.1](#) and [IV.3.2](#)).

2016 Examples

PLO revisions: Data from portfolio review to suggest new PLO in area of assessment/evaluation. New PLOs were approved in 2017 for implementation in fall 2018 with the new PLO that “students apply appropriate research methodologies for inquiry or decision-making.” (See Standard [VI.1.1.2](#))

Bootcamp: Feedback via the Bootcamp Feedback Survey led the iSchool to reduce the bootcamp length from five to four days ([appendix I.11](#)).

E-portfolio improvements: Feedback from graduates survey supported the one-credit job hunt/e-portfolio class ([appendix I.6](#)).

2017 Examples

Recruitment: An Assessment Committee special project to examine current practices for student recruitment found many areas for improvement. The exercise led the iSchool to pilot, then adopt, the Constant Contact system to track recruitment for all iSchool programs.

School name change: The spring 2017 Student Leaders Lunch focused on how best to communicate the upcoming change in the School's name from "School of Library and Information Studies" to "Information School" to students and other stakeholders. Attendees offered many excellent ideas that the school later adopted ([appendix I.4.1](#)).

Practicum improvements: In response to student feedback that the school did not offer enough practicum experiences in "new" areas (e.g. UX, data, and outreach), the school temporarily changed the duties of a staff member to include recruitment of new sites and placements.

Website improvements: Based on input from staff and students, the iSchool updated its website to UW–Madison WordPress templates to improve accessibility and usability on smartphones.

Inclusion: In early 2017, the iSchool established a gender-neutral bathroom as part of the library director's project to provide inclusive and supportive space for all UW–Madison community members.

2018 Examples

Inclusion: In 2018–2019, the iSchool DEI committee fielded a student-oriented climate survey. Results were shared with students, faculty, and staff, leading to process improvements for DEI-related incidents, additional DEI content in LIS 601, and faculty-staff training. ([appendix](#))

Admissions: The school redesigned the admissions process to make it more efficient and provide faster responses to applicants ([appendix IV.1.1](#)).

Curriculum: The Curriculum Committee reviewed and updated all course prerequisites as part of a university-wide "prerequisite update" program (see [VI.2.2.5](#) October 2017). The Curriculum Committee also started updating the titles and descriptions of youth courses ([VI.2.2.5](#) October 2018)

2019 Examples

E-portfolios: Suggestions from Student Leaders Lunch in 2018 about how to smooth the rollout of the new PLOs led the Assessment Committee to focus on refreshing and improving the e-portfolio help materials related to PLOs (see [I.4.1](#) and [VI.2.2.4](#) September and October minutes).

Inclusion: Further review of 2018–2019 climate survey data at spring 2019 plenary led to the idea of a new PLO related to cultural competency, as well as a call for increased focus on diversity in iSchool hiring. The suggested PLO was referred to the MA/LIS curriculum revision task force for incorporation in new curriculum and alignment with the existing DEI-related PLO. ([VI.2.2.5](#) May 2019 minutes)

2020 Examples

Curriculum: Student feedback suggesting a one-credit class in data governance led in part to the creation of a new three-credit course in Data Management, [LIS 711 Data Management for Information Professionals](#).

Short-term staff: Feedback from staff and students led to the creation of a task force to improve adjunct instructor preparation. The task force worked on a Canvas course template and revised the instructor handbook. The iSchool also set a strategic priority to develop a template for peer observations of teaching.

Admissions: Staff worked to combine the MA/LIS and MS/Information admissions processes to increase efficiency and lower work stress. The Admissions Committee determined application specifics and review criteria for each program but also coordinated application review procedures to reduce overall workload.

COVID-19 adaptations (2020–2021):

- Staff concerns about disconnect from working remotely led to the distribution of a weekly iSchool newsletter to help everyone stay up-to-date.
- Staff created a “best practices” document to help instructors better prepare for online instruction, including links to shared instructor online teaching toolkits created by L&S and other campus offices.
- The iSchool fielded questions on student coping mechanisms for COVID-19 in its April graduate surveys for 2020-2022 ([appendix I.6](#)) and in the spring 2020 Town Hall ([appendix I.4.2](#)).
- The iSchool fully adopted [all campus-level flexibilities](#), including extended drop/withdrawal periods, more flexible COVID-19 grading options, and encouragement for due date flexibility.
- The iSchool Library established a weekly iSchool library tea time to promote community and give students a space to share experiences and concerns. ([appendix IV.11](#))
- Many instructors adopted group “hang out” times in classes for socialization and stress relief.

2021 Examples

Space: The iSchool space task force collected data in spring 2021 to recommend more efficient use of rooms in Helen C. White Hall to accommodate growing numbers of faculty and PhD students (see [Standard IV.11](#)).

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

Public Mission and Goals Statement

The iSchool’s mission statement is posted on the [iSchool website](#). The iSchool’s mission is to:

- educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being;

- create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it;
- contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence, and provide useful service to information professionals, the people of Wisconsin, and all information users.

On its [website](#), the iSchool also lists high-level strategic goals aligned with University of Wisconsin-Madison strategic goals. The iSchool also maintains an internal strategic priorities document that contains short-term projects inspired by broader strategic goals. It is reviewed and amended by the faculty at each August plenary retreat ([appendix I.3.4](#))

The iSchool [publicly posts the PLOs for the MA/LIS on its website](#).

The MA/LIS PLOs until fall 2022 were:

1. Students demonstrate understanding of societal, legal, policy or ethical information issues.
2. Students apply principles of information organization.
3. Students apply appropriate research methodologies for inquiry or decision-making.
4. Students demonstrate understanding of professional competencies important for the management of information organizations.
5. Students demonstrate competency with information technologies important to the information professions.
6. Students apply theory to professional practice.
7. Students demonstrate understanding of issues surrounding marginalized communities and information.

Communication of Planning Policies and Processes to Program Constituents

Formal communications with program constituents about iSchool planning include:

- Publication of the [iSchool's Annual Assessment Report on the iSchool website](#).
- Updates on key program changes published in *Jottings* and on iSchool social media accounts.
- Regular updates to MA/LIS policies in the [MA/LIS Student Handbook](#) on the iSchool website.
- Annual Student Leaders Lunch and Student Town Hall with the iSchool director ([appendix I.4](#)).
- Publication of changes to [MA/LIS PLOs](#) on the iSchool website.

Stakeholders also participate in planning processes:

- Inclusion of stakeholders in major revisions to strategic priorities (approximately every five years). For example, in fall 2021 the iSchool invited students, alumni employers and other stakeholders to contribute to the strategic planning process through the a stakeholder input survey. ([appendix I.3.1](#))
- Inclusion of stakeholders in the MA/LIS revisions processes (appendices [VI.1.5](#) and [VI.1.6](#))
- Inclusion of stakeholders from practice on Curriculum Committee ([appendix VI.2.1](#))
- Inclusion of student representatives on many committees ([appendix VI.2.1](#))

I.1.4 cont'd... The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education

University Context

The University of Wisconsin–Madison, founded in 1848, is the flagship doctoral research campus of the University of Wisconsin System, a state-wide public higher education system enrolling more than 174,000 students across two doctoral research universities, 11 comprehensive colleges, and 13 two-year branch campuses. UW–Madison has an annual enrollment of 45,540, of which approximately 9,311 are graduate students.

UW–Madison was last reaccredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, in 2019. The university's [2020-2025 Strategic Framework](#) outlines five priorities that have driven strategic planning at the iSchool:

- *Excellence in Teaching and Educational Achievement*: Provide access to a world-class, affordable educational experience.
- *Excellence in Research and Scholarship*: Provide leadership for discovery, through support of the fearless sifting and winnowing of our world-class research enterprise and the dissemination of knowledge in its many forms.
- *Living the Wisconsin Idea*: Partner with the community and the state to extend and apply our research, education, and practice-based knowledge to foster learning and support innovation and prosperity through Wisconsin.
- *A Vibrant Campus Community*: Build an organizational culture and climate that fosters engagement, inclusion, diversity, and equity.
- *A High-Performing Organization*: Practice continuous improvement in all we do, for those we serve.

In addition to the 2020-2025 UW–Madison Strategic Framework, iSchool planning is also influenced by national and university-level constraints, opportunities, and contexts. Described in more detail earlier in this chapter, these include:

- The shifting landscape of state support for the university budget (constraint).
- University-level strategic investments in CDIS (opportunity).
- Global and national epidemics of COVID-19 and anti-BIPOC racism and violence (context).

At the university level, iSchool planning and evaluation are most influenced by two offices: the Secretary of the Faculty and the Graduate School. The Secretary of the Faculty's office facilitates shared governance of the UW–Madison curriculum, cross-college program issues, personnel rules, and other matters. It mediates the university-level tenure process through four divisional committees: social sciences, arts and humanities, physical sciences, and biological sciences. It also manages university-level governance committees such as the Faculty Senate and the University Committee. The Graduate School has jurisdiction over all graduate programs with a mission to “foster excellence in research and graduate education.” Its research-related responsibilities include administering internal grant competitions to support faculty and student research and travel. Its education-related responsibilities include setting minimal admissions, graduation, and degree requirements, as well as approving new programs. It delegates responsibility for administering programs to colleges and their academic units.

In addition, the iSchool is influenced by the priorities of the units in which it is located: the College of Letters & Science and the School of Computer, Data & Information Science.

College of Letters and Science (L&S)

The iSchool has been a department within L&S since 1938. L&S was one of the first colleges of the university, created to provide a liberal arts education in conjunction with applied colleges such as Agriculture, Engineering, and Law. The iSchool's location in L&S lends it a distinctive liberal arts orientation. L&S is also the largest college at UW–Madison, consisting of 39 departments and professional schools (including the iSchool), as well as 73 interdisciplinary research centers and institutes across four broad areas: arts and humanities, natural and mathematical sciences, social sciences, and CDIS. In 2021, L&S courses produced 65 percent of UW–Madison's undergraduate credit hours and represented 45 percent of total university enrollment.

L&S is led by Dean Eric Wilcots and four associate deans representing the arts and humanities, natural and mathematical sciences, social sciences, and CDIS. Until fall 2019, the iSchool reported directly to L&S Associate Dean for the Social Sciences Greg Downey, an iSchool and School of Journalism & Mass Communication faculty member. Beginning in fall 2019, the iSchool became part of the newly formed CDIS, a new division of L&S. The iSchool began reporting directly to CDIS Associate Director and L&S Associate Dean Kristin Eschenfelder, an iSchool faculty member. All associate deans in L&S, as well as all L&S department chairs and directors, are scholar-administrators who are tenured faculty members at the university.

The mission of L&S is to “nurture and support groundbreaking research across the spectrum of disciplines, encouraging faculty and graduate students to push boundaries and devise new pathways to knowledge.” The iSchool adopts the vision of L&S to provide “foundational teaching and research that form the heart of the university's efforts to meet its mission of creating, integrating, transmitting, and applying knowledge.”

L&S adopts the university-level strategic plan described above and highlights three strategic priorities that also drive iSchool planning:

- Provide an exemplary undergraduate education and enrich the Wisconsin Experience.
- Reinvigorate the Wisconsin Idea and renew our commitment to our public mission.
- Recruit and retain the best faculty, staff, and graduate students, and enhance diversity to ensure excellence in education and research.

CDIS Strategic Plan

As described earlier, the iSchool is now part of the L&S division known as the School of Computer, Data & Information Sciences ([CDIS](#)). The mission of CDIS is to “excel with core research and curricula, enhance computing, data, and information literacy on campus and outside campus, and enrich civil society through our research, teaching, and outreach.” To achieve its mission, CDIS's broad strategic goals are:

- Advance the forefront of knowledge in core areas of study [within CDIS units]. Deepen the research capabilities of UW–Madison in these areas as well as disciplines in which computation and data processing are increasingly essential.
- Expand and enrich education at undergraduate and graduate levels, within [CDIS] and across the university, both on campus and online. Ensure availability of a strong CDIS curriculum to the

growing number of majors; ensure availability of introductory courses to non-majors; support interdisciplinary programs incorporating CDIS thinking across campus; build graduate-level teaching for both professional and research degrees.

- Extend outreach to industry, government agencies, and non-profits across both established and entrepreneurial domains. Connect and support educational offerings to elementary, middle, and high schools in Wisconsin, as well as to the community at large.

More recently, CDIS offered a more streamlined vision of the above strategic goals:

- Generate new knowledge and understanding that contributes to international and national research goals and addresses important societal challenges.
- Offer high-quality academic programs at the undergraduate, graduate, professional and post-graduate levels through a variety of formats that combine the strengths of the partner departments and leverage interdisciplinary experiences that attract students of diverse backgrounds to the fields of computing, data, and information sciences.
- Serve the citizens of Wisconsin and beyond through coordinated outreach and service programs that extend the benefits of our knowledge generation to society.

See [appendix 1.1](#) for an illustration of the relationship between iSchool goals, University goals and CDIS goals.

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

Course syllabi providing evidence of each sub-standard are available in [appendix VI.3](#). Learning outcomes related to each sub-standard are available in [appendix VI.1.1.6](#).

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

Mission statement

The iSchool mission statement explicitly addresses the goals of the program to prepare students' knowledge and skills in the core areas of the profession. The mission states the program will "educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being."

PLOs

The iSchool PLOs direct course content and student activities toward 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."

Curriculum

The entirety of the iSchool curriculum is developed and maintained to prepare students to work with recordable information and knowledge, as well as the services and technologies to facilitate management and use. This standard is regularly addressed via ongoing curriculum revisions, including a 2021 Curriculum Committee project that maps current courses to ALA competencies (see section 1.1.2).

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

Mission statement

Standard I.2.2. is reflected in the iSchool mission statement's call to prepare "responsible leaders, critical thinkers" who "contribute to individual and collective knowledge, productivity, and well-being."

PLOs

Standard I.2.2 is directly addressed in the PLO:

PLO 1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.

Curriculum

Core courses that address this standard include:

- LIS 601 "Information: Perspectives and Contexts." One major unit covers ethical practices in libraries, and students read and discuss the ALA Code of Ethics, the Library Bill of Rights, and Freedom to Read statements.
- LIS 620 "Field Practicum in Library and Information Studies," which addresses professional best practices and the ethics and principles of employment policies.

The following electives address this standard:

- LIS 461 "Data and Algorithms: Ethics and Policy" introduces ethical, legal and policy issues related to analytics, "big data," and algorithms to support decision-making.
- LIS 645 "Intellectual Freedom" covers the history and rationale of the First Amendment, censorship, minors' rights, the internet, privacy, and copyright, with a focus on theoretical questions related to the First Amendment to the U.S. Constitution and related historical developments.
- LIS 654 "Information Services Management" presents various philosophies of management and leadership. Students learn to develop practical skills in topics such as strategic planning, personnel, collaboration, advocacy, and budgeting.
- LIS 661 "Information Ethics and Policy" examines ethical theories and how they inform information agency policies and practices.
- LIS 500 "Code and Power" requires students to learn to design and assess inclusive computing activities and events through hands-on projects.
- LIS 734 "Introduction to Archives and Records Management" requires students to read about and discuss the ethics of equitable access to government information.

The iSchool emphasizes the importance of becoming involved in the profession and community organizations even before students formally begin their program. Professional involvement is a strong theme in the fall MA/LIS program information session, the incoming-students online orientation each June, and new-student orientation in August. The new-student orientation event always showcases student groups to encourage new students to join professional associations. Student organizations

through which students can become involved in service to the profession and their community include:

- The Jail Library Group (JLG), operated by iSchool students since 1992, provides educational, recreational, and community resource reading materials to inmates of Dane County jails.
- The Tribal Libraries, Archives, and Museums (TLAM) group partners with tribal groups in Wisconsin on community information and cultural resource projects.
- The Allied Drive Literacy Time group has provided book-based programming to kindergarten and first-grade children in the ethnically diverse Allied Drive neighborhood in south Madison.
- The ALA Student Chapter promotes community and encourages leadership through programs and events.

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

The iSchool has several areas of concentration informed by policy statements from professional organizations.

The archives concentration is informed by guidelines for graduate programs in archives established by the Society for American Archivists in 2016, and the recommendations of the iSchool Archives Advisory Committee, which includes practitioners and stakeholders. Students are advised that if they wish their program to meet SAA guidelines, they should complete all the courses in the archives series.

The librarianship concentration is informed by the American Library Association competencies.

School library media certification is regulated by the Wisconsin Department of Public Instruction (DPI). The iSchool partners with DPI to ensure all School Library students interested in certification meet the state standards for professional certification. The iSchool also maintains [a detailed webpage](#) with information about certification.

The

In addition, courses addressing particular areas of the profession make use of policy statements of numerous professional organizations. For example, LIS 755 “Electronic Resources Management and Licensing” introduces students to the NASIG Core Competencies for Electronic Resources Librarians, while LIS 711 “Data Management for Information Professionals” covers major topics of data management addressed by the Certified Data Management Professional certification series.

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

Mission Statement

Standard I.2.4 is reflected in the iSchool mission statement’s call to create professionals who can “provide access to and understanding of information for all those who need or seek it.” Teaching and service are a primary means of providing access to information and cultural materials. Further, if one interprets “service” to include leadership and innovation within the profession, I.2.4 can also be seen in the iSchool strategic plan’s call to produce “innovative managers and leaders of technological, rapidly changing, diverse environments.”

PLOs

iSchool PLOs place high value on critical thinking, innovation, and leadership. The iSchool understands student research as part of a process of learning and reshaping the field's knowledge and practice. Achieving these goals requires engagement with research to understand the state of knowledge and best practices in the field, to generate data to create new knowledge and best practices, and to critique and extend research through application of critical reasoning and intellectual leadership. Research, in this broad three-part sense is required for the completion of coursework (PLO 3) and for students to critique and innovate practices in the field (PLO 6).

PLO 3. Students apply appropriate research methodologies for inquiry or decision-making.

PLO 6. Students apply theory to professional practice.

The value placed on scholarship and production of new knowledge is reflected in the iSchool's adoption of the L&S-level vision to provide "foundational teaching and research that form the heart of the university's efforts to meet its mission of creating, integrating, transmitting, and applying knowledge."

Curriculum

The following core courses address this standard.

- LIS 601 "Information Perspectives and Contexts" introduces students to the profession and the role of professional associations in creating best practices and standards and advocating for the profession and its constituencies. Small groups of students open class sessions by presenting on the reading material for the week and lead discussion that makes connections to other reading, broader issues in the field, or current events.
- LIS 603 "Research and Assessment for Information Professionals" requires students to implement a research or assessment project in which they demonstrate databases useful for a specific course or present search strategies and resources to a specific user group with a specific information need.

The following electives address this standard:

- LIS 500 "Code and Power" prepares students to analyze and critique the portrayal of race, gender, and computing in various media outlets and to consider their own potential as contributors to the computing industries in light of media portrayals and their own self-perceptions.
- LIS 650 "History of Books and Print Culture in Europe and North America" introduces students to the history of books and print culture in the West from ancient times to the present. The focus is on how reading and writing have influenced social, cultural, and intellectual life.
- LIS 661 "Information Ethics and Policy" requires students to generate a major paper exploring an ethical issue in the profession.
- LIS 734 "Introduction to Archives and Records Management" requires students to complete a major paper on a current area of debate in the archives profession.

MA/LIS students can participate in ongoing research projects with iSchool faculty as part of an independent study or as an hourly research assistant. Working with faculty on research projects provides hands-on experience with collecting and analyzing data and evaluating data quality for making claims. This prepares them to become better professionals, as they will be more familiar with how to collect and analyze data and how to deal with data-quality issues when using data in making decisions.

The iSchool provides funded opportunities for MA/LIS students to present their research at regional, national, and even international conferences. These experiences increase student capacity to communicate complex information effectively to audiences.

The iSchool hosts several research presentations for students in the iSchool and across campus. The Center for History of Print and Digital Culture located in the iSchool holds annual events on campus for students and the public. Additionally, CDIS hosts regular lectures and research presentations.

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

Mission Statement

Standard I.2.5 is reflected in the iSchool mission statement's call to "contribute to the development of the faculties of information schools through a doctoral program built on *interdisciplinary research and teaching excellence* and provide useful service to information professionals, the people of Wisconsin, and all information users." The importance of interdisciplinary and interaction with other fields is also reflected in the iSchool strategic plan, which calls on the iSchool to "invest in scholarly domains in which we have existing or potential strength and impact."

PLOs

PLO 3 addresses this outcome: "Students apply appropriate research methodologies for inquiry or decision-making."

Curriculum

The current curriculum allows students to count up to 9 credits of non-LIS courses toward their MA/LIS, as approved by their academic advisor. External coursework must be relevant to the MA/LIS and the student's professional goals. MA/LIS students take a wide range of external courses from other campus programs.

iSchool electives cross-listed by other departments include:

- LIS 460 "Surveillance, Privacy and Police Powers" (cross-listed with Legal Studies).
- LIS 490 "Field Methods and the Public Presentation of Folklore" (cross-listed with Folklore).
- LIS 517 "Digital Health: Information and Technologies Supporting Consumers and Patients" (cross-listed with Nursing and Occupational Therapy).
- LIS 619 "Music Research Methods and Materials" (cross-listed with Music).
- LIS 650 "History of Books and Print Culture in Europe and North America" (cross-listed with History, Journalism, Art History).
- LIS 645 "Intellectual Freedom" (cross-listed with Legal Studies).
- LIS 663 "Introduction to Cyberlaw" (cross-listed with Legal Studies).
- LIS 734 "Introduction to Archives and Records Management" (cross-listed with History).
- LIS 803 "Computational Research Methods" (cross-listed with Curriculum and Instruction and Education Psychology).

The list of cross-listed courses is just one source of evidence for other department's use of LIS courses. Many students from other programs take LIS courses as electives in their home programs. In addition, the iSchool teaches courses for other academic programs, which exposes a greater diversity of students to LIS values. For example:

- LIS 460 “Surveillance, Privacy, and Police Powers” is taught for the Legal Studies undergraduate certificate.

MA/LIS students can take these courses as electives, since they are above the 300 level.

The iSchool is a founding partner of both the [Data Science major and undergraduate certificate](#) and [the Digital Studies undergraduate certificate](#). These undergraduate programs are among the most popular on campus. The following Data Science and Digital Studies courses are occasionally taken by MA/LIS students.

- LIS 440 “Navigating the Data Revolution: Concepts of Data & Information Science” provides an introduction to data science, including hands-on projects involving analysis of real-world data and development of graphical visualizations.
- LIS 461 “Data & Algorithms: Ethics and Policy” explores ethical issues related to data science, machine learning and artificial intelligence.
- LIS 470 “Interaction Design Studio” introduces interaction design, an approach to designing digital information systems that places humans and their needs at the center of the design process. It explores how core principles of design, design processes, cognition, information science, and human values inform the design of interactive information systems.
- LIS 500 “Code and Power” prepares students to analyze and critique the portrayal of race, gender, and computing in various media outlets and to consider their own potential as contributors to the computing industries in light of media portrayals and their own self-perceptions.
- LIS 501 “Introduction to Text Mining” introduces computational methods and tools for processing, analyzing, and understanding text data.
- LIS 510 “Human Factors in Information Security” is an introduction to personal, social, organizational, and basic technical concepts and skills related to the digital privacy, safety, and security of individuals and organizations.

In addition, the iSchool recently took responsibility for teaching two computer science courses that align the mission of the iSchool.

- CS 570 “Introduction to Human Computer Interaction,” which is regularly taken by MA/LIS students.
- CS 202 “Introduction to Computing,” an introductory undergraduate course currently taught in the [Summer Collegiate Experience](#), a program that gives students of color and first-generation students a well-supported opportunity to complete introductory coursework the summer before their first year at UW–Madison. While it does not serve MA/LIS students directly, it helps create a pipeline into the degree by exposing undergraduates to LIS values.

The iSchool encourages students to take advantage of other fields of knowledge with lists of recommended external courses provided on its website. To encourage students to take those external courses, iSchool concentration webpages often list relevant coursework from other departments related to each concentration

On-campus MA/LIS students have a greater opportunity to take outside courses because of the limited number of online graduate programs at UW–Madison, although the number of online programs is growing. Additionally, all MA/LIS students can apply to take courses from [the WISE Consortium](#).

The iSchool currently has double-degree programs with Law, Music, and Art History that allow students to count some credits toward both degrees. In addition, students who wish to seek to earn a second master's degree in [the Design + Innovation program](#) can double count several courses.

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

Mission Statement

The iSchool's mission refers to “[creative innovators] who are able to provide access to and understanding of information for all those who need or seek it and who contribute to individual and collective knowledge, productivity, and well-being.” These innovators “provide useful service to information professionals, the people of Wisconsin, and all information users.”

PLOs

PLOs that address this standard include:

PLO 1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.

PLO 7. Students demonstrate understanding of issues surrounding marginalized communities and information.

Curriculum

The following required courses address this standard:

- LIS 601 “Information: Perspectives and Contexts” explores social, historical, ethical, legal, and political issues surrounding information dissemination, use, control, and management.
- LIS 602 “Information: Organization and Search” requires students to research and propose a new or revised subject heading related to a currently or historically marginalized community or area of knowledge.

Tier M courses that address this standard include:

- LIS 654 “Management of Information Agencies,” a redesigned course that uses “changing populations” as one of its four central concerns and continuously considers how demographic changes (e.g. immigration) impact information agency management.
- LIS 712 “The Public Library,” an overview of public library service, including knowledge of structure and government, personnel, resources, legislation, building, management and planning, public relations, and marketing.

Tier T courses that address this standard include:

- LIS 644 “Digital Tools, Trends, and Debates,” which builds awareness of the social and legal forces that create digital technologies and technology standards, controversies surrounding their development, use and modification, and the complex relationship between digital technologies and the future of information agencies. This course helps students develop ethical and principled approaches to technology adoption and education.

The following electives address this standard:

- LIS 500 “Code and Power,” a critical examination of inequality in contemporary computing industries.
- LIS 640 “Tribal Libraries, Archives, and Museums,” a service learning class that involves students in partnership projects with tribal communities across the state of Wisconsin.
- LIS 629 “Multicultural Literature for Children and Young Adults” focuses on literature written or illustrated by U.S. citizens or residents that depicts people of color both within and outside the U.S.
- LIS 517 “Consumer Health Resources, Users, and Services” in part explores the relationship of underrepresented groups to health information disparities and investigates groups with health conditions as an example of an underrepresented group.
- LIS 661 “Information Policy and Ethics” includes a unit on cultural property, which introduces many students to issues involving concepts of group ownership and cultural privacy important in non-Western societies.
- LIS 460 “Surveillance, Privacy, and Police Powers” Examines individual privacy and government information collection in law enforcement, security, public health, administrative law, and other contexts from a variety of disciplinary perspectives
- LIS 461 “Data & Algorithms: Ethics and Policy” explores ethical issues surrounding the collection, analysis, and use of data in a variety of contexts.
- LIS 640 “Services to Diverse Populations” prepares future information professionals to develop and provide inclusive services to diverse and underrepresented populations, with a focus on working with diverse communities in a range of institutional settings, examining underserved patron populations, and exploring topics such as cultural competence, humility, inclusion, and issues affecting diverse populations.
- LIS 640 “Creating Inclusive Environments” examines ideas of neutrality, unnecessary barriers, and impacts of language.
- LIS 665 “Topics in Race and Ethnicity in the Information Society” and “Race and Gender in Archives” examines the impact of race and gender on how archival collections are constructed, organized, described, and accessed, as well as how narratives are shaped by the race and gender of the subjects and the users of the archives.
- LIS 950 “African American Print Culture” explores how African Americans have contributed to the production, circulation, and consumption of printed texts to advance projects of self-definition, liberation, community building, survival, and art.

Examples of student clubs and projects related to this standard include:

- The iSchool [REFORMA/LIS student group](#) was the first student chapter of the national association. iSchool REFORMA/LIS seeks to promote students’ professional interest in serving Spanish-speaking populations. iSchool REFORMA/LIS provides opportunities to discuss best practices with library professionals, workshops to develop professional skills, and community engagement activities that support Madison’s Latino population.
- The student-led Jail Library Group (JLG) has operated since 1992, under the supervision of retired iSchool Associate Director Dr. Michele Besant from 2003 to 2019 and iSchool Distinguished Teaching Faculty III Dorothea Salo since 2019. It provides educational, recreational, and

community resource reading materials to inmates of the Dane County jails. The JLG also operates Kids Connection, a program through which inmates record themselves reading books for their children, and the children receive the recording along with a copy of the book.

- The Tribal Libraries, Archives, and Museums (TLAM) student group started when students enrolled in the TLAM course the iSchool began teaching in 2009 wished to continue connecting with tribal information agencies in Wisconsin. This group has partnered with the Red Cliff Band of the Lake Superior Chippewa to reestablish library service to tribes in northwestern Wisconsin, with the Baraboo Ho-Chunk Wellness and Learning Center to catalog children's books, and with the Langlade County Historical Society to digitize a collection of historical photographs.
- The Allied Drive Literacy Time student group, supervised by Distinguished Faculty Associate Emerita Dr. Allison Kaplan until July 2021, sends iSchool students interested in youth services to the ethnically diverse Allied Drive neighborhood in south Madison to provide book-based programming to kindergarten and first-grade children.

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

Mission Statement

The iSchool's mission refers to "creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms" and "create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use." This demonstrates the iSchool's commitment to preparing future professionals for a field in which the production, presentation, and storage formats of information and cultural works will continuously change.

PLOs

PLOs that address this standard include:

PLO 2. Students apply principles of information organization.

PLO 5. Students demonstrate competency with information technologies important to the information professions.

These outcomes focus students' learning on organizing, describing, searching, selecting, and evaluating information and cultural materials regardless of past, present, or future form. Further, the outcomes commit the iSchool to preparing students to not only use appropriate information technologies to solve information problems and provide services, but also to understand those technologies so that students can become involved in standards-making processes and new-technology development.

Curriculum

iSchool fully integrates technology across the curriculum so that all students, regardless of concentration, are technologically prepared. All MA/LIS students must take a minimum of at least one "tier T" technology class. This information is also described under Standard II.

All students must complete a technology self-assessment at orientation or the online bootcamp. This helps them identify technology skill gaps that they should address to be successful in graduate school.

Current Tier T courses include:

- LIS 644 “Digital Tools Trends and Debates,” which gives an overview of information and communications technologies (ICT), digital media, and technology standards. It promotes technical knowledge of ICT and critical analysis of controversies surrounding ICT development, use, and modification, and it addresses technological trends (e.g. social media).
- LIS 646: “Intro to Information Architecture and Interaction Design for the Web” introduces students to basic concepts in information architecture, user experience design, usability testing, navigation, evaluation, and accessibility through planning, design, and development of a web-based information product or service.
- LIS 668 “Digital Curation and Collections” explores core concepts and new developments in digital curation, preservation, and digital collections. Topics include the digitization of various media, digital preservation, media archeology, the basics of research data management, digital collection technologies and workflows, intellectual property issues, metadata as applied in digital collections, digital collections planning and evaluation, trusted digital repositories, the funding of digital collection projects, and sustainability.
- LIS 751 “Database Design and Management” introduces contemporary database management systems, the design process employed when implementing databases to solve data and information management problems, developing queries and scripts, and other issues in employing databases to solve organizational information and data challenges.
- LIS 768 “Digital Humanities Analytics” allows students to learn and apply introductory technology-related concepts and skills to plan, implement, and assess data-driven projects in the humanities, social sciences, and other fields. Topics include identifying relevant existing digitized materials, web scraping, text encoding, topic modeling, mapping, social network analysis, and other approaches for collecting, analyzing, and visualizing data.

The iSchool has introduced an array of technology electives in the past seven years, not all of which count as Tier T classes. Nonetheless, students gain experience with important technologies and technology standards in the electives. Examples include:

- LIS 501 “Introduction to Text Mining,” which introduces computational methods and tools for processing, analyzing, and understanding text data. Topics include text data preparation and preprocessing, models of text content and meaning, exploratory text analytics, text classification, information extraction from texts, ethical issues in natural language processing (NLP), and related applications in information sciences and other fields.
- LIS 510 “Human Factors in Information Security,” an introduction to personal, social, organizational, and basic technical concepts and skills related to the digital privacy, safety, and security of individuals and organizations.
- LIS 705 “Introductory Analytics for Decision-Making” introduces key stages in the processes of gathering and analyzing data for decision-making, including tasks, methods, and tools used at each stage. Topics include developing the research question from organizational goals, choosing appropriate data collection methods, sampling, basics of measurement and question design, managing and visualizing data, descriptive statistics and basic inferential statistics such as correlations, regressions, and ANOVA.
- LIS 706 “Data Mining Planning and Management” prepares students to plan, manage, and assess a data mining project in light of organizational strategic goals. It introduces stages of a data mining project, data mining project evaluation frameworks, and principles of data ethics related to data mining. Students learn and apply introductory data mining tools and techniques for data clustering, dividing data into classes, making predictions, and identifying networks.

- LIS 707 “Data Visualization and Communication” introduces key concepts in data visualization and communication including how and why visualization can be an effective tool for summarizing, analyzing, and communicating about data, as well as limitations and challenges of using visualization techniques.
- LIS 711 “Data Management for Information Professionals” prepares students to effectively and ethically manage, organize, and protect data in organizational settings. It covers major topics of data management addressed by the Certified Data Management Professional certification. Students assess, construct, and implement workflows, organizational policies, and data architecture to improve data quality and security. They learn to clean and organize data for effective retrieval and use, and they learn tools and techniques to support data interoperability. Students also gain understanding of contemporary data management ethical and policy issues.
- LIS 639 “Pedagogical Theory and Practice for Information Professionals” prepares students to teach with technologies such as video tutorials.
- LIS 710 “Research and Evaluation Methods” helps students master basic statistical functions in Excel or other statistical software.
- LIS 853 “Metadata Standards and Applications” presents an overview of major metadata schemas used in digital environments and evaluates existing standards and metadata software applications. Students also address issues in metadata interoperability and vocabulary control.
- LIS 652 “Document Structure and Metadata” covers XML markup, transformation, and query languages used to create document structures for online environments as well as linked data initiatives and their infrastructures and protocols.
- LIS 668 “Digital Curation” prepares information professionals to assist with research data management, electronic records, personal digital archiving, web archiving, and digital preservation. Topics include the concepts, theory, and economics of digital preservation; metadata; research data management as a technological and social phenomenon; teaching digital curation and research data management; intellectual property issues; and the current state of digital-preservation and digital forensics systems.
- LIS 751 “Database Design and Management” introduces database management systems, the database design process and database management issues, and current trends and developments in the database field, with a focus on library database systems.
- LIS 755 “Electronic Resource Management and Licensing” addresses technological, managerial, and contract problems associated with licensed digital library resources such as e-journals, ebooks, full text and citation databases, digital audio and video collections, and e-reference resources.
- LIS 658 “Publishing, Knowledge Institutions, and Society” (taught until 2015) examines the shift from print to electronic publishing in global publishing industries.
- LIS 640 (special topics) “Web Development Projects” spring 2022. Students implement web-based information systems. Students gain experience with installing, configuring, and adapting open-source content management and web-publishing systems such as Wordpress, Drupal, and Omeka.
- LIS 875 (special topics) “Technical Foundations of Information Science” spring 2022. Introduces students to core technical concepts and tools employed in information science research.

The iSchool maintains technology-related practicum placements including but not limited to:

- University of Wisconsin Digital Collections (digitizing and describing cultural materials).

- Internet Scout project (describing digital educational materials and managing an extensive digital library).
- Research data management with Research Data Services, the Laboratory of Optical and Computational Instrumentation, and the U.S. Forest Products Service.
- UX practicum with the UW–Madison Division of Information Technology’s Center for the User Experience.

Student clubs related to this standard include:

- [Cybersecurity UW \(CSEC\)](#), a student organization that allows its members to learn and explore security in a collaborative environment. This includes everything from security research to lessons on online privacy and safety. CSEC is open to both undergraduate and graduate students, regardless of cybersecurity experience.
- The iSchool UX & Data Management group is a Slack group in which iSchool students pursuing careers in UX, IT, data management, and data analytics can connect and network in an informal atmosphere.

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

Mission Statement

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

PLOs:

Several iSchool PLOs encourage students to develop competencies in assessing and addressing the needs of constituencies:

PLO 1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.

PLO 6. Students apply theory to professional practice.

PLO 7. Students demonstrate understanding of issues surrounding marginalized communities and information.

Curriculum

Required courses that address this standard include:

- LIS 601 “Information: Perspectives and Contexts” explores social, historical, ethical, legal, and political issues surrounding information dissemination, use, control, and management.
- LIS 602 “Information: Organization and Search” requires students to analyze an organization of information system in the context of its users.
- LIS 603 “Research & Evaluation Methods” emphasizes gathering, analyzing, and interpreting data to answer questions confronting information agencies.

One tier T course addresses this standard:

- LIS 644 “Digital Tools Trends and Debates” develops ethical and principled approaches to technology adoption and education.

Three tier M courses address this standard:

- LIS 654 “Management for Information Professionals” outlines a process for strategic planning that includes stakeholder input and measurable outcomes as well as how to find and use relevant data to develop a strategic plan to advocate for a library and its programs.
- LIS 712 “Public Libraries” explores strategic planning, evaluating library needs, and identifying current trends and issues in public services for all ages and populations, customer service, and outreach.
- LIS 722 “College and University Libraries” outlines the changing nature of higher education in the United States and the library’s role in academe. It also explores future trends and issues contributing to potential new roles for academic libraries and academic librarians.

Several electives also address this standard:

- LIS 772 “Library Services for Children and Young Adults” requires students to plan and evaluate programs and services for children and young adults.
- LIS 661 “Information Policy and Ethics” emphasizes the importance of examining and critiquing information policy and its impact on individuals.
- LIS 639 “Pedagogical Theory and Practice for Information Professionals” requires students to design lessons which demonstrate an understanding of pedagogical principles and are appropriate for learners with different needs and from a range of backgrounds and cultures.
- LIS 640 “Services to Diverse Populations” prepares future information professionals to develop and provide inclusive services to diverse and underrepresented populations, with a focus on working with diverse communities in a range of institutional settings.
- LIS 640 “Creating Inclusive Environments” examines the needs of library users in the context of services and spaces.

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

Mission Statement

The iSchool’s mission refers to “educat[ing] responsible leaders, critical thinkers, and creative innovators in the information professions” and “provid[ing] useful service to information professionals, the people of Wisconsin, and all information users.”

Recent iSchool strategic priority projects that address this standard include (appendix):

- A goal to increase student participation in community archives projects via practicum placements (2021 update).
- A goal to grow partnerships with the Madison Public Library (2021 update).
- A goal to sustain collaborations with campus libraries (2021 update).

Curriculum

Courses that address this standard include:

- LIS 639 “Pedagogical Theory and Practice for Information Professionals,” which introduces pedagogical theory, training tools, and teaching skills needed in a variety of informational instructional settings.
- LIS 620 “Field Project in Library and Information Agencies” provides students the opportunity to work in instructional settings, including undergraduate information literacy classes and instructional design offices.
- The TLAM course, run under LIS 640, is traditionally run as a service learning course in which students work with tribal cultural heritage professionals.

The iSchool’s [Continuing Education department](#) embodies this mission through conferences, webinars, and courses designed for full-time library professionals. Continuing Education often recruits alumni to serve as instructors and annually hosts a free-to-all Alumni Webinar series in which alumni share their expert knowledge.

Online [capstone certificates](#) in User Experience Design and Analytics for Decision-Making allow working adults to earn credentials without the commitment of a enrolling in a master’s program.

Additionally, the iSchool supports the activities of various professional organizations through institutional memberships; conference booths, advertisements, attendance, and committee involvement. Several iSchool student groups and chapters are part of state and national organizations, including the American Library Association Student Chapter, Association of Moving Image Archivists, the Society of American Archivists Student Chapter, and the Wisconsin Library Association Student Special Interest Group.

Standard I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

As described under Standard I.1, the iSchool engages in a continuous cycle of assessment and planning. This cycle involves regular review of the MA/LIS PLOs (as reported in the [Annual Assessment Reports VI.4.1](#)), as well as consideration of new strategic priority projects that fit with strategic goals, and tracking of existing projects ([appendix I.3.4](#)).

I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

LIS constituencies involved in the iSchool systematic planning process

Five iSchool constituencies are regularly part of the iSchool planning and evaluation process: the iSchool Assessment Committee, the iSchool Advisory Board, the iSchool Alumni Board, iSchool students, and the entire iSchool staff (via plenary meetings and retreats).

The iSchool Assessment Committee

The Assessment Committee takes primary responsibility for the design and constant improvement of data collection tools and measures, the implementation of assessment tools, and the analysis of data. All output of the Assessment Committee is reported to the full faculty for decision-making at the iSchool retreat or plenary meetings. The committee consists of both faculty and students, and students are actively involved in all the committee’s activities:

- *Graduate survey:* Each year the Assessment Committee reviews the prior year’s survey and suggests adding or removing questions. In past years, students have suggested questions about years of experience before beginning the program and the perceived utility of the portfolio ([appendix I.6](#))
- *Portfolio:* Student members were partners in creating the portfolio rubrics, designing the assessment process, and often participate in evaluating portfolios. For example, a student member helped create the portfolio review instructions used each year ([appendix I.5](#))
- *Exit interviews:* The Assessment Committee helps draft questions for the optional exit interview with students. Student members commonly suggest exit interview questions ([see I.8](#)).

The iSchool Advisory Council

The iSchool Advisory Council consists of leaders in the field, distinguished alumni, and financial supporters of iSchool (appendix for meeting materials). The Advisory Council meets formally once a year, and the director may communicate with the Council informally throughout the year. The director asks the Advisory Council for input on key decisions and strategic directions. In addition, the Advisory Council provides feedback on the iSchool strategic plan, iSchool’s PLOs, and growth areas for iSchool’s continuing-education program. In this way, the Advisory Council influences the iSchool curriculum. No meeting was held in spring 2022.

- In 2015, the Advisory Council gave advice on expanding the national audience for the online MA/LIS and iSchool leadership’s strategies for program growth.
- In 2016 and 2017, the Advisory Council gave feedback on the proposal to change the name of the school from School of Library and Information Studies to iSchool. Council members helped iSchool leadership identify likely concerns of alumni and prepare communications materials that would be helpful to alumni and other stakeholders.
- In the 2018 Advisory Council meeting, members discussed the pros and cons of pursuing a second non-accredited master’s degree and exploring the potential impact on the MA/LIS.
- In 2019, iSchool leadership sought Advisory Council input on developing successful communications strategies to explain to alumni and stakeholders the CDIS initiative (then called “Wisconsin in the Information Age”) and its potential benefits.
- In the 2020 and 2021 Advisory Council meeting, Assessment Committee members provided input to iSchool leadership about potential changes to the MA/LIS curriculum and program structure.

The iSchool Alumni Board

All iSchool graduates are automatically members of the iSchool Alumni Association. The Alumni Board provides input on iSchool decisions and manages the selection process for the Distinguished Alumni Award each year. The Alumni Board typically meets twice a year, but it met less frequently during the 2019-2021 period due to COVID-19. See [appendix VI.2.2.6](#) for meeting materials. The Board made several impacts on the iSchool in the past seven years:

- In 2015–2016, the Alumni Board reviewed draft marketing material for the MA/LIS and gave feedback.
- In 2016–2017, the iSchool Alumni Board gave input to potential changes to the graduation ceremony, as well as the decision to change the school name at its January meeting.
- In 2017–2018, the Alumni Board gave early feedback to the planned MS/Information degree.

- In 2019–2020, the Alumni Board gave feedback to improve the nomination and selection process for the Distinguished Alumni Award. The new process better ensures a consistent format among nominations and specifies the required number of nomination letters.
- In fall 2021, Director Rubel reconstituted the Alumni Board after a pandemic-related hiatus. Starting in fall 2021, the default meeting format will be online to take advantage of the iSchool's growing online alumni audience.

Students

Students are involved with iSchool planning and evaluation in numerous ways, both formal and informal, regularized and ad-hoc. This section describes four formal regularized mechanisms through which students provide input for and participate in planning and evaluation at the iSchool. In addition, students provide input by providing data for assessment via the tools outlined in the previous section and ad-hoc conversations with faculty and staff in and outside class.

Student committee membership

The iSchool MA/LIS student body has representatives on the committees most involved in the iSchool planning process: the Curriculum Committee, the Assessment Committee, the DEI Committee, and the task forces assigned to plan major curriculum revisions (e.g. the MA/LIS Task Force). Through their work on these committees, students have direct input into program planning, the design of assessment data collection tools, and the collection of data.

- Student members of the Curriculum Committee asked for increased access to coursework in gaming, social media, and web scripting. The iSchool has fielded courses in each of these areas.
- Students on the Assessment Committee provide input for the design of the upcoming graduates survey and exit interview questions to collect data meaningful to students.

Student Leaders Lunch

The iSchool director and student services staff hold a business lunch once a year with leaders of iSchool student organizations ([see I.4.1](#)). At this lunch, the director seeks input from the student leaders on ongoing decisions and issues, including:

- During the 2014 Student Leaders Lunch, the director reviewed plans for the MA/LIS curriculum revision of 2014-2015, and students provided feedback and ideas.
- During the 2016 lunch, student leaders provided comments on plans to change the name of the school to the iSchool.
- During the 2017 lunch, students gave feedback and ideas about how to smooth the transition to the new MA/LIS PLOs.
- During the 2019 lunch, students gave feedback on a planned code of conduct and hate and bias incident reporting process. They also gave feedback on the new library laptop borrowing policy.
- During a fall 2021 meeting, students gave feedback on the proposed new MA/LIS curriculum and on plans for the new CDIS building. During COVID-19, meetings were held online and face to face lunches were suspended.

iSchool town hall

The iSchool director has held an annual open forum to get input from and engage in direct conversation with students about ongoing issues ([see I.4.2](#)). The town hall typically occurs in the spring semester. Examples of its impact on the iSchool include:

- At the 2015 meeting, then-Director Eschenfelder provided an overview of the proposed new 2016 MA/LIS curriculum, and students provided feedback.
- The 2016 town hall was devoted to discussion of the proposed school name change.
- In spring 2018, Eschenfelder reviewed data from the recent iSchool climate survey and took feedback.
- In spring 2019, then-Director Kim explained the CDIS initiative to students and took questions.
- In spring 2020, Kim provided students information about COVID-19 related resources and took questions submitted in advance and via Zoom chat.
- The spring 2021 event also focused on pandemic-related resources and flexibilities. She gave students an update on the 2021 MA/LIS curriculum revision process and answered questions submitted in advance and via Zoom chat.
- The fall 2022 event introduced the new MA/LIS curriculum that was in its final approval stages.

iSchool staff

The iSchool faculty and staff meets as a complete body three times each year to undertake assessment and planning activities. The August meeting is known as a retreat, and the fall and spring meetings are known as plenaries (see [VI.2.2.1](#) and [VI.2.2.2](#)). At these meetings, the staff reviews the Annual Assessment Report and makes recommendations for action. Further, the entire staff reviews the current iSchool strategic priorities, reports on achievements, and makes suggestions to change the priorities.

Interaction with professionals in the community

The iSchool informally receives ideas and feedback from information professionals in the community through professionals serving as instructors, through practicum supervisors working closely with students, through faculty and staff membership on professional association committees, and through attendance at events shared with the professional community. In addition, community professionals always serve on the Curriculum Committee and the iSchool Advisory Council (appendix and [VI.2.2.3](#))

Example 1: Name change from School of Library and Information Studies to iSchool (2016–2017)

In October 2016, iSchool faculty and staff, along with the former iSchool Executive Committee, voted to submit a proposal to the university to change names from “School of Library and Information Studies” to “iSchool.” In February 2017, the L&S approved the name change and forwarded the request to university governance. In April 2017, the UW–Madison Faculty Senate approved the name change. The 2016 and 2017 votes were preceded by almost two years of stakeholder engagement work.

Stakeholder input: iSchool leadership began talking about the possibility of a name change among faculty and staff in early 2015. To begin the process, the iSchool consulted with its Advisory Council at its February 2016 meeting (see [VI.2.2.3](#)). The Advisory Board had a lively discussion, but most members were supportive of the name change. The director also discussed the name change with the iSchool Alumni Board members at its January 2016 meeting ([VI.2.2.6](#)). They were supportive but had many questions.

In July 2016, the iSchool [reached out to 250 alumni, donors, and other key stakeholders](#) to tell them the school was formally considering the name change. Staff replied to every response received, collecting questions and concerns. The iSchool also began to collect [emails of support from emeritus faculty and key supporters](#) of the school (appendix [VI.1.10.1](#))

The director and student services coordinator discussed the name change with student leaders at the fall 2016 Student Leaders Lunch ([appendix I.4.1](#)). The student leaders provided input on likely student concerns, questions, and ways the school could address concerns.

In fall 2016, a team led by the iSchool librarian and student services coordinator collected input from faculty, staff, and students and organized several outreach events, each of which are contained in [appendix VI.1.10.1](#):

- A September [email update to students](#).
- [Three Student Town Halls](#) across September and October.
- In September, Michael Eisenberg, recently retired Dean of the University of Washington iSchool and a leader in the iSchools movement, gave a [Future Directions Seminar](#) (see VI.1.10.1).
- In October, the director [presented on the change](#) in all sections of the required course LIS 601 so that all first year students would be aware of the change.
- In October, the school published the [Future Directions website](#), featuring a rationale for the name change, a FAQ section, and letters of support from emeritus faculty and key supporters.
- In October, staff presented the change at Wisconsin Library Association's Annual Conference.

Impacts: Stakeholder input gave the school confidence that the decision to change names would be supported by alumni and friends. It allowed the school to better understand and address stakeholder questions and concerns through the Future Directions website, visits to class, and email updates.

Example 2: Decision to participate in the CDIS Initiative (2018–2019)

The project to develop the School of Computer, Data & Information Sciences has already been described under Standard I.1.1. Stakeholder input. Communications took place throughout the formation of CDIS.

Communication with iSchool stakeholders began immediately with the publication of the 2018 advisory group report. The iSchool director [reached out to the major donors](#) and Advisory Council to let them know of the report and the iSchool's relationship to it ([appendix VI.1.2.2](#)).

In summer 2018, the UW–Madison Office of the Provost began to exert control over communications about the initiative. It [asked the iSchool to adhere to the Office of the Provost's office communications materials](#) and to wait for the university to provide official information later in the fall. This limited the iSchool's ability to communicate electronically with stakeholders. However, the iSchool [developed FAQ language to facilitate informal conversations with stakeholders](#) as many had heard the news and had questions ([VI.1.2.2](#)) To adhere to the request not to post information online, the iSchool concentrated on informing stakeholders through personal communications, meetings, and visits to classes. The university invited the iSchool to publish more information as part of [the formal university-level announcement](#) of the CDIS initiative in fall 2019. After the release of official university communications, the school released [a website with information specific to iSchool stakeholders](#).

Formal discussion about CDIS among iSchool faculty and staff and stakeholders began in October 2018 and included many events in spring 2019. These included:

- A special meeting for faculty and staff in October devoted to a discussion of [hopes, questions, and concerns](#) related to the CDIS project.
- Fall and spring updates on the activities of the L&S ad hoc committee to the iSchool faculty and staff in fall and spring ([appendix VI.1.2.1](#)).

- Faculty and staff discussions with L&S Associate Deans in February and March 2019 ([appendix VI.1.2.3](#))
- March 2019 email updates to the [Advisory Council](#) and [emeritus faculty and staff](#) list.
- An April [Student Town Hall presentation](#).
- An April 2019 check-in with the Advisory Council Meeting ([appendix VI.2.2.3](#))
- An [April 2019 iSchool faculty and staff plenary](#), which included an open discussion of [iSchool faculty and staff concerns and goals](#) for the CDIS collaborations. These ideas were refined into a formal goals document at the April Executive Committee meeting.
- In the spring, [the director visited the classes that all first-year students must take](#) to give a presentation on what CDIS means to current students and to reassure them that their accredited program would not change.
- At the August 2019 retreat, discussion continued ([appendix VI.2.2.1](#))
- In August 2019, the iSchool updated
- Features about the CDIS opportunity were included in [the fall 2019 issue of Jottings](#), a newsletter that is mailed to iSchool alumni and available on the website.
- A feature was included in [the fall 2020 L&S Magazine](#), which goes to all college alumni, including iSchool graduates.
- More information about the proposed new CDIS building appeared in the [fall 2021 issue of Jottings](#).

Example 3: 2020–2021 MA/LIS curriculum revision

Director Sunny Kim initiated a process to revise the MA/LIS curriculum in spring 2020, discussing the project with the iSchool Advisory Council ([VI.2.2.3](#)). A summer 2020 task force composed of 10 faculty and staff members revised PLOs, reviewed peer programs, and made recommendations for program needs ([VI.1.6.2](#)).

A fall 2020 task force of six faculty and two student members continued this work. It consolidated the summer task force information gathering outputs and recommendations and collected survey input from stakeholders, including current students, current faculty and staff, recent alumni, employers, the iSchool Advisory Board, and the iSchool Alumni Board ([VI.1.6.2](#) and [VI.1.6.1](#)).

The fall task force sent an interim proposal to the Curriculum Committee for review and comment and made modifications in response to input from the Curriculum Committee. A final spring 2021 task force composed of 10 faculty and staff, as well as two students, consolidated the summer and fall task forces' information and recommendations and gathered further stakeholder input from iSchool alumni about which courses they found useful in their careers and which they would have liked to take but did not ([VI.1.6.1](#)). The proposed curriculum was also reviewed at the spring 2021 Advisory Board meeting ([VI.2.2.3](#)).

The spring task force proposed a final draft of the curriculum, which was forwarded to the iSchool governance committees in early fall 2021. The iSchool director presented the finalized curriculum to the complete faculty and staff in November at a plenary ([VI.2.2.2](#)) and to students at a November town hall meeting ([I.4.2](#)).

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

The iSchool retains documented evidence of its regularized decision-making and stakeholder input processes including:

- [Annual iSchool Assessment Reports posted on the iSchool website for public review.](#)
- Retreat and plenaries minutes (appendices [VI.2.2.1](#) and [VI.2.2.2](#))
- Regular committee meetings minutes, including Executive Committee minutes ([VI.2.2](#))
- Town halls and student leader lunches agendas and minutes ([appendix I.4](#)).
- Advisory Council and Alumni board meetings agendas and presentations (appendices [VI.2.2.3](#) and [VI.2.2.6](#))

The following data is employed in the iSchool's ongoing program evaluation and improvement.

- The [Annual iSchool Assessment Reports](#) summarize data from four regular data collection activities done over the year. They provide reflection on what changes the faculty and staff think ought to be made based on the data and note whether particular projects should be delegated to standing committees.
 - The [graduates survey](#) is completed each April and provides indirect evidence of achievement of PLOs as well as student satisfaction with their total educational experience.
 - The [practicum supervisor survey](#) is completed by practicum supervisors at the end of each academic term and provides direct evidence of student achievement of some PLOs.
 - [The e-portfolio review](#) is completed in May, August, and December, providing direct evidence of achievement of PLOs.
 - [Exit interviews](#) are completed each May, providing evidence of students perception of the total student experience as well as input on ideas for program changes.
- Each August at the iSchool plenary, faculty and staff create a summary of progress toward stated strategic priorities. These include notations of completion or notes about how the project was changed or scrapped. These notes are kept with retreat materials ([appendix I.3.4](#)).
- Employment and placement data ([appendix VI.5](#))

STANDARD II. CURRICULUM

The iSchool's curriculum is based on its stated program goals and strategic planning that evolve in response to a continuous, systematic planning and evaluation process as well as the needs of the profession. As described in its mission statement, the iSchool aims to provide a curriculum that prepares "responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms; who are able to provide access to and understanding of information for all those who need or seek it; and who contribute to individual and collective knowledge, productivity, and well-being, create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it...and provide useful service to information professionals, the people of Wisconsin, and all information users."

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

The iSchool's mission is to educate:

responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms; who are able to provide access to and understanding of information for all those who need or seek it; and who contribute to individual and collective knowledge, productivity, and well-being.

The curriculum is a key component of the iSchool's fulfillment of its mission, influenced by both PLOs and strategic goals and priorities as introduced under Standard I.1.1 ([see appendix IV.7](#) for PLOs as presented in the MA Student Handbook). All syllabi for all courses discussed in this chapter are available in [appendix IV.3.1](#). The current curriculum is divided into four tiers:

- Tier 1: Required Courses for All MA/LIS Students.
- Tier M: Management.
- Tier T: Technology.
- Electives.

In addition, all students must complete a practicum and fulfill the iSchool's e-portfolio requirement. There are no exceptions to these last three requirements. All Tier 1, Tier M, Tier T, and practicum courses are three-credit courses. Tier 1 and other required curricular elements are further described below.

The iSchool has updated its MA/LIS curriculum. Data on the update process and how it comports with the standards is included in Standard II.5 and II.7 and in Standard I.4.1. [Appendix II.6](#) contains an overview of the new curriculum.

The School's systematic curriculum planning, assessment, and redesign processes are integrated into the larger programmatic systematic planning and evaluation process described under Standard I.1.

Tier 1

Two of the three required courses in Tier 1—LIS 601 and LIS 602—must be taken within a specific period. All students should take LIS 602 their first semester and LIS 601 within their first year. The third course, LIS 603, can be taken at any time. Courses in Tier 1 provide students with a broad, base-level knowledge and shared context to allow them to progress to the more advanced courses and electives. These required courses directly address most of the iSchool’s PLOs. All students must take the following three courses:

Table II-1: Tier 1 Courses

LIS 601 “Information: Perspectives and Contexts”	An introduction to major themes and topics in information Studies as well as the language and literature of the field and related disciplines. This course is about information, information agencies, and being an information professional. Students look at social, historical, ethical, legal, and political issues surrounding information dissemination, use, control, and management.
LIS 602 “Information: Organization and Search”	Basic concepts and principles of information organization and online searching. Students gain knowledge of information organization and retrieval theories and methods and knowledge of large database structures and database searching techniques. Students critically examine the impact of information organization practices on organizations and culture. Through readings, lectures, discussions, and exercises, students learn how to develop information organizing systems and to evaluate and improve search systems.
LIS 603 “Research and Assessment for Information Professionals”	Introduces students to research, evaluation, and assessment practices. Students are prepared to design and implement a research or assessment project. The course provides an overview of commonly employed data collection methodologies and introduces students to both qualitative and quantitative analysis approaches that may be employed in evaluation, assessment, and research.

Tier M

The Tier M (management) requirement acknowledges that information professionals with advanced degrees are called upon to manage and lead, regardless of their workplace. To count toward Tier M, the course must be reviewed and approved by the curriculum committee as including required curricular elements ([appendix II.4](#)). Students must take at least one of three approved iSchool Tier M courses specific to management:

Table II-2: Tier M Courses

LIS 654 “Information Services Management”	A survey of concepts and skills necessary to manage in an information services organization. Assignments focus on developing practical skills and enable students to take a critical look at different philosophies of management and leadership. Areas of coverage include topics such as strategic planning, personnel, collaboration, advocacy, and budgeting.
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LIS 712 “The Public Library”	The course is designed to be a thorough introduction to public library services and administration. Topics include history, structure, and governance; finance and budgeting; management and planning; the library’s role in the community; personnel management and staff development; public relations and marketing; legislation and advocacy; services, programming, and outreach; technology; and facilities, building, and maintenance. Developing trends in consumer behavior, particularly regarding digital technologies, are considered because they have an impact on the types of services the public expects from a library. There is also an emphasis on the importance of the library director, department heads, and Library Board working together for the best interests of the community they serve.
LIS 722 “College & University Libraries”	Devoted to the academic library type, this course focuses on the place of the library and librarian in the instructional program and includes special units of study devoted to administration of the library, budgets, buildings, departmental libraries, and cooperative ventures.

The Tier M requirement cannot be fulfilled by prior experience, a course taken outside the iSchool, or management or leadership experience gained through a practicum course. However, when approved by the School’s Curriculum Committee, a three-credit iSchool topics course may fulfill the Tier M requirement. LIS 722 “College & University Libraries” was reviewed and added to Tier M during the 2021–2022 academic year.

Additionally, the iSchool offers numerous other one- and three-credit courses relevant to management that do not cover all topics required to achieve Tier M status. Examples include one-credit courses in leadership, budgeting, and “difficult conversations.” Three-credit classes include LIS 615 “Systems Analysis and Project Management” and LIS 705 “Introductory Analytics for Decision-Making.”

Tier T

The Tier T (technology) requirement is designed to ensure that all iSchool students graduate with enhanced technology skills, regardless of their level of skill on entry to the program. All students are required to take at least one Tier T class. To count toward Tier T, a course must be reviewed and approved by the Curriculum Committee as including required curricular elements ([appendix II.5](#)). Specific offerings of topics courses may be designated as fulfilling the Tier T requirement. For example, a pilot web-development course running in spring 2022 under a topics number has been designated Tier T while awaiting formal proposal as a permanent course.

Students who matriculate with significant technology skill can take a specialized technology course to fulfill the requirement, while students with lower skill levels on entry are advised to take LIS 644 “Digital Tools, Trends, and Debates.” Although only one three-credit Tier T course is required, iSchool advisors usually recommend that students take additional technology courses. The table below lists exemplar courses in Tier T as well as the concentrations for which they are particularly relevant and recommended.

Table II-3: Tier T Courses

Course	Description
LIS 644 “Digital Tools, Trends, and Debates”	An overview of information and communication technologies and digital media that are currently widely used in society, studied in relationship to cultural heritage organizations, research, education, and information agencies within the context of current controversies of technology use.
LIS 646 “Information Architecture and Interaction Design for the Web”	Overview of the fundamentals of information architecture (IA) and user experience design (UX), as well as opportunities to use these concepts in practice. The course looks at the ways in which traditional library science skills and knowledge—such as the organizing and classifying of information and the behavior of information seekers—apply to web design. The course also introduces the concepts of web standards, usability and accessibility, project planning, project management, web evaluation, interaction design, and website design as an ongoing, iterative process.
LIS 640 “Web Development”	This course provides a hands-on UX approach to installing, configuring, and adapting open-source content management and web publishing systems. Students will learn web development best practices and explore open-source tools for creating digital experiences, including WordPress, Drupal, and Omeka.
LIS 668: “Digital Curation and Collections”	This course explores core concepts and new developments in digital curation, preservation, and digital collections. Topics include digitization of various media, digital preservation, media archeology, basics of research data management, digital collection technologies and workflows, intellectual property issues, metadata as applied in digital collections, digital collections planning and evaluation; trusted digital repositories, and funding of digital collection projects and sustainability.
LIS 768: “Digital Humanities Analytics”	Students learn and apply introductory technology skills to analyze and plan data-driven projects in the humanities, social sciences, and other fields. Topics include identifying relevant existing digitized materials, web scraping, text encoding, topic modeling, mapping, social network analysis, and other approaches for collecting, analyzing, and visualizing data. An introduction to Python is a key part of this course, which employs hands-on activities and collaboration with campus researchers to give students the tools they need to explore exciting new approaches to research and outreach using primary sources.
LIS 751 “Database Design”	Introduction to database management systems, the database design process and database management issues, and current trends and developments in the database field with a focus on library database systems.

LIS 803 “Computational Research Methods”	Provides a broad overview of ways of formulating and investigating novel questions with tools from educational data mining and learning analytics, including social network analysis, natural language processing, Markov modeling, Bayesian inference, and agent-based modeling.
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Electives

All courses not in Tier 1, Tier M, or Tier T are classified as electives. The iSchool offers one-credit, short-course electives as well as three-credit electives. Certain non-iSchool electives are strongly recommended for certain concentration areas (see “Specializations” section below for details).

Credit transfer. As explained in the [MA/LIS Handbook](#), students who believe they have equivalent coursework from other institutions may request exemptions from course requirements by petitioning for a credit reduction. Students may apply up to six credits of non-iSchool courses or approved transfer credits to their electives. All non-iSchool electives must be approved by the student’s advisor. See section IV.4 and especially IV.4.1 for information on academic advising.

Practicum

The objective of the practicum requirement is to allow students to integrate and apply the knowledge, skills, and habits of mind they have learned in the classroom in a work setting. It provides students with beginning professional experience and an opportunity to associate with professionals in a real-world work situation. All MA students are required to complete a 120-hour, three-credit field placement/practicum. Each student must have completed LIS 601 and LIS 602 prior to beginning their practicum. No more than one 120-hour practicum is permitted within a single semester. Other courses may be practicum prerequisites when they are particularly appropriate to the work experience desired. For example, LIS 651 “Cataloging and Classification” must be completed before a student embarks on a cataloging practicum.

LIS 620 “Field Project in Library and Information Agencies” is a general class that accommodates a wide range of field placement experiences. Both online and on-campus students complete their practicum requirement with LIS 620. Discussion board and other written assignments in LIS 620 encourage students to reflect on their field experiences in light of professional issues presented through readings and observations at practicum sites; practice and apply professional presentation skills, including self-presentation through their portfolio; and share experiences, accomplishments, and concerns.

All practicum placements should: (a) address specific learning outcomes developed in the iSchool Practicum Agreement Form, (b) incorporate supervision and feedback from an information professional and (c) include professional-level work and projects ([appendix II.7](#)).

LIS 620 placements span the range of institutions where iSchool students gain employment (as illustrated in the directory of institutions offering practicum placements ([appendix II.3](#))). The iSchool assists students in finding practicum sites. The procedure for placing students in sites is fully described to students on the [iSchool’s website](#). It includes the following steps:

- From orientation onward, students are encouraged to think about possible practicum placements that will best help them meet their career planning goals.

- The semester before they will complete the practicum, students are instructed via email to complete the Practicum [Placement Request Form](#) several weeks before the semester advising period (for fall and spring placements), and approximately February 1 for summer placements.
 - On-campus or Madison area students should select at least three possible sites from the most current LIS 620 Placement directory and list those sites in preference order (The iSchool maintains a directory of more than 90 placement sites, primarily in the Madison area).
 - Online students and Madison area students seeking placements not listed in the Directory should provide the name(s) of the organization(s) where they are interested in being placed in preference order. iSchool staff contact the potential sites to see if they are willing to host a practicum.
 - Students who have been unable to identify an organization where they'd like to be placed should use the Placement Request form to indicate the type of work they would like to do, and how far they can travel to a placement site.
 - All students may also complete a remote practicum (e.g., chat reference and other “virtual branch” work).
- Staff create placements for students based on information student provided through the practicum placement form ([appendix II.6](#)), the students' skills and experiences as depicted in their resume, and conversation with the student about their goals.
- The iSchool practicum supervisor contacts the potential site supervisor to review the setting and projects for appropriateness. In arranging the practicum, both the student and site supervisor outline learning objectives corresponding to iSchool PLOs. This encourages students to use their practicum experiences to help achieve learning outcomes.

Practicum projects include a range of professional development experiences, including development and management of programs, collection development and assessment, cataloging and metadata work, grant writing, technology projects, and outreach work. Technology-related opportunities include working on administrative information-organization problems, database construction, and metadata design or cross walking.

Curriculum and Instruction (C&I) 620 “Field Project in Libraries and Information Agencies” is a practicum course specifically and exclusively for school-media specialists in the campus-based MA/LIS. It is designed to fulfill both Wisconsin Department of Public Instruction (DPI) requirements and meets the iSchool's practicum requirement. In C&I 620, School Library Media students complete 240 hours of a practicum experience at both the elementary and secondary levels. Students register through the C&I department of the School of Education, but the course has been supervised by an iSchool faculty member.

E-Portfolio

Students are required to complete an electronic portfolio in which they demonstrate achievement of the iSchool's PLOs ([appendix I.5](#)). Since fall 2018, the iSchool's e-portfolio requirement has required that each student submit the below listed materials. Instructions are provided on the [e-portfolio site](#) (or appendix I.5 “[student instructions](#)”).

- Artifacts - Students must submit artifacts demonstrating achievement of PLOs. Artifacts may be in-class assignments or extracurricular products. From 2014 to 2021, students submitted a

minimum of five artifacts that demonstrated the program PLOs. As described in on the e-portfolio [deadlines and policies page](#) (see also [appendix I.5](#)), beginning with the class of 2021, graduates in odd-numbered years submitted four artifacts for odd-numbered outcomes (1, 3, 5, and 7). In even-numbered years, beginning with the class of 2022, students will submit artifacts relevant to three even-numbered outcomes (2, 4, and 6). Examples of students' artifacts are provided below.

- Description Statements – For each artifact, the student must provide a description statement explaining the context of the artifact. For example, the description might explain the expectations of the assignment in the iSchool course for which it was produced.
- Justification Statement – For each artifact the student must provide a statement explaining or justifying how the artifact demonstrates the relevant PLO.

Artifacts: Artifacts posted to date have included research papers, videos of presentations, hand-coded websites, and mobile web design plans. Students have also included work output created as part of a practicum. The following are examples of student artifacts that go beyond research papers:

- A LibGuide about research sources and strategies for electronic music.
- A survey for consumers asking about their online health information-seeking behavior.
- A LibGuide “toolkit” focused on services to diverse populations, specifically to people experiencing homelessness.

Justification statement: The following examples illustrate how students have justified artifacts in relation to PLOs. The student who produced the LibGuide focused on homelessness used it as an artifact to illustrate her competence with information technologies important to the information professions (PLO 5). She wrote:

“Starting from scratch on an unfamiliar platform, I was able to create five separate tabs of detailed information about people experiencing homelessness, my service population. I pushed myself by adding unique features, such as embedded videos, scrolling boxes, and even an RSS feed. As it states in the name, tools like these are used as guides for librarians, and my created LibGuide is indicative of tools that librarians use on a regular basis to gather research into one common area for student use or for their own education on a topic. My LibGuide demonstrates my ability to not only gather appropriate information but to present it in an easy-to-read format using important library information technology.”

Similarly, the student who developed a survey on health information-seeking behavior selected it as an artifact illustrating PLO 3: “Students apply appropriate research methodologies for inquiry or decision-making.” The student explained:

“By designing a survey in this project, I have learned that developing appropriate questions is critical to understand individual differences in personal health information management. I have also learned that a well-structured survey can contribute to enhancing the level of the care and treatment and also helps health science librarians to procure and retain patients and health information consumers.”

The portfolios are currently hosted on a WordPress installation. WordPress was selected:

1. to give students hands-on experience with this common software platform,
2. to support the type of analysis the faculty wished to perform in assessing students' achievement of PLOs, and

3. to make the portfolios easily transferable to a private weblog after graduation.

Students must learn the WordPress content management system to upload their artifacts and personal statement. A one-credit topics course, “E-portfolio and Job Search,” is available for structured support in preparing the e-portfolio in the context of job seeking ([spring 2021 example](#)). It is offered every spring simultaneously as a synchronous online and campus-based class. The e-portfolio contents, requirements, and assessment process are adjusted as necessary to meet the needs of the iSchool and in response to student feedback. For example, in fall 2017, the Assessment Committee began discussing a portfolio revision based on the new PLOs ([appendix VI.2.2.4](#)). In spring 2018, the same committee reviewed results of the iSchool’s pre-graduation survey of impending 2018 graduates. The committee learned that students needed to be told who did portfolio reviews and needed to be reassured that their portfolios were not open for public access ([appendix VI.2.2.4](#)).

Portfolios are [assessed on a pass/fail basis](#) by a rotating team of faculty and staff. The iSchool assessment process, both in terms of basic graduation requirements and for internal program evaluation purposes, is fully described under Standard I.1.2. ([appendix I.5](#))

Concentrations

To provide students guidance in course selection, the iSchool directs students to information about [Course Planning by Concentration and Emphasis](#). Concentrations do not appear on a student’s transcript, and they only recommend specific courses. Current concentrations are *Archives*, *Data/Information Management & Analytics (DIA)*, *Information Organization*, *Librarianship*, and *UX & Information Technology*. These course lists are recommendations for students seeking to develop specialized knowledge in certain areas with mapping to Tier M and Tier T requirements. For example, it is suggested that students interested in the Archives concentration fulfill their Tier T requirement with LIS 668 “Digital Curation & Collections,” while students interested in Information Organization are pointed to LIS 751 “Database Design” ([syllabi in appendix VI.3.1](#)). Most students combine coursework from two or more areas (e.g. youth and technology, innovation and organizational change, and public librarianship).

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

The iSchool’s Tier 1, Tier M, and Tier T courses, in combination with elective course and practicum experiences, acquaint students with recordable knowledge in analog and digital forms throughout its varied lifecycles. Table II-4 lists the courses required of all students, as well as selected M and T tier courses, and the ways in which they address the different dimensions of information. All course syllabi are available in [appendix VI.3.1](#).

Table II-4: Examples of Courses That Address Recordable Knowledge in Analog and Digital Forms

Topic: <i>Information and Knowledge...</i>	Tier 1 ¹ /M/T courses
Creation	*LIS 601 "Information Perspectives and Contexts" LIS 644 "Digital Trends, Tools, and Debates"
Communication	*LIS 601 "Information Perspectives and Contexts" LIS 644 "Digital Trends, Tools, and Debates" LIS 646 "Information Architecture and Interaction Design for the Web"
Identification	*LIS 602 "Information: Organization and Search" LIS 668: "Digital Curation and Collections" LIS 768: "Digital Humanities Analytics"
Selection	*LIS 601 "Information Perspectives and Contexts" *LIS 602 "Information: Organization and Search" LIS 646 "Information Architecture and Interaction Design for the Web" LIS 668 "Digital Curation and Collections"
Acquisition	*LIS 601 "Information Perspectives and Contexts" LIS 655 "Collection Management" LIS 668: "Digital Curation and Collections" LIS 768 "Digital Humanities Analytics"
Organization and description	*LIS 602 "Information Organization and Search" LIS 646 "Information Architecture and Interaction Design for the Web" LIS 652 "Metadata Standards and XML" LIS 661 "Cataloging and Classification" LIS 668: "Digital Curation and Collections"
Storage and retrieval	*LIS 602 "Information: Organization and Search" LIS 644 "Digital Trends, Tools, and Debates" LIS 646 "Introduction to Information Architecture and Interaction Design for the Web" LIS 652 "XML, Document Standards, and Metadata" LIS 751 "Database Design for Library and Information Professionals"
Preservation	*LIS 601 "Information Perspectives and Contexts" LIS 668 "Digital Curation and Collections"
Knowledge analysis	*LIS 602 "Information: Organization and Search" *LIS 603 "Research and Assessment for Information Professionals" LIS 654 "Information Services Management" LIS 768 "Digital Humanities Analytics"

¹ Tier 1 courses, required of all students, are denoted with an asterisk.

Topic: <i>Information and Knowledge...</i>	Tier 1 ¹ /M/T courses
Interpretation	*LIS 602 "Information: Organization and Search" *LIS 603 "Research and Assessment for Information Professionals" LIS 712 "The Public Library"
Evaluation	*LIS 601 "Information Perspectives and Contexts" *LIS 602 "Information: Organization and Search" *LIS 603 "Research and Assessment for Information Professionals"
Synthesis	*LIS 602 "Information: Organization and Search" *LIS 603 "Research and Assessment for Information Professionals" LIS 654 "Information Services Management" LIS 712 "The Public Library"
Dissemination	*LIS 601 "Information Perspectives and Contexts" LIS 712 "The Public Library" LIS 768 "Digital Humanities Analytics"
Management	*LIS 601 "Information: Perspectives and Contexts" *LIS 654 "Information Services Management" LIS 768 "Digital Humanities Analytics"

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

PLOs Addressing This Standard

Standard II.3.1 is addressed in PLO 1, "Students demonstrate understanding of societal, legal, policy or ethical information issues," as well as PLO 4, "Students demonstrate understanding of professional competencies important for management of information organizations."

Tier 1 Classes Addressing This Standard

LIS 601 "Information Perspectives and Contexts" investigates the many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information dissemination, use, control, and management. It also incorporates assignments that lay a foundation for institutional advocacy. Students are assigned to write a six- to eight-page white paper making a case for how and why a specific community of the student's choice can improve broadband access for community members who most need it. Students are told to assume that they are presenting the information to local government and community organizers through the white paper to persuade them to make an informed and just decision (see the syllabus for details).

LIS 602 "Information: Organization and Search" introduces students to the basics of metadata for description and information retrieval. Lectures, readings, and class exercises address social justice issues surrounding well-known classification and subject vocabularies, increasing student awareness of the social impact of language and empowering them to work for inclusivity in services. This class includes a semester-long research project in which students explore commercial and open-web information sources, including but not limited to the key databases used in LIS, and prepare a literature review on a student-selected research topic.

Elective Courses Addressing This Standard

LIS 639 “Pedagogical theory and practice for information professionals” introduces students to pedagogical theory, training tools, and the teaching skills required for informational instructional settings, including academic and public libraries, archives, and software training facilities. One module focuses on inclusive teaching and cultural competence. By developing mini-lessons, video tutorials, and a workshop series or unit plan, students prepare to serve learners effectively through understanding and applying pedagogical principles appropriate for learners with different needs and from a range of backgrounds and cultures.

LIS 668 “Digital Curation and Collections” is an overview of core concepts and new developments in digital collections, digital curation, and digital preservation. One assignment asks students to develop a Digital Curation Plan Response. For this assignment, students are told to assume that they are an information professional asked to evaluate a real-world digital curation plan. The plans are selected to give students exposure to real-world ethical problems such as data fraud, human subjects protection, and digital security.

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

New Three-Credit Courses

The iSchool creates new courses based on changes in the field, PLOs, and the iSchool strategic plan. New three-credit courses developed since the last accreditation visit (including experimental topics courses) include the following ([appendix VI.3.1](#)):

- LIS 461 “Data and Algorithms: Ethics and Policy”
- LIS 470 “Interaction Design Studio”
- LIS 500 “Code and Power”
- LIS 501 “Introduction to Text Mining”
- LIS 510 “Human Factors in Information Security”
- LIS 640 “Services to Diverse Populations”
- LIS 768 “Digital Humanities Analytics”
- LIS 652 “Linked Data”
- LIS 640 “Labels, Categories, Ontologies”
- LIS 640 “User Experience Evaluation and Testing”
- LIS 640 “Web Development”
- LIS 665 “Topics of Race and Ethnicity in the Information Society”
- LIS 707 “Information Visualization”
- LIS 705 “Introduction to Analytics for Decision-Making”
- LIS 706 “Data Mining Planning and Management”
- LIS 640 “My Body, My Chart: The Electronic Medical Record Past, Present, and Future”

One-Credit “Hot Topics” Classes

Since 2012, the iSchool has offered many innovative one-credit courses under topics numbers to provide students access to cutting-edge topics or expert instructors not available for a full three-credit class ([see LIS 604 examples in appendix VI.3.1](#)). Examples include:

- “Information Visualization”
- “Genealogy”

- “Video Games and Society”
- “Community Partnerships”
- “Film Archiving”
- “Oral History”
- “Web Archiving”
- “Creating Inclusive Library Environments”
- “Planning Strategic Communications”

Updating Existing Courses

The iSchool faculty work in a continuous cycle of updating courses each time they are taught. Faculty add new readings and assignments when appropriate, drawing from basic and applied research in LIS and relevant related fields. Below are examples from Tier 1 and elective courses.

Tier 1 courses that address this standard

In LIS 601 “Information: Perspectives and Contexts,” students examine trends in libraries, archives, and museums, with attention to information workers and vocational awe, privacy literacy, professional ethics codes, and inclusive spaces in libraries and archives. The group assignments include planning for a corporate archive and creating a podcast.

Instructors have updated the LIS 602 “Information: Organization and Search” syllabus to reflect changes in innovations in the online database industries, individual database interfaces and access tools, and web search engine technologies and services. Semester-long search projects are based in topics of each student’s choice but are constrained to the domain of LIS to ensure students are exposed to current research in the field and key databases and publications. Readings introduce students to the fast-paced evolution of library cataloging standards as well as the social context in which cataloging and classification takes place, which means attention to knowledge representation in indigenous population libraries as well as in an LGBTQ context.

LIS 603 “Research and Assessment for Information Professionals” was [updated in spring 2022](#) to more fully incorporate new approaches to assessment that emphasize equity and inclusion (see II.2.4 below).

Elective courses that address this standard

In LIS 517 “Digital Health: Information and Technologies Supporting Consumers and Patients,” students focus on the major standards, systems, and tools that describe and provide access to recorded information in the health domain. This course was launched in 2006 with a focus on consumer health information resources and services. Over time it has been updated multiple times to reflect advances in consumer- and patient-centered health information technologies. Today the course content includes health apps and patient portals such as MyChart.

LIS 500 “Code and Power” enables students to analyze and critique the economic, sociocultural, and structural mechanisms related to racial and gender disparities in the technology industries. The final project asks students to design and post an alternative to the Harvard Implicit Bias Test, using Detroit’s OurData Bodies Project as a model and inspiration.

LIS 705 “Introductory Analytics for Decision Making” prepares students to generate new knowledge about the profession and enact data driven decision making. Content includes developing good questions, the basics of measurement and question design, managing and visualizing data, descriptive statistics and basic inferential statistics such as correlations, regressions, and ANOVA. The other courses in the analytics sequence, LIS 706 and LIS 707 build on this foundation.

LIS 772 “Library Services to Children and Young Adults” begins with an overview of the history of youth services in libraries and introduces current issues in youth librarianship, from gentrification of youth areas through drag queen storytimes.

II.2.3 Integrates technology and the theories that underpin its design, application, and use.

PLOs Addressing This Standard

PLO 5, “Students demonstrate competency with information technologies important to the information professions,” directly addresses Standard II.2.3. PLO 2, “Students apply principles of information organization,” also relates to the “design, application, and use” aspects of this standard.

Technology and education about technology occurs across the iSchool curriculum so that all students, regardless of their concentration, are prepared for professional work. The example Tier 1 and elective courses listed below demonstrate this integration.

Tier 1 Courses Addressing This Standard

LIS 601 “Information Perspectives and Contexts” emphasizes technology, the need to keep pace with technology, and uneven distribution of benefits from technology. For example, the course includes units on the social, historical, ethical, legal, and political impact of broadband access—or the lack of it—and the basic of technology of broadband internet.

LIS 602 “Information: Organization and Search” centers on the use of library databases and web search engines, as well as core information retrieval skills and processes necessary for information professional work, from information literacy education to systematic reviews. Since the course also incorporates information organization concepts and metadata, students gain practice with HTML encoding of resource descriptions, in addition to Semantic Web concepts and standards such as FRBR and RDA.

LIS 603 “Research and Assessment for Information Professionals” requires students to apply basic statistical analysis methods (e.g. central tendency, regressions) using Microsoft Excel or an Open Office equivalent. It also requires students to create an online survey using Qualtrics.

Examples of Electives Addressing This Standard

Numerous tech-centered iSchool courses address this standard, including but not limited to:

- LIS 501 “Introduction to Text Mining”
- LIS 632 “Metadata Standards and XML.”
- LIS 644 “Digital Tools, Trends & Debates.”
- LIS 646 “Introduction to Info Architecture And Interaction Design for The Web”
- LIS 668 “Digital Curation”
- LIS 707 “Data Visualization and Communication For Decision Making”
- LIS 751 “Database Design for Information Professionals”

- LIS 755 “E-Resource Management and Licensing”

The [Course Planning by Concentration and Emphasis](#) document illustrates for students how suites of specific tech courses relate to individual career trajectories in particular professional settings.

Four examples of technology in courses appealing to different student career goals follow:

- LIS 639 “Information Literacy Pedagogy” serves as an introduction to pedagogical theory, training tools, and teaching skills needed in a variety of informational instructional settings such as academic and public libraries, archival institutions, museums, and software training facilities. This class includes a video tutorial assignment in which students prepare a short video for a library website in Kaltura accompanied by a one-page document explaining the tutorial’s audience for the tutorial, a list of the information literacy standards addressed in the tutorial, the tutorial’s learning objectives and connection to pedagogic principles and student learning styles conveyed in the larger course, and the tutorial’s adherence to good design and accessibility principles. Topics of the course include online pedagogy and accessible design.
- LIS 501 “Introduction to Text Mining” is a new course focused on computational methods and techniques for understanding text data, such as for example, the information stored in webpages, documents, books, newspapers, and online social media. The programming languages used in the class are Python and NLTK (Natural Language ToolKit).
- LIS 640 “Web Archiving” is a one-credit course focused on the mechanics of web archiving and its relationship with foundational archival principles such as collection building and appraisal, access and use, and ethics. Students work with web archiving tools such as Archive-It and Webrecorder.io.
- LIS 751 “Database Design” is an introduction to database management systems, the database design process, and database management issues, with a focus on library database systems. Students design and develop a real-life database using MySQL.

Other Activities Addressing This Standard

The iSchool continues to recruit Advisory Council and Alumni Board members with expertise in technology and technology-related information services for advice in the expansion of technology curriculum. Current Advisory Council members fitting this description include Lisa Carter, Vice Provost for Libraries, UW–Madison; Bruce Maas, former Chief Information Officer, UW–Madison (retired); Lynn Silipigni Connaway, Senior Research Scientist, OCLC Research; and Bonnie Tijerina, Researcher at Data & Society Research Institute, and President Founder of the Electronic Resources and Libraries conference.

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups.

PLOs Addressing This Standard

PLO 1, “Students demonstrate understanding of societal, legal, policy or ethical information issues,” and PLO 7, “Students demonstrate understanding of issues surrounding marginalized communities and information,” address this standard.

Tier 1 Courses Addressing This Standard

LIS 601 “Information Perspectives and Contexts” investigates the many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information dissemination, use, control, and management. This requires that students understand the ways in which marginalized communities

engage with and are impacted by inequities in information resources, including information and communication technology. One assignment presents students with a list of real-world library situations involving inclusion of particular patrons. Student groups develop a comprehensive battery of organizational responses tailored to different communication channels, including social media posts and press releases.

LIS 602 “Online Searching for Information Professionals” focuses on the basic concepts and principles of information organization and online searching. This includes coverage of terminological issues in classification, the social impact of language, and the downstream effects of information organization practices on cultures. Students conduct semester-long individual research projects on self-chosen topics relating to libraries, archives, or information. Some projects from recent years that address the concerns of underrepresented groups include: the impact of library outreach on urban communities; the origins of the Library of Congress’ Division of the Blind; the Red Cliff Band, Lake Superior Chippewa’s Tribal Library; programming of bilingual storytelling; changes in library attitudes about LGBTQ+ materials (one focusing on school and one on public libraries); and public librarians, homelessness, and the opioid crisis.

LIS 603 “Research and Assessment for Information Professionals” was [updated in spring 2022](#) to more fully explore issues of equity and inclusion as it relates to assessment. The course addresses equity in access to research benefits, responsible research with underrepresented populations, the challenges of respecting intersectionality in data collection and analysis, and the dangers of deficit perspectives in research and evaluation. Students learn progressive approaches that emphasize community empowerment and participation in research as well as traditional scientific methodologies.

Electives Addressing This Standard

LIS 629 “Multicultural Literature for Children and Young Adults” focuses on issues of diversity as represented in literature for children and young adults in American and global literature. This is a university-approved Ethnic Studies course fulfilling part of undergraduate student requirements (for details on Ethnic Studies, see the [Undergraduate Ethnic Studies General Education Requirement](#)). Students employ sociocultural approaches to study representation of ethnicities, socioeconomic status, gender, sexual orientation, (dis)ability, and intersectionality. Critical issues such as authenticity, representation, cultural correctness, reader responses, and intellectual freedom are addressed. The assignments include a collection audit for diversity, with recommendations for acquisitions.

LIS 640 “Tribal Libraries, Archives, and Museums” focuses on Indigenous Knowledge and the tribal cultural institutions of the Western Great Lakes. The course is designed to facilitate a participatory learning experience through presentations, readings, and personal contact with tribal cultural workers. Student assignments include journals to facilitate their private reflection on indigenous information issues, their personal response, and the context of these issues in the wider world. The main work of the course is a service learning project partnering with a tribal cultural institution.

LIS 640 “Community Archives” is a course about archival collections created and maintained by members of a community they represent. The collections may be partially or completely outside of traditional archival structures. Examples covered in assigned readings are LGBTQ archives, Hmong refugee archives, and First Nations archives in Canada. Students focus on a community archive of their choice to compose a case study.

II.2.5 Provides direction for future development of a rapidly changing field.

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

PLOs Addressing These Standards

Two PLOs address change management and technology and set the stage for continuous professional development:

PLO 4. Students demonstrate understanding of professional competencies important for management of information organizations.

PLO 5. Students demonstrate competency with information technologies important to the information professions.

Additionally, PLO 6, “Students apply theory to professional practice” connects learning in the classroom to practice in the field.

This section emphasizes how the curriculum addresses technological change and globalization. See Standard II.2.3 for how the curriculum addresses technology.

Tier 1 Courses Addressing These Standards

In LIS 601 “Information: Perspectives and Contexts,” the evolution of the information professions is one major theme. An assignment in this class requires students to choose three types of jobs to which they aspire with the condition that at least one job is “traditional” (defined as “has been around for at least 30 years”) and that another is nontraditional (“emerging”).

Elective Courses Addressing These Standards

Several elective courses contain components designed to address changes in the profession.

- LIS 635 “Reference & Information Service” addresses theories, principles, and practices in reference and information work but incorporates changes in reference services in response to different technologies. It assigns students to articulate a savvy response to the question, “Is reference dead?”
- LIS 644 “Digital Tools, Trends, and Debates” is designed to be constantly refreshed. The goal of this course is to provide students with an overview of information and communication technologies, digital media, and standards, as they are used at large, and in relationship to information agencies, within the context of current societal controversies. One of the course projects gives students a chance to “practice self-sufficiency in learning new technologies.” Examples of topics covered in LIS 644 are open-source development, Tor in libraries, and digital divides as they relate to website design.
- LIS 654 “Information Services Management” centers on development of the skills necessary to manage organizations within a changing environment. Topics include strategic planning, organizational and human resources policies, conflict management, and marketing of library programs.
- LIS 706 “Data Mining Planning and Management” prepares students to plan, manage and assess a data mining/predictive analytics project in light of organizational strategic goals. It introduces students to the stages of a data mining project, data mining project evaluation frameworks, and

principles of data ethics related to data mining. Students leave prepared to develop and critique information systems based on predictive analytics technologies.

- LIS 734 “Introduction to Archives and Records Management” is the gateway archives course introducing students to the field, with coverage of the history and purpose of archives as well as also current trends in archival work, including post-custodialism and community archives. One assignment on “Records & Archives in the News” requires students to present on a popular media story involving archives and explain the relationship of the story to archival principles as well as public perception of the archives and archivists.
- LIS 640 “E-portfolio & Job Search” is a one-credit course designed to assist students in completing their required e-portfolio while embedding it in a context of career development. Class meetings center on employment: students complete a Job Search/Next Stage Career Plan, a Cover Letter, and submit their resumes for critique and revision. One of the instructors is the iSchool’s student services coordinator for the MA/LIS, who brings career preparation services to students.

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

All students who complete the iSchool program earn a Master of Arts in Library & Information Studies that prepares them to work in a wide variety of library and information settings. The iSchool provides several concentrations that guide students in selecting courses that tailor the degree to their interests. Concentrations include archives in a digital age, librarianship, data and information management, organization of information and UX & information technologies. See the iSchool [Course Planning by Concentration](#) sheet. Concentrations do not require courses, and students can mix and match courses from across concentrations to customize their curriculum.

One of these concentrations, Archives in a Digital Age, follows the recommendations of the [Society of American Archivists](#) (SAA). While there are no required courses in the series, students are advised that they should complete all the courses in the archives series if they want their program to meet SAA recommendations.

In addition, the iSchool offers a pathway for students with a prior teaching certification to complete a Wisconsin School Library Media Certification, which is regulated by DPI. Until her retirement in 2021, Dr. Allison Kaplan advised the students pursuing a career as a school librarian, and she continues to advise students through a part-time employee status in 2021-2022. The iSchool maintains [a webpage](#) that lists the curriculum and licensure requirements.

The iSchool encourages students to take advantage of other fields of knowledge in the lists of recommended external courses provided on its website. The iSchool [Course Planning by Concentration sheet](#) lists relevant coursework from other departments related to that concentration to encourage students to take external courses.

For example, the [Data and Information Management & Analytics](#) page suggests the following external electives:

- More advanced statistics. Students are recommended to see their advisor for course suggestions as a variety of departments offer relevant coursework.
- Computer Science Department: COMP SCI 319 – Data Science Programming I For Research
- Curriculum & Instruction Department: LIS/CURRIC/ED PSYCH 803 – Computational Research Methods
- Workshops in statistical software such as R. (e.g. STAT 303 – R For Statistics I)

The iSchool currently has [double degree programs with Law, Music, and Art History](#) that allow students to double count some credits toward both degrees.

The primary experiential opportunity that the iSchool provides is the 120-hour practicum required for all students. While students are completing the 120 hours at their practicum placement site, they are also enrolled in an online course, LIS 620, that supports them in the placement. The course provides instruction on how to write learning objectives and link them to the iSchool PLOs, and students draft a learning objectives agreement that is reviewed by their site supervisor and faculty supervisor.

The process for placing students in practica sites is described in standard II.1 “Practicum.”

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

The required course LIS 602’s modules on the reference interview cover the RUSA (Reference & User Services Association, a division of the ALA) Guidelines for Behavioral Performance of Reference and Information Service Providers are discussed in lectures and provided in the readings.

The required course LIS 603 “Research and Assessment for Information Professionals” covers research ethics concepts such as beneficence, justice, risk/benefit, and specific guidelines put forth by the U.S. Federal Government and instantiated in university-level human subjects research protocols and protections. The course also introduces example research protection protocols from school districts and tribal communities, and it covers more contemporary ethical research guidelines stewarded by the Association for Internet Researchers.

Other elective courses addressing particular areas of the profession make use of policy statements of numerous professional organizations:

- LIS 635 “Reference and User Services” covers the RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers.
- LIS 755 “Electronic Resources Management and Licensing” introduces students to the NASIG Core Competencies for Electronic Resources Librarians.
- In LIS 712 “The Public Library,” students review materials from the ALA, including the ALA Advocacy Library and Library Policy Development, as well as DPI policy development resources.
- In LIS 639 “Pedagogical Theory and Practice for Information Professionals,” students gain familiarity with the ACRL Framework for Information Literacy for Higher Education, ACRL’s Diversity Standards, and the AASL National School Library Standards integrated framework.
- LIS 622 “Children’s Literature” often requires students to read about ALSC competencies.
- LIS 772 “Library Services to Children and Young Adults” often includes an assignment in which students discuss ALSC/YALSA competencies.

Several MA/LIS concentrations, or sets of recommended courses, are informed by professional organization statements of competencies or knowledge.

- The librarianship concentration, and the MA/LIS curriculum as a whole, is informed by the ALA Competencies and the MA/LIS curriculum was assessed in light of the Competencies by the Curriculum Committee in 2017–2018; 2021–2022 (see Standard 1.1.2)
- The digital archives concentration is informed by the Society of American Archivists [Guidelines for a Graduate Program in Archival Studies](#) (see Standard II.5 below)
- In the data/information management and analytics concentration, some curricula were initially guided by the [DAMA Body of Knowledge](#) as well as the [SLA Competencies for Information Professionals](#).

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

Governance Processes

The iSchool curriculum is governed by its Curriculum Committee, with major curricular changes brought to the entire faculty. This committee consists of faculty, academic staff, one or two MA/LIS students, and two iSchool alumni representing the voice of professional practice (ideally one librarian and one archivist). However, the Assessment Committee is focused entirely on assessment, which includes curricular evaluation. Assessment is tasked with running assessment processes that occur annually, produces the annual report that is submitted to ALA and ALISE, and undertakes special assessment projects as requested through the director via actions of other committees. Assessment is made up of faculty, the department administration, and an MA/LIS student member.

Evaluation of Individual Courses

Individual courses and their instructors are evaluated at the end of each semester. While some instructors have always assessed classes in to evaluate their pedagogy halfway through the term, a proposal from the Academic Technology and Student Services Committee approved in December 2020 by the iSchool Executive Committee encourages all instructors to solicit midpoint feedback, effective spring 2021. Responses to this survey are seen only by the instructor and, if applicable, their peer observer.

Students evaluate their classes via the UW online course evaluation system, AEFIS, by responding via a five-point Likert scale to the following statements ([appendix VI.1.2](#)):

- The course is well organized.
- The instructor communicates course concepts clearly.
- The instructor is open to questions and comments.
- The instructor stimulates me to think in greater depth about the course material.
- The instructor is accessible outside class.
- This instructor is open to alternative viewpoints.
- Grading procedures are clearly explained and followed.

- Overall I am satisfied with what I learned in this class.
- Overall I would recommend this instructor to other students.
- This course content was very difficult for me.

Faculty report their quantitative scores on their annual report and are evaluated in part based on their teaching scores ([see VI.6.1](#)).

Students may also write open-ended comments. Comments from the end-of-term evaluation are summarized and included with the quantitative data in tenure packages. Junior faculty, adjunct, and academic staff are also evaluated by peer observations conducted by senior faculty and academic staff. Junior faculty are given feedback on their teaching as part of their annual reviews and more extensive feedback during their third-year review and for their tenure packages. All instructional faculty and staff are asked to explain how they have incorporated student and peer feedback as part of their annual reports ([appendix VI.6.1](#)). Finally, graduating students provide additional feedback about course experiences in both the graduates survey and exit interviews (see appendices [1.6](#) and [1.8](#)).

Curricular Evaluation

The entire iSchool curriculum is assessed and reviewed as part of the larger assessment cycle and set of assessment tools described under Standard I.1.2. Key curricular evaluation tools include the assessment of achievement of PLOs through the e-portfolios and the Graduates Survey. Additionally, as described under Standard I, the Curriculum Committee regularly maps iSchool courses against iSchool PLOs to identify areas of high and low coverage. The [latest PLO mapping analysis](#) (2018–2020) was completed in fall 2020. In addition, Curriculum Committee members [mapped the iSchool curriculum against ALA competencies](#) during spring 2020–2021 ([appendix I.10](#)).

iSchool faculty vote to adopt or modify PLOs each August at the iSchool's annual retreat. PLOs and the iSchool strategic plan influence curriculum decisions ([appendix VI.2.2.1](#))

As described under Standard I.1.4 and 1.1.5 evidence of curriculum analysis is publicly reported in the iSchool MA Assessment report (see [Appendix VI.4.1](#)) and discussed throughout the year at iSchool Executive Committee, Assessment Committee, Curriculum Committee, and ATSS Committee meetings (see [Appendix VI.2.2](#)). Major curricular questions are also communicated to stakeholders through the iSchool Advisory Council, Alumni Board, Student Leaders lunch (see [Appendix VI.2](#)) or on curricular task forces which include external stakeholders.

Curricular Planning

The iSchool curricular planning process includes input from many sources to ensure that the curriculum prepares students for the profession. The sources include placement data about recent iSchool graduates, feedback from employer surveys, practicum supervisor feedback forms, and input from alumni via the iSchool Advisory Council, the Alumni Board. Student input into curricular planning comes through committee membership, exit interviews, the graduates survey, town hall meetings, and informal feedback. In addition, the faculty develops and revises two documents:

Strategic plan: The iSchool strategic priorities, updated regularly, influences curriculum by generating shared priorities for the iSchool. These priorities shape decisions about curriculum ([appendix I.3](#)).

PLOs: The School's PLOs (which also have various input sources; see Standard I) influence curriculum through the process described above ([see VI.1.1](#))

Since 2011, the iSchool has had a formal scheduling committee composed of the director, associate director, and PhD program director. The committee meets three times a year as scheduling occurs, or as needed, and manages semester-to-semester curricular planning. The committee was established to broaden input into course scheduling and ensure synchronization of master's and PhD courses. It creates course planning forecasts in several areas of the curriculum to let students know when courses would be offered in future semesters:

- Tier 1 courses.
- Elective courses.
- Practicum courses.
- Youth services courses.
- Technology (Tier T) courses.
- Management (Tier M) courses.
- Archives courses.
- Main library-type courses (public, academic, corporate).

The iSchool maintains spreadsheets of these long-range forecasts on a shared drive, and they serve as the basis for semester-to-semester planning. The planning supports the goal of offering key courses in face-to-face and online formats in a regular cycle.

In addition, the iSchool convenes task forces, which are limited-term committees made up of faculty, staff, students, and stakeholders in the profession to focus on specific aspects of curriculum as necessary. Two examples are Archives and the MA/LIS Revision task forces, described in detail below.

Archives

The first Archives task force was convened in 2013 at the request of then-Director Kristin Eschenfelder at the time the iSchool created an archival instructor position that was shared with the Wisconsin Center for Film and Theatre Research. The second task force, convening five years later in 2017, coincided with the search for that instructor's successor. The goal of both task forces was to review the Archives curriculum to ensure that it was current and keeping pace with the needs of the archival profession, as well as to understand where gaps were both within courses and within the curriculum so that the iSchool could address those gaps. The task force was informed by the Society of American Archivists [Guidelines for a Graduate Program in Archival Studies](#) (2016). Each member of the task force was asked to review syllabi in specialized areas with which they were most familiar and report back during two successive meetings on their findings (Meeting 2) and conclusions (Meeting 3). Recommendations were put forward to the convener, Catherine Arnott Smith, who serves as Archives Coordinator, and Smith forwarded those recommendations to the Curriculum Committee.

Members of the 2018 task force were:

- Alumni:
 - Susan Davis, PhD Alumna and Emeritus archives faculty, Drexel University.
 - Meredith Lowe, Alumna and iSchool Continuing Education staff, Wisconsin Historical Society.
 - Joshua Ranger, MA/LIS Alumnus and Archivist, UW-Oshkosh Area Research Center.
- Archivists from the iSchool and greater community:
 - Paul Hedges, Friend of the iSchool and Emerging Technologies Archivist, Wisconsin Historical Society.

- Katie Nash, Friend of the iSchool and University Archivist.
- Vicki Tobias, Friend of the iSchool and academic staff, iSchool².
- Hannah Wang, Friend of the iSchool and Electronic Resources Archivist, Wisconsin Historical Society.
- Students:
 - Eric Crow, Archives student, UW–Madison iSchool.
 - Kristina Warner, Archives student, UW–Madison iSchool.
 - Sean Reichard, Archives student, UW–Madison iSchool.

The 2018 task force concluded that the existing archives courses and the composition of the curriculum were in good shape; however, the reference process in archives needed more representation in coursework, and student awareness about archives content in the overall MA/LIS curriculum was lower than ideal. A summary of the conclusions can be found in minutes of the third meeting in April 2018 ([appendix VI.1.9](#)).

2020-2021 MA/LIS Revision Force

Three different iterations of this task force have met since summer 2020. The [summer 2020 task force](#) was comprised of faculty (Willett, chair; Kim, Senchyne; faculty associates Adams, Salo, Shapiro); staff (Caffrey, Cobb); and Associate Director Wiessinger. The task force was charged with drafting PLOs for a revised MA/LIS and for developing a summary of PLOs used in other LIS programs, with recommendations. Suggestions emanating from the summer 2020 task force can be found in appendix A of the [Report of the fall 2020 MA/LIS task force](#) ([appendix VI.1.6](#)).

The fall 2020 task force was composed of faculty (Rubel, chair; Kim, Smith, Ni; faculty associates, Ni, Kaplan, and Adams); Associate Director Wiessinger; and two students, Becca Waschek and Joe Orman. The fall task force's task was to propose a set of curriculum revisions that address the summer task force's conclusions and suggestions, as well as stakeholder interests. Its two principal activities were (1) conducting surveys of current faculty, current students, alumni advisory board, and iSchool Advisory Board members ([appendix VI.1.6.1](#)), and (2) developing a proposed curriculum based on recommendations of the summer task force, responses to the surveys, and the task force members' own familiarity with the program. The recommendations of the fall task force can be found in its report ([appendix VI.1.6](#)).

The [spring 2021 task force](#) was composed of faculty (Smith, Chair; Rubel, Ni, Willett, Kim; faculty associates Kaplan, Shapiro, Salo, Lowe), staff (Hendricks-Cobb), students (Waschek and Orman), and Associate Director Wiessinger. This task force's charge was to review the recommendations of the fall 2020 task force, review other data sources and identify areas where more input was needed. The spring 2021 task force developed a survey of alumni and the iSchool Advisory Board to inform final recommendations to the Curriculum Committee (appendix) A summary of the task force's work can be found in its [Proposal](#) to the iSchool Curriculum Committee.

The Curriculum Committee, which includes students and professional members, discussed the MA proposal in fall 2021 (see [October](#) and [December 2021](#) minutes). It approved the revisions to the MA/LIS curriculum in December 2021. The revisions to the MA/LIS degree were also approved by

² Ms. Tobias was an academic staff member during her time on the archives task force, but left the iSchool the following year to pursue different professional opportunities.

the iSchool Executive Committee in December 2021 for implementation in fall 2022. Work on implementation continued in spring 2022. The process for revision of the MA/LIS program are also described under Standard I.4.

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

Documentation evidence of the iSchool's decision-making processes related to curriculum is available from:

- [Annual iSchool Assessment Reports posted on the iSchool website for public review.](#)
- Retreat and plenaries minutes (appendices [VI.2.2.1](#) and [VI.2.2.2](#))
- Regular committee meetings minutes, including Executive Committee minutes ([VI.2.2](#))
- Town halls and student leader lunches agendas and minutes ([appendix I.4](#)).
- Advisory Council and Alumni board meetings agendas and presentations (appendices [VI.2.2.3](#) and [VI.2.2.6](#))
- The [Annual iSchool MA Assessment Reports](#) summarize data from four regular data collection activities done over the year, each of which inform curriculum.
 - [The e-portfolio review](#) is completed in May, August, and December, providing direct evidence of achievement of PLOs.
 - The [graduates survey](#) is completed each April and provides indirect evidence of achievement of PLOs as well as student satisfaction with their total educational experience.
 - The [practicum supervisor survey](#) is completed by practicum supervisors at the end of each academic term and provides direct evidence of student achievement of some PLOs.
 - [Exit interviews](#) are completed each May, providing evidence of students' perception of the total student experience as well as input on ideas for program changes.

Standards I.2 and I.5 provide more detail about the iSchool's decision-making processes, data collection tools and use of stakeholder input.

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

In 2015–2016, [curriculum requirements were redesigned](#) to better meet the needs of the profession and respond to evaluations. Prior to 2015, the core courses included an organization of information course, LIS 551, and an online searching course, LIS 451, as well as LIS 450 “Information Agencies & Their Environment.” Responding to student evaluations that expressed students did not feel they needed a whole course in searching, and in recognition of how information organization and search are opposite ends of the same system, the information retrieval aspects of a now retired course LIS 451 were moved into a new core course, LIS 602 “Information Organization and Search.” Social aspects of search were moved into LIS 601 “Information: Perspectives and Contexts,” along with content from LIS 450 on the social and political environment within which information agencies exist.

LIS 603 “Research and Assessment for Information Professionals” was added to the list of Tier 1 courses, which all students must take. In addition to completing Tier 1, all students must take at least

one Tier T technology course and one Tier M management course, and complete the 120-hour practicum. All students must also complete the e-portfolio, a breadth requirement to document how their academic work has led to their achievement of the iSchool PLOs.

Core courses LIS 601 and LIS 602 are maintained by teams of instructors, in part to ensure that the course content is similar across sections and to respond to evaluation results. The team approach means that all instructors use the same syllabus topics, although individual instructors are free to customize lectures, readings, and some assignments for their sections. Each class has a common assignment; in LIS 602, for example, all students complete the Organization of Information System Analysis project, for which groups of students analyze the metadata standards and usability of a selected organization system.

Recently, an assignment in LIS 602 that asked students to encode metadata in schema.org microdata in HTML was dropped from the course because course evaluations indicated that the process of encoding bibliographic data in these languages did not have a real-world application for students.

Another example of curriculum redesign is the recent change to the course content in LIS 722 “College & University Libraries” so that the course will fulfill the iSchool Tier M requirement. This course had been taught as an issues course covering current challenges on campuses. Student evaluations revealed that students wanted a course relevant to the administration and management of academic libraries that would fulfill the iSchool Tier M requirement, so additional coverage of personnel and budgeting has been added to the course.

The curriculum is currently under revision, as the iSchool considers a more substantial reconfiguration of the MA/LIS curriculum and PLOs every five to six years. This process is run through a task force, with changes proposed to the Curriculum Committee and Executive Committee. The curriculum-change process began in spring 2020 and continued through spring 2022, and is fully described under Standard I.4. Beginning in fall 2022, the MA/LIS will require 36 credits rather than 39. Tier 1, or core courses, will remain the same, along with Tier M and Tier T. A DEI course requirement (Tier DEI) will be added, as well as two courses from a Professional category that includes key librarianship and archives skills such as reference, collection management, and cataloging/metadata.

Stakeholder Involvement in Curriculum Planning and Evaluation

Committee memberships and the iSchool Alumni Board

Alumni feedback provided through surveys such as the MA/LIS revision task force suggests new areas the curriculum should address. Alumni also provide input through membership on the Curriculum Committee and other ad hoc curriculum-revision task forces (e.g. the Archives task force). The iSchool Alumni Board meets regularly with the director. At these meetings, the director will typically provide an update on the iSchool’s current planning processes and ask for input from attendees. In addition, Alumni Board members provide input to the revision of the School’s Strategic Plan ([appendix VI.2.2.6](#)).

iSchool Advisory Council

The Advisory Council consists of senior or innovative alumni in the field, potential employers, and strategic partners. It meets once per year and typically comments on curriculum questions ([appendix VI.2.2.3](#)). The Advisory Council also offers targeted feedback at strategic points, as with the fall 2020 alumni survey conducted as part of MA/LIS Revision task force efforts. In recent years, the Advisory Council offered feedback on the school’s name change and the iSchool joining CDIS. The Advisory

Council has emphasized the need for the curriculum to better prepare students in the areas of management and organizational change, to increase data-analysis skills, and to seek collaborations with other campus academic units to offer more technology and data analytics learning opportunities for students. Advisory Council input on iSchool strategic planning is extensively described under Standard I.4.1 and in [appendix VI.2.2.3](#).

MA/LIS students

Students have input into curricular decisions through several means:

- The Curriculum and Assessment Committees always have student representatives, and the students voice opinions in committee debates ([appendix VI.2.1](#)).
- Student representatives are included on concentration-based curriculum review task forces, such as the Archives and MA/LIS Revision task forces. (see appendices [VI.1.9](#) and [VI.1.6](#))
- Each year the director and the student and alumni services coordinator invite all leaders of iSchool student organizations to the Student Leaders Lunch, which includes discussion of ongoing program issues ([appendix I.4.1](#)).
- Each spring the director holds a town hall, which all students may attend. The event often focuses on program changes or challenges, and students are encouraged to ask questions ([appendix I.4.2](#)). The spring 2021 town hall, was virtual and addressed the various changes to grading and graduation induced by COVID-19, as well as revisions to the e-portfolio process, library re-openings, and plans for fall 2021.

In fall 2021, an extra town hall was held to introduce the upcoming revisions in the MA/LIS and addressing additional questions from students ([appendix I.4.2](#)).

STANDARD III: FACULTY

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 the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

III.1.1: The school has a faculty capable of accomplishing program objectives.

The iSchool faculty has expertise and experience across a range of disciplines related to the information professions, and it is capable of accomplishing program objectives. Faculty members have backgrounds in LIS, archives, education, computing and information technologies, history, literature, cognitive science, neuroscience, data science, media studies, law, and ethics. The iSchool carefully selects new faculty to contribute to the program's research, teaching, and service mission and goals.

The iSchool currently offers two master's degrees: the MA/LIS and, since fall 2021, the MS/Information. It also offers a PhD in Information. In fall 2022, the iSchool will begin offering its first undergraduate degree, the Information Science undergraduate major. The iSchool participates in a cooperative undergraduate certificate (minor) called Digital Studies in conjunction with other departments in Letters & Sciences. It also participates with other members of CDIS in offering an undergraduate degree in Data Science. It offers graduate capstone certificate programs in User Experience Design and in Analytics for Decision Making. These three-course sequences are aimed at people with undergraduate degrees seeking specific skills. All faculty teach in the master's programs, but not all faculty teach in the undergraduate, certificate, and PhD programs.

The iSchool has both tenure-track faculty and non-tenure-track faculty. Non-tenure-track faculty are part of "academic staff" at UW-Madison. In the iSchool, non-tenure-track positions may mix instruction with other types of work: for example, instruction duties could be combined with library services or departmental administrative duties. Non-tenure-track faculty members all carry service and advising loads, but they have a range of teaching obligations (one to five classes per year). Within discussion of Standard III, all iSchool tenure-track faculty and non-tenure-track faculty will be referred to as "iSchool faculty." For the purposes of this chapter, we will make some further distinctions for the sake of clarity. This chapter will refer to part-time instructors as "adjuncts." This is a broader sense the term than is used in the human-resources system at UW-Madison, where the term "adjunct" refers to a narrower range of part-time personnel. We will further distinguish long-term adjuncts, with whom the iSchool has an ongoing relationship and whose teaching and professional expertise the iSchool has evaluated over time, and short-term adjuncts with whom the iSchool has not yet established a long-term relationship. Other chapters of this report refer to "adjunct," which is a hiring designation at UW-Madison; some instructors hired as adjunct may have long-term associations with the iSchool, and in this chapter we refer to them as long-term adjuncts.

The following table summarizes the different type of instructional positions at the iSchool:

Table III-1: Titles and Types of Faculty in the iSchool

Title	Definition
Professor and Associate Professor	Tenured faculty holding a PhD and with records of national and international impact in research, success and innovation in teaching, and strong contributions in service to the iSchool, UW–Madison, and the discipline.
Assistant Professor	Untenured faculty holding a PhD and demonstrating research, teaching, and service promise.
Distinguished Faculty Associate, Senior Faculty Associate, Faculty Associate, Associate Faculty Associate, Assistant Faculty Associate, Teaching Faculty I-IV*	Experienced non-tenure-track faculty with high instructional and service responsibilities. Many also engage in scholarship activities and community building within the profession. The “Distinguished” title may be granted to non-tenure-track faculty who have demonstrated significant impact beyond the university.
Special Librarian	Non-tenure-track faculty who combine library and other administration duties with teaching in the master’s program. These staff retain the job title of Librarian.
Emeritus Professor, Emeritus Faculty Associate	Recently retired tenured or non-tenure-track faculty who continue to contribute teaching to the iSchool.
Adjunct Faculty	Part-time instructors with instructional appointments for being expert practitioners with professional expertise that supplements the expertise of full-time faculty. They may hold varying titles within the university titling system based on their experience and work history (e.g. Lecturer, Adjunct).

As of fall 2021, UW has undergone a substantial revision of job titles to make them consistent across units. This process, called Title and Total Compensation (TTC), resulted in a new series of official titles for non-tenure-track teaching faculty. These include “Teaching Faculty I–IV” and will also include “Teaching Professor” and “Research Professor,” the criteria for which are in development. We use a combination of the new TTC titles and the old titles (“Faculty Associate” with associated prefixes) here for two reasons. First, some of the faculty in this self-study retired or left the iSchool before they had TTC-based titles, so we use the old title here for consistency. Second, UW is still determining working titles that correspond with some new official titles.

iSchool Faculty

The following tables present an overview of current tenure-track faculty (Table III-2); current and recently retired non-tenure-track faculty who contributed substantially to the iSchool’s teaching in this accreditation cycle (Table III-3); and long-term adjuncts teaching for the iSchool regularly (Table III-4).

Table III-2: iSchool Tenure-Track Faculty: Teaching Commitment within iSchool and Areas of Expertise

Name	Title and Highest Degree	Percent of Position with iSchool	Areas of Expertise
Greg Downey	Professor and Academic Associate Dean for Social Sciences, PhD, Johns Hopkins University (History of Technology)	50% iSchool, 50% Journalism and Mass Communications	Information labor, information technology history, GIS
Kristin Eschenfelder	Professor and Academic Associate Dean for CDIS, PhD, Syracuse University (LIS)	100% iSchool	Information policy, library information technology history, government information, social informatics
Ian Hutchins	Assistant Professor, PhD, UW–Madison (Neuroscience)	100% iSchool	Bibliometrics/scientometrics, data analytics, scholarly communication, information policy
Corey B. Jackson	Assistant Professor, PhD, Syracuse University (LIS)	100% iSchool	Human-computer interaction, information systems design, citizen science
Jiepu Jiang	Assistant Professor, PhD, University of Pittsburgh (LIS)	100% iSchool; resigned summer 2022	Information retrieval, text analytics, human-AI interaction
Kyung-Sun “Sunny” Kim	Professor, PhD, University of Texas at Austin (LIS)	100% iSchool	Information behavior, user-centered information systems/services, social media and information literacy, information organization/cataloging
Chaoqun Ni	Assistant Professor, PhD, Indiana University Bloomington (Information Science)	100% iSchool	Bibliometrics/scientometrics, scholarly communication, scholarly data analytics
Reginold Royston	Assistant Professor, PhD, University of California Berkeley (African Diaspora Studies and New Media Studies)	50% iSchool, 50% African Cultural Studies	Media anthropology, digital humanities, political economy of information, race/gender/class/identity in technology
Alan Rubel	Professor and Director, PhD, University of Wisconsin–Madison (Philosophy); JD,	Tenure home and salary: 100% iSchool Teaching	Information/data ethics, law, and policy

Name	Title and Highest Degree	Percent of Position with iSchool	Areas of Expertise
	University of Wisconsin Law School	obligations: 50% iSchool, 50% Center for Law, Society & Justice	
Adam Rule	Assistant Professor, PhD, University of California, San Diego (Cognitive Science)	100% iSchool	Human-computer interaction, human-centered data science, health information system, user experience design
Jonathan Senchyne	Associate Professor, PhD, Cornell University (English)	100% iSchool	Print and material culture; books, print culture, and media studies; digital humanities
Jacob Thebault-Spieker	Assistant Professor, PhD, University of Minnesota (Computer Science)	100% iSchool	Human-computer interaction, social computing, geographic/statistical analysis, bias mitigation, online communities, distributed work
Catherine Arnott Smith	Professor, PhD, University of Pittsburgh (LIS)	100% iSchool	Consumer health informatics, public library information services, information organization and search
Ethelene Whitmire	Professor, PhD, University of Michigan (Education)	Moved from 50% iSchool/50% to 100% Afro-American Studies in fall 2019	Library history, African American history, women's studies
Rebekah Willett	Associate Professor, PhD, University of London (Education)	100% iSchool	Children, youth, media, play, new literacies

Table III-3: iSchool Non-Tenure-Track Faculty: Teaching Commitment within iSchool and Areas of Expertise (12-Month Appointments Except Where Noted)

Name	Title and Degree	Load	Areas of Expertise
Megan Adams	Collections Librarian and Instructor (Teaching Faculty II), MA, UW-Madison (LIS), MA, University of South Florida (English & American Literature)	4 to 5 courses per year	College and university libraries, digital humanities, metadata, user experience design, information technology

Name	Title and Degree	Load	Areas of Expertise
Michele Besant	Associate Director, PhD, UW–Madison (retired 2019)	2 courses per year, iSchool administration	Libraries and society; information-literacy instruction; management; tribal libraries, archives, and museums
Alison Caffrey	Librarian and Instructional Services Manager, MA, UW–Madison (LIS) (left iSchool November 2021)	1 course per year	Public services, community engagement, library spaces, user experience design, universal design, learning management systems
Allison Kaplan	Faculty Associate, EdD, University of Delaware (Education) (retired summer 2021)	4 courses per academic year	Children’s literature, cataloging, school library/media center, information literacy, management, community engagement
Tracy Lewis-Williams	Faculty Associate, PhD, Virginia Tech (Computer Science) (Left UW–Madison spring 2022)	15% iSchool, 1 course per year	Software engineering, project management, computer science education
Bronwen Masemann	Faculty Associate, MIS, University of Toronto; MA (History), McGill University (Left UW–Madison November 2019)	3 courses per year	Digital humanities, reference, cataloguing, metadata
Dorothea Salo	Distinguished Faculty Associate (Teaching Faculty III, MA, University of Wisconsin–Madison (Spanish, LIS)	6+ courses per year	Privacy, data management, digitization, digital preservation, scholarly communication and publishing, linked data, database design, information technology
Debra Shapiro	Distinguished Faculty Associate (Teaching Faculty III, MA, UW–Madison (LIS)	5 courses per year	Cataloging, digitization, metadata, linked data, web design and usability, user experience design, project management
Amy Sloper	Film Archivist, Wisconsin Center for Film & Theater Research; Faculty Associate (Left UW – Madison January 2019)	1 course per year	Archives, film archives
Amanda Smith	Film Archivist, Wisconsin Center for Film & Theater	1 course per year	Archives

Name	Title and Degree	Load	Areas of Expertise
	Research; Faculty Associate (MA, UCLA)		
Nicole Wiessinger	Associate Director (Teaching Faculty IV), MA, University of South Dakota (Higher Education Administration)	2 courses per year	Public library partnerships, evaluation and assessment, community engagement, equitable access to information
DeAnza Williams	Associate Faculty Associate (Teaching Faculty II), PhD, University of Illinois (LIS)	5 courses per year	Public libraries, youth services

Table III-4: Long-Term Adjuncts: Teaching Commitment within iSchool and Areas of Expertise

Name	Title	Load	Areas of Expertise
Allison Bridger	Archivist, Wisconsin State Historical Society	1 course per year	Archives
Jacob Ineichen	Digital Services Librarian, Madison Public Library	1 to 2 courses per year	Library technology, web design
Madge Klais	Emeritus Faculty Associate (retired 2019)	1 course per year	Children's literature
Lyn Korenic and Linda Duychak	Director and Reference Librarians, UW-Madison Kohler Art Library	1 course per year	Art libraries, management
Marge Loch-Wouters	Public Services Librarian, LaCrosse Public Library	1 course per year	Leadership, literature for adults
Jung Sun Oh	(Formerly) Assistant Professor, University of Pittsburgh	1 to 2 courses per year	Database design
Margaret Smith	Physical Sciences Librarian, New York University	1 to 2 courses per year	Reference, academic librarianship
Bonnie Tijerina	Researcher at Data & Society Research Institute,	1 course per year	Electronic resources and licensing

Name	Title	Load	Areas of Expertise
	President of Electronic Resources & Libraries		
Kendra Greendeer	PhD candidate, American Indian Studies	1 course per year	Tribal libraries, archives, and museums

In addition to the iSchool faculty listed in Table III-2, Anuj Desai, a professor in the UW–Madison Law School and Faculty Affiliate of the iSchool, taught two courses per year for the iSchool until fall 2021: LIS 645 “Intellectual Freedom” and LIS 663 “Cyberlaw.” Desai does not have any service obligations to the iSchool. As of fall 2021, Desai is serving as Interim Associate Dean for Research and Faculty Development in the Law School and has a reduced teaching load.

Standard III.1.2: Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program . . .

III.1.2.1: iSchool faculty are fully qualified for appointment as graduate faculty at the University of Wisconsin–Madison and are sufficient to meet the research activities required for the program.

UW–Madison maintains rigorous educational and research requirements for employment, promotion, and tenure. Well-formulated hiring, annual evaluation, tenure, and post-tenure review processes (discussed under Standard III.8) promote hiring, cultivating, and retaining well-qualified tenure-track faculty. UW–Madison also attracts a competitive pool for non-tenure-track faculty positions. The iSchool hires strong teachers who are active in the field and bring experience and subject expertise to complement the tenure-track faculty. Systematic review of teaching, as well as annual evaluation of overall activity and performance, further promotes quality.

All tenure-track faculty have active research/scholarship programs. Several tenure-track faculty lead or collaborate with other campus departments or scholarly programs. For example, Smith is Faculty in Residence at the Living Environments Laboratory of the Wisconsin Institutes of Discovery. Senchyne is the Director of the Center for the History of Print and Digital Culture. Eschenfelder, Rubel, Hutchins, Jackson, Ni, and Smith are affiliates of the Holtz Center for Science and Technology Studies. Eschenfelder, Rubel, Royston, and Smith have served as steering committee members of the Holtz Center. Eschenfelder has been a board member of the UW Data Science Hub. Rubel is a faculty affiliate of the UW Law School and member of the Department of Medical History & Bioethics. Senchyne is on the board of the Center for the Humanities. Senchyne is also a member of the Center for Humanities and the Center for Design and Material Culture. Rule is an Honorary Fellow in the Department of Family Medicine and Community Health at the UW School of Medicine and Public Health. Thebault-Spieker is a faculty affiliate in the Department of Computer Science. Examples of faculty-student projects are outlined under Standard II.4, “Research Experiences.”

Non-tenure-track faculty also contribute to scholarship and contribute to the profession through leadership in professional organizations. For example, Salo has been a co-investigator on the IMLS-funded Data Doubles research project, and Shapiro is a longtime leader in LITA (now part of Core)

and ACRL. Williams retains an active research proposal stemming from her recently completed doctoral thesis.

III.1.2.2: iSchool faculty are sufficient to meet the major share of service activities required for the program.

Faculty serve on standing iSchool governance committees as assigned by the director, while senior iSchool faculty serve as chairs of those major committees (appendix for committee rosters and [appendix VI-2-2](#) for committee minutes). Greg Downey has a reduced service obligation to the iSchool due to his duties as Chair of Journalism and Mass Communications and Academic Associate Dean for Social Sciences. However, he still serves actively on the iSchool Executive Committee.

Major standing committees and faculty chairs (during 2021–22 academic year) follow:

- Admissions Committee: Palmer
- Assessment Committee: Wiessinger
- ATSS Committee: Smith
- Awards Committee: Shapiro
- Continuing Education and Outreach: Lowe
- Curriculum Committee: Senchyne
- Diversity and Inclusion Committee: Salo
- Executive Committee: Rubel
- Faculty Mentoring: Smith
- Finance Committee: Rubel
- Library Committee: Adams
- Marketing and Communication: Greiber/Shapiro (co-chairs)
- PhD Program: Willett
- Scheduling: Rubel

Faculty members advise students about course selection and mentor MA/LIS students. In conjunction with the student and alumni services coordinator, they also advise about career selection and the job market. The student and alumni services coordinator assigns faculty advisors to new students before orientation in the summer. Advisor assignments depend on a variety of factors, including students' areas of interest, advisors' areas of expertise and experience, and current advisee loads. As mentioned under Standard IV.4.1, faculty advisors meet with their students at least once per semester to discuss course registration and their progress in the program.

In addition, as described under Standard IV.3, faculty participate as reviewers for the master's admissions committee, reading and scoring applications between January and April each year.

Some faculty also serve as advisors for student organizations. Salo advises the Jail Library Group and the UW Cybersecurity Club. Adams supervises the ALA Student Chapter. Willett advises iQuery, K-12 Libraries, Gaming in Libraries, and the Allied Drive Literacy Group. Until her retirement in 2021, Kaplan advised Allied Drive Literacy Time.

For more on faculty qualifications, research accomplishments, and service, see Sections III.4 and faculty CVs in [appendix III.2](#).

III.1.2.3: iSchool faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching activities required for the program.

All iSchool faculty teach required courses or electives in the MA/LIS, and they advise independent studies on topics not covered in established courses. Some faculty teach primarily in the MS/Information, but their courses are typically available for MA/LIS students, expanding the educational opportunities within the MA/LIS. Some faculty members (Downey, Hutchins, Jackson, Jiang, Rubel, Senchyne, Thebault-Spieker, Willett) regularly teach undergraduate courses in addition to iSchool master’s courses. Many of the advanced undergraduate courses offered by iSchool faculty are available for MA/LIS students (e.g. Computer Sciences 570 “Human Computer Interaction”; LIS 461 “Data and Algorithms: Ethics and Policy”; LIS 460 “Surveillance, Privacy & Police Powers”).

Table III-5a: iSchool Faculty: MA/LIS and Undergraduate Teaching

Tenure-Track Faculty Member	MA/LIS Courses	Undergraduate Courses
Eschenfelder	603, 706, 751	
Hutchins	706	461, 440 (“Navigating the Data Revolution”)
Jackson	470	351
Jiang	501	351
Kim	603, 640 (UX), 651, 668	
Ni	705, 707, 751	351
Royston	500	351
Rubel	661	201, 460, 461
Rule	612	
Senchyne	601, 642, 650	350
Smith	517, 602, 617, 655	202
Thebault-Spieker	CS570	201
Willett	603, 629, 631, 639, 640 (“Video Games”)	301, 202

Table III.5b: iSchool Non-Tenure-Track Faculty: MA/LIS and Undergraduate Teaching

Non-Tenure-Track Faculty Member	MA/LIS Courses	Undergraduate Courses
Adams	602, 644, 722, 768	
Besant (retired 2019)	601	

Caffrey (left 2021)	639	
Kaplan (retired 2021)	620, 622, 629, 631, 635	
Masemann (left 2019)	635, 655, 632, 768	
Salo	500, 510, 601, 632, 640 “Linked Data,” 644, 658, 668, 711, 768	341 (“Web Design”), 351, CS 202 (“Introduction to Computing”)
Shapiro	500, 602, 615, 620, 644, 646, 712	
Sloper (left 2019)	734	
Amanda Smith	640 (“Film Archiving, Community Archiving”), 734	
Wiessinger	603	
Williams	601, 603, 640, 654	

The following tables illustrates the diversity of concentrations in which iSchool faculty teach.

Table III-6a: iSchool Faculty and Their Teaching Areas

Tenure-Track Faculty Member	Teaching Areas
Eschenfelder	Database design, information architecture, electronic resource management, research methods, social informatics
Hutchins	Data science, machine learning, informatics
Jackson	Human-computer interaction, UX design
Jiang (resigned summer 2022)	Interactive information retrieval, text mining
Kim	Cataloging and classification, digital collections and curation, information use and users, research methods, user experience evaluation and testing
Ni	Database design, data visualization, bibliometrics
Royston	Inclusive environments, media studies, Internet studies
Rubel	Information ethics and policy, legal aspects of information, information and society
Rule	Human-computer interaction, human-centered data science, UX design
Senchyne	Collecting institutions and society, history of books/print culture, information architecture

Tenure-Track Faculty Member	Teaching Areas
Smith	Reference, health informatics, collection management, consumer health information, online searching
Thebault-Spieker	Human-computer interaction, social computing, online communities
Willett	Multicultural, young adult and children's literature and media, information literacy pedagogy, digital divides, online participatory cultures, instruction

Table III-6b: Non-Tenure-Track Faculty and Their Teaching Areas

Non-Tenure-Track Faculty Member	Teaching Areas
Adams	Academic librarianship, organization of information, information technology
Caffrey (left fall 2021)	Information technology for learning, library management
Kaplan (retired summer 2021)	School library media management, children's literature, cataloging
Masemann (left fall 2019)	Collection development, metadata, online searching, reference, digital humanities
Salo	Digital curation, intro to technology, metadata, XML and linked data, database design, organization of information, information security and privacy
Shapiro	Organization of information, information architecture, intro to technology, systems analysis and design
Amanda Smith	Archives
Wiessinger	Management, research methods
Williams	Public libraries, youth services, collection development

III.1.2.3.1: iSchool has sufficient faculty to accomplish program objectives.

The tables above demonstrate the breadth of subject areas and depth of expertise of iSchool faculty. In this subsection, we demonstrate how the iSchool faculty is large enough, with broad enough concentrations, that it can carry out the major share of teaching at the iSchool. Table III-7 summarizes the number of courses taught by different types of instructors. Tables III-8a, III-8b, and III-8c show how full-time faculty have taught the vast majority of required, Tier T, Tier M, and practicum courses taught since 2015 (when the current curriculum took shape).

Table III-7: Type of Faculty Teaching Required Courses at iSchool

Instructors of Required Courses, Tiered Courses (T and M), and Practicum Courses at the iSchool	Number of Course Instances
iSchool faculty	131
An adjunct with whom iSchool has a long-term relationship	32
An iSchool PhD student or iSchool student with PhD in hand	7
An adjunct who had taught fewer than three times for the iSchool	15

The following tables provide more detail, including names of all the non-electives courses taught in the program from 2015 to 2021 (regardless of format) and their instructors. The table shows the following:

- Required courses are almost exclusively taught by iSchool faculty (57/68, or 84 percent iSchool faculty).
- Tier T courses are taught predominantly by iSchool faculty (41/65, 63 percent), with some long-term adjuncts (16/65, 25 percent), a small number of short-term adjuncts (4/65, 6 percent), and a small number of PhD students (4/65, 6 percent).
- Tier M courses are fairly evenly distributed among faculty (8/27), long-term adjuncts (10/27), and short-term adjuncts (9/27).
- Practicum courses are taught solely by full-time faculty. All 25 practicum courses from 2015–2021 were taught by faculty.

To save space, the tables use the following symbols:

Symbol	Explanation
“Name”	Full-time faculty are indicated by their last name (e.g. “Smith”).
*	One asterisk indicates an adjunct with whom iSchool has a long-term relationship.
#	A number sign indicates that the instructor is an emeritus faculty member from the iSchool.
PhD	An iSchool PhD student or iSchool student with a prior PhD taught the course.
Adj	A short-term adjunct who had taught fewer than three times for the iSchool taught the course.
Blank	The course was not taught.

Table III-8a: Source of Instructional Talent for iSchool Core (Required) Courses

Semester/course	Required Courses			Required Practicum	
	601	602	603	620	LILI
Fall 2021	Senchyne Salo *Mitchell	C. Smith Adams Shapiro	Adj	Shapiro	

Semester/course	Required Courses			Required Practicum	
	601	602	603	620	LILI
Spring 2021	Salo	Shapiro	Wiessinger Eschenfelder	Kaplan	
Fall 2020	Senchyne Salo Adj	C. Smith Adams Shapiro *Oh	Wiessinger	Kaplan	
Spring 2020	Salo		Adj Wiessinger	Kaplan	
Fall 2019	Senchyne Salo Adj	C. Smith Adams Shapiro	Eschenfelder	Kaplan	
Spring 2019	Besant		Willett PhD	Kaplan	
Fall 2018	Senchyne Besant Besant	C. Smith Shapiro Shapiro	Willett	Kaplan	
Spring 2018	Besant		Eschenfelder	Kaplan	Besant
Fall 2017	#Klais	C. Smith Masemann Shapiro	Kim	Kaplan	Bhasin
Spring 2017	Besant		Eschenfelder	Kaplan	Besant
Fall 2016	Senchyne #Klais Besant	C. Smith C. Smith C. Smith	Kim	Kaplan	Bhasin
Spring 2016				Kaplan	Stoeckel
Fall 2015	Senchyne *Edmonds Besant (taught as LIS 450)	C. Smith C. Smith Shapiro (Taught as LIS 451)		Kaplan	Bhasin
Fall 2015		Shapiro Shapiro Salo (as LIS 551)			

Note: in fall 2016, the iSchool changed its required courses, combining elements of LIS 451 “Online Searching for Information Professionals” and LIS551 “Organization of Information” into LIS 602 “Information Organization and Search.”

Table III-8b: iSchool Faculty Teaching Tier T (Technology) Courses

Semester/course	500	644	646	668	751	768	803
Fall 2021	Royston	Adams	*Ineichen		Ni *Oh		
Spring 2021	Royston	Shapiro	Shapiro		*Oh	Adam	

Fall 2020	Royston	Adams	*Ineichen	Kim	*Oh		
Spring 2020	Salo	A	Shapiro		*Oh	Adams	
Fall 2019	Royston	A	*Ineichen		*Oh		
Spring 2019	Royston	Ineichen	Shapiro		*Oh	Masemann	
Fall 2018	Royston	Ineichen	*Ineichen	Kim	Salo		Berland
Spring 2018	Salo	Shapiro	Shapiro		PhD	Masemann	
Fall 2017	Royston	Tobias	Shapiro	Kim	PhD		
Spring 2017	Salo	Shapiro	*Ineichen	Kim	PhD	Masemann	
Fall 2016	Shapiro	Tobias	PhD		Eschenfelder		
Spring 2016		A	Senchyne	A	Eschenfelder	Masemann	
Fall 2015			Shapiro				

Table III-8c: iSchool Faculty Teaching Tier M (Management) Courses

Semester/course	654	712	722 (from spring 2021)	732
Fall 2021	*Mitchell	Shapiro		
Spring 2021	A		Adams	
Fall 2020	A	Shapiro	Not Tier M	A
Spring 2020		Shapiro	Not Tier M	A
Fall 2019	*Edmonds	Shapiro	Not Tier M	
Spring 2019	A		Not Tier M	
Fall 2018	*Mitchell		Not Tier M	*Remeikis
Spring 2018	*Edmonds	Shapiro	Not Tier M	
Fall 2017	*Mitchell		Not Tier M	*Remeikis
Spring 2017	*Mitchell	Becker	Not Tier M	
Fall 2016		Becker	Not Tier M	*Remeikis
Spring 2016	Besant		Not Tier M	*Remeikis
Fall 2015	# Pawley		Not Tier M	

III.1.3: ...wherever and however delivered.

The following tables demonstrate how the iSchool has a sufficient number of faculty members to carry out the teaching required for the program. The tables examine all iSchool courses, including electives.

Table III-9 illustrates the number of academic year courses each type of instructor provided from 2015 to 2021, showing that:

- The majority of iSchool courses between 2015 and 2021 were taught by iSchool faculty (66 percent, or 261 of 393 courses).
- Long-term adjuncts taught 20 percent of the classes (77 of 393).
- 14 percent of courses were taught by adjuncts who have taught fewer than three times for the iSchool or by PhD students (55 of 393 courses).

Although supervision of independent studies is an important role of the full-time faculty in addition to their regular course load, independent studies are not included in the table.

Table III-9: Breakdown of Academic-Year iSchool Courses by Type of Instructor

Instructors of Courses at the iSchool (2015–2021, all courses)	Number of Course Instances
iSchool faculty (tenure-track, non-tenure-track faculty associates, recently retired)	261
An adjunct with whom iSchool has a long-term relationship	77
An iSchool PhD student	15
An adjunct who had taught fewer than three times for the iSchool	40
Total MA class instances	393

The iSchool faculty provide curriculum regardless of format. Table III-10 illustrates the number of online courses (academic year and summer) provided by each type of instructor from 2015 to 2021, showing that:

- iSchool faculty taught 63 percent—a majority—of iSchool courses during the period (129 of 204 online courses).
- Adjuncts with whom the iSchool has a long-term relationship taught 21 percent of the classes (42 of 204 online courses).
- Shorter term adjuncts who have taught fewer than three times for the iSchool taught 12 percent of the online courses (24 of 204 online courses).
- iSchool PhD students taught 4 percent of online courses (9 of 204 online courses).

By “online” courses, we refer to courses that are delivered online and asynchronously, and therefore eligible for students in the online MA/LIS. Many courses also moved online during COVID-19 while remaining synchronous, and we do not count them as online. This is to make clear that our online program is primarily taught by iSchool faculty.

Table III-10: Breakdown of Online iSchool Courses by Type of Instructor

Instructors of Online Courses at the iSchool (fall 2015 to fall 2021)	Number of Course Instances
iSchool faculty (tenure-track, non-tenure-track, including recently retired)	129
An adjunct with whom iSchool has a long-term relationship	42
An iSchool PhD student	9
An adjunct who had taught fewer than three times for the iSchool	24
Total online course instances	204

Tables III-11a, III-11b, and III-11c illustrate the subject area contribution of faculty and adjuncts with whom the iSchool has a long-term relationship to teaching all master’s courses, either on-campus or online, by title.

Table III-11a: Master’s Courses Taught by Tenure-Track/Tenured iSchool Faculty 2015–2021

Tenure-Track Faculty Member	On Campus	Online
Downey	Associate Dean, no MA teaching	
Eschenfelder	603 “Research Methods” 640 “Theories of Social Informatics” 751 “Database Design”	603 “Research Methods” 706 “Data Mining, Planning, and Management”
Hutchins		706 “Data Mining, Planning, and Management”
Jackson	Started fall 2021: UG only	
Jiang (resigned summer 2022)	501 “Intro to Text Mining” 640 “Information Organization and Access”	501 “Intro to Text Mining”
Kim	603 “Research Methods” 640 “User Experience Evaluation and Testing” 668 “Digital Curations and Collections”	651 “Cataloging and Classification” 668 “Digital Curations and Collections” 879 “Digital Libraries”
Ni	705 “Intro to Analytics for Decision Making” 751 “Database Design”	707 “Data Visualization”
Royston	500 “Code and Power”	500 “Code and Power”
Rubel	661 “Information Ethics and Policy”	661 “Information Ethics and Policy”

Tenure-Track Faculty Member	On Campus	Online
Rule	615 "Project Management and Systems Analysis"	
Senchyne	646 "Information Architecture" 650 "History of the Book" 601 "Information Perspectives and Contexts"	642 "Reading Interests of Adults"
Thebault-Spieker	CS570 "Human Computer Interaction"	
Smith	602 "Information Organization and Search" 655 "Collection Management"	517 "Digital Health" 640 "Electronic Health Records" 655 "Collection Management"
Whitmire (moved departments, 2019)	635 "Reference and Information Services" 665 "Who Writes Your Story: Race and Gender in the Archives" 665 "History in the Archives: The African American Experience at UW"	642 "Reading Interests of Adults" 722 "College and Research Libraries"
Willett	603 "Research and Assessment" 629 "Multicultural Literature and Resources for Children and Youth" 631 "Literature and Resources for Youth" 639 "Pedagogical Theory and Practice"	631 "Literature and Resources for Youth" 639 "Pedagogical Theory and Practice"

Table III-11b: Master's Courses Taught by Non-Tenure-Track iSchool Faculty 2015–2021

Non-Tenure-Track Faculty	On Campus	Online
Adams	602 "Information Organization and Search" 644 "Digital Tools, Trends, and Debates" 768 "Digital Humanities Analytics"	602 "Information Organization and Search" 644 "Digital Tools, Trends, and Debates" 722 "College and Research Libraries"
Besant (retired 2019)	601 "Information Perspectives and Contexts" 654 "Information Services Management" 826 "LILI Practicum" 640 "TLAM"	601 "Information Perspectives and Contexts"
Caffrey (left 2021)		639 "Pedagogical Theory and Practice"

Non-Tenure-Track Faculty	On Campus	Online
Kaplan (retired 2021)	640 "Adult Public Programs" 622 "Children's Literature" 629 "Multicultural Literature and Resources for Children and Youth" 635 "Reference and Information Services"	620 "Practicum" 622 "Children's Literature" 631 "Literature and Resources for Youth"
Lewis-Williams (left 2022)	615 "Project Management and Information Services"	615 "Project Management and Information Services"
Salo	500 "Code and Power" 510 "Information Security and Privacy" 601 "Information Perspectives and Contexts" 711 "Data Management for Information Professionals"	601 "Information Perspectives and Contexts" 632 "Metadata Standards" 644 "Digital Tools, Trends, and Debates" 652 "XML and Linked Data" 658 "E-revolutions: Publishing, Knowledge Institutions, and Society" 751 "Database Design"
Shapiro	500 "Code and Power" 602 "Information Organization and Search" 644 "Digital Tools, Trends, and Debates" 712 "The Public Library"	602 "Information Organization and Search" 620 "Practicum" 640 "Project Management and Information Services" 644 "Digital Tools, Trends, and Debates" 646 "Information Architecture" 712 "The Public Library"
Wiessinger	603 "Research and Assessment"	603 "Research and Assessment"
Williams	Begins spring 2022	

Table III-11c: Master's Courses Taught by Tenure-Track/Tenured iSchool Faculty 2015–2021

Adjuncts with Long-Term Relationships	On Campus	Online
Bridger	875 "Archival Arrangement and Description"	
Crook	619 "Music Research Methods"	
Edmonds	654 "Information Services Management"	
Greenblatt		640 "Services to Diverse Populations"
Ineichen	644 "Digital Tools, Trends, and Debates" 646 "Information Architecture"	644 "Digital Tools, Trends, and Debates"
Korenic	855 "Art Librarianship"	

Adjuncts with Long-Term Relationships	On Campus	Online
Mitchell		601 "Information Perspectives and Contexts" 654 "Information Services Management"
Loch Waters	772 "Library Services to Children and Young Adults"	772 "Library Services to Children and Young Adults"
Poler	640 "Tribal Libraries, Archives, and Museums (TLAM)"	
Remeikis	732 "Strategic Information Services"	732 "Strategic Information Services"
Tobias	818 "Archival Selection and Appraisal"	
Tijerina		755 "Electronic Resource Management and Licensing"
Van Dan	772 "Library Services to Children and Young Adults"	772 "Library Services to Children and Young Adults"
Yoose		707 "Data Visualization"

Change in Faculty Since 2015

In the last six years, the makeup of the iSchool's master's instructional faculty has shifted. The number of tenure-track faculty has grown substantially while the number of non-tenure-track faculty has remained steady. The use of long-term and short-term adjuncts has remained stable, and the use of retired faculty has decreased. This is a positive development after the previous accreditation cycle, which saw a large number of faculty retirements and substantial budgetary constraints.

From 2015-December 2021, the iSchool hired seven tenure-track faculty members (Reginold Royston, Ian Hutchins, Chaoqun Ni, Jepiu Jiang, Jacob Thebault-Spieker, Corey Jackson, Adam Rule) and five non-tenure-track faculty (Megan Adams, Alison Caffrey Tracy Lewis-Williams, Amanda Smith, DeAnza Williams, Nicole Wiessinger). During that same period, eight faculty (primarily non-tenure-track) left the iSchool. Note that several of the faculty leaving taught one course or fewer per year (Caffrey, Bhasin, Sloper, Lewis-Williams), so the impact on the iSchool faculty's ability to carry out its teaching was manageable.

- Michele Besant (non-tenure-track, retired 2019) (two courses per year)
- Alison Caffrey (moved to L&S, 2021) (one course per year)
- Anjali Bhasin (non-tenure-track, moved jobs within UW 2018) (one course per year)
- Bronwen Masemann (non-tenure-track, left UW-Madison 2019) (three courses per year)
- Allison Kaplan (non-tenure-track, retired 2021) (four courses per year)
- Anna Palmer (non-tenure-track, left 2022)
- Amy Sloper (non-tenure-track, left position in 2018) (one course per year)
- Ethelene Whitmire (tenure-track, moved from iSchool between 2017 and 2019, first moving to 50 percent iSchool/50 percent Afro-American Studies in 2018, then to 100 percent Afro-American Studies 2019) (four courses per year before 2017; two courses per year 2017-2019)
- Tracy Lewis-Williams (non-tenure-track, left UW-Madison 2021) (one course per year)

Standard III.1.4: 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.

Adjunct Faculty

The iSchool extends the range of faculty expertise with expert practitioner adjuncts from across a range of areas. It seeks to recruit adjuncts who have new knowledge and substantial experience and are well-respected, and it seeks to develop long-term relationships with adjuncts who bring both expertise and high-quality teaching of subjects within their expertise. Systematic review of adjunct teaching performance supports continued high quality in adjunct teaching. The table below provides more information about adjunct faculty with whom the iSchool has a long-term relationship. Creation of long-term relationships facilitates iSchool’s investment in instructors’ professional development and course preparation to better ensure high-quality courses.

Table III-12: Long-Term Adjuncts Teaching for the iSchool

Name	Professional Title	Courses Taught
Alison Bridger	Archivist, Wisconsin State Historical Society	875 “Archival Arrangement and Description”
Michael Edmonds		654 “Information Services Management”
Ellen Greenblatt		640 “Services to Diverse Populations”
Jacob Ineichen	Digital Services Librarian, Madison Public Library	644 “Digital Tools, Trends, and Debates” 646 “Information Architecture”
Lyn Korenic	Head of UW–Madison Kohler Art Library (retired 2021)	855 “Art Librarianship”
Marge Loch-Waters	Youth Services Manager, LaCrosse Public Library	772 “Library Services to Children and Young Adults”
Susan Mitchell		601 “Information Perspectives and Contexts” 654 “Information Services Management”
Jung Sun Oh	(Formerly) Assistant Professor, University of Pittsburgh	751 “Database Design”
Omar Poler	American Indian Curriculum Services Coordinator at the Teacher Education Center, UW–Madison School of Education	640 “Tribal Libraries, Archives, and Museums (TLAM)”
Lois Remeikis		732 “Strategic Information Services”
Margaret Smith	Physical Sciences Librarian, New York University	635 “Reference and Information Services” 722 “College and University Libraries”
Vicki Tobias		818 “Archival Selection and Appraisal”
Bonnie Tijerina		755, “Electronic Resource Management and Licensing”

Rebecca Van Dan		772 “Library Services to Children and Young Adults”
Becky Yoose		707 “Data Visualization”

The iSchool continually recruits new instructional talent and aims to establish long-term relationships with instructors who provide high-quality instruction and whose schedules permit teaching.

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

III.2.1: The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions...

III.2.1.1: Tenure-track faculty evaluation

Candidates for tenure-track faculty positions are evaluated for their achievements and potential for further success in research, teaching, and service (see Standard III.8). Since the last accreditation site visit, four faculty members have been promoted: Smith (to full professor in 2018), Senchyne (tenured and promoted to associate professor in 2019), Willett (tenured and promoted to associate professor in 2017 and full professor in 2022), Rubel (tenured and promoted to associate professor in 2016, promoted to full professor in 2021). CVs are available in [appendix III-2](#).

III.2.1.2: Guidelines for promotion and tenure

The iSchool documents “Guidelines for Promotion and Tenure” and “Procedures for Promotion Consideration at Department Level” define the criteria to be considered for tenure and promotion to associate professor, and for promotion from associate professor to full professor. Each sets out high expectations for research (strong evidence of research productivity, significant impact on the field of information, an intellectual and professional identity, and a cohesive body of research), teaching (including classroom teaching, mentoring, and course and curriculum development), and service (including evidence of the quality and impact of service activities, with particular attention to their relations with research and teaching in the case of public and professional and disciplinary service). Policy and procedure documents for tenure, promotion, and post-tenure review of tenure-track faculty are posted in [appendix III-3](#).

III.2.1.3 Non-tenure-track faculty evaluation

Non-tenure-track faculty are evaluated semi-annually by the director through the process described below. Evaluation reports are important input to promotion and “distinguished prefix” decisions. Since the last accreditation cycle, three non-tenure-track faculty have received the Distinguished prefix:

- Dorothea Salo (2019)
- Deb Shapiro (2020)
- Allison Kaplan (2020, retired 2021)

Other non-tenure-track faculty promotions have included:

- Anna Palmer (no-prefix to Senior Outreach Specialist 2015)
- William Maybock (to no-prefix 2016; to Senior Information Processing Consultant 2020)
- Meredith Lowe (no-prefix to Senior Outreach Specialist 2017)
- Omar Poler (Associate prefix to no-prefix Outreach Specialist 2017)
- Bronwen Masemann (Assistant to Associate Faculty Associate 2017)
- Alison Caffrey (Associate to no-prefix Special Librarian 2021, left 2021)

University staff promotions included Amy Maurer's reclassification to Payroll and Benefits Specialist in 2021.

III.2.1.4 Annual evaluation

Both tenure-track and non-tenure-track faculty complete annual evaluation forms, known as activity reports, early each spring. The reports contribute toward promotion decisions. Tenure-track faculty are assessed on the following, ordered by priority: research, teaching, and service. Non-tenure-track faculty are assessed primarily on teaching and service but are also encouraged and rewarded for scholarship and creative contributions to the profession. Activity reports require that faculty describe achievements and challenges in those areas. Activity report forms, faculty merit scoring criteria, and examples of completed activity report forms are available in [appendix III-4](#).

III.2.2: ... by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

III.2.2.1: Encouragement of innovation

The iSchool encourages its faculty to innovate. Faculty are supported in developing new courses and experimenting with new methods of teaching and new streams of research. The iSchool supports service activity and a variety of service projects.

III.2.2.2: Innovation in teaching

iSchool policies encourage ongoing innovation of courses. Since the last accreditation in 2014, the iSchool has introduced numerous new classes, and, as discussed under Standard II.3.5, iSchool faculty regularly update existing classes to reflect changes in the profession. Innovation in teaching is supported through evaluation, financial support, training, and campus initiatives.

Evaluation: Faculty annual evaluation forms ([appendix III-4](#)) require instructors to report how they have changed their courses in response to feedback. The iSchool also regularly assesses faculty through standardized student evaluations and peer evaluations as described under Standard III.8.

Financial support: The iSchool's financial policies also encourage innovation by compensating instructors (both faculty and adjuncts) for the extra work involved in creating and updating online courses ([appendix III-5](#)). Faculty and adjuncts can request extra funds to support significant updates of an existing course every three years. In other instances, faculty may receive a reduced teaching load to support development of a strategic new course. There is also university-based support. Smith received an Educational Innovations grant to buy out of a course for a semester to develop her course on Electronic Health Records.

Training

Faculty in the iSchool take advantage of myriad opportunities for training in pedagogy, teaching technology, course development, and project design:

- Numerous iSchool faculty members (Besant, Smith, Rubel, Shapiro, Jiang, Senchyne) have completed the university's [TeachOnline@UW](#) program, which develops online pedagogical and technological skills. This is a semester-long learning community designed to train faculty in pedagogy and assessment, specifically in online learning environments.
- Several faculty members have completed the Discussion Project, a program developed by UW–Madison and its School of Education. The program develops instructors' skills in leading active, participatory, discussion-oriented classrooms and ensuring the broadest, fairest degree of participation for students. Participants include Shapiro, Rubel, Adams, and Kim.
- Others (Rule, Thebault-Spieker, Hutchins) have participated in the Madison Teaching & Learning Excellence Program. This includes four pre-semester online interactive workshops that introduce evidence-based practices and help instructors consider meaningful strategies to enhance course design and instruction.
- Others have participated in UW Teaching Academy programs, including the Teaching Academy Summer Institute (TASI), an intensive multi-day workshop in which participants work on developing or updating a single course. Faculty in Teaching Academy programs include Shapiro, Rubel, Adams, and Williams.
- Additionally, Smith had a Learning Analytics Fellowship, completed a DESI Fellowship in course analytics, and attended a course series from Division of Information Technology on Blended Learning. Shapiro has participated in Active Teaching Lab sessions and the Center for Teaching Learning & Mentoring series, along with regularly participating in Teaching Academy winter and summer retreats.
- Faculty often attend the annual Distance Teaching & Learning Conference in Madison.
- During the COVID-19 pandemic, the iSchool and L&S offered ad hoc assistance in moving courses online, including individual consultation on technology, pedagogy, and course organization.

III.2.2.3 Innovation in research

The iSchool supports innovation in faculty research by connecting faculty with funding and other support to develop their research. Importantly, faculty annual evaluations include evaluation of each faculty member's accomplishments in research and scholarship. For more information on faculty evaluations, see Standard III.8.

Research Grants

Every faculty member is eligible to apply for [a range of UW–Madison research grants sponsored by the Graduate School](#). The most common university faculty grant is named the [Fall Competition Grant](#), which can provide funding for faculty summer salaries, equipment, research project assistants, student hourly support, and data collection related travel. In recent years, Rubel, Senchyne, and Hutchins have received Fall Competition Grants. Some institutes and research centers on campus also offer their own faculty grants, fellowships, or awards that fund scholarship, and iSchool faculty have actively pursued these opportunities to fund their research. CDIS began a series of grant workshops in 2021, and the iSchool began a program to bring in senior faculty from other institutions with

NSF program-officer experience to both offer grant training and to “fishbowl” (i.e. work through) potential grant proposals. In fall 2021, the iSchool invited Kevin Crowston from the iSchool at Syracuse for such a workshop.

The iSchool further supports innovative research with internal grants. The first of these is the Pritchard Fund for open-access publication. Through a generous alumni donation, the iSchool can cover some or all the costs of publishing faculty research open access. Currently, the fund has supported open access publication of a book with Cambridge University Press (Rubel, *Algorithms & Autonomy: The Ethics of Automated Decision Systems*), a journal article in *Science Advances* (Ni, “The gendered nature of authorship,”) and a journal article in *New Media and Society* (Royston, “Podcasts and the African Mediascape”).

In addition, the iSchool recently received a donation that will provide significant funds in the coming years. The iSchool Executive Committee voted to use these funds for support faculty research and for promoting iSchool diversity, equity, and inclusion efforts. The final policies for disbursing those funds were reviewed and approved in spring 2022. To support research, the Executive Committee earmarked \$120,000/year to grant insurance, so that iSchool faculty can conduct research on projects for which they have not yet secured external funding. The policy is available in [appendix III.5](#).

Travel Funding

The Office of the Vice Chancellor for Research and Graduate Education (OVCRGE) also provides two separate funds for domestic and international conference travel to present research. Faculty may apply every other year for \$1000 in domestic travel support and every three years for \$2000 international travel support. Professors Rule, Kim, Rubel, and Senchyne have made use of these funds in recent years. The university travel support supplements the \$4000 biannually that the iSchool provides to faculty generated by endowment funds (appendix). In 2013, the iSchool began to use online program revenue to further supplement faculty and staff travel related to professional development. And in 2021, a gift to the iSchool has been allocated in part to support iSchool research and diversity efforts. We anticipate that this will support travel when it resumes post-pandemic.

Other university-level faculty resources available to support innovation in research include:

- [Faculty development grants](#) that support retraining and renewal of faculty “to adapt to changing curricular, student, and societal needs.”
- Eligibility for a [one-semester or one-academic year sabbatical](#) after every six years normal work to encourage innovative scholarship.
- [Intellectual property/patent](#) innovation commercialization assistance.
- Opportunities to [lead study abroad trips](#) to make new connections.

III.2.2.4. Innovation in service

iSchool faculty performs service across many domains, including service in ways that are key to the university and profession. At the university level, iSchool faculty are placed in many important university functions. Professors Downey and Eschenfelder currently serve as academic associate deans in L&S (Downey for Social Sciences, Eschenfelder for CDIS). Eschenfelder served on the Graduate Faculty Executive Committee before becoming associate dean. She was chair of the search committee for the Vice Provost for Libraries / University Librarian position. She currently serves on the L&S Diversity, Equity, and Inclusion Committee. Kim has served on the University Library Committee. Rubel serves on the Humanities Divisional Committee, which is responsible for reviewing all tenure cases in

the humanities across the university. Senchyne will serve on Humanities Divisional Committee beginning fall 2022. Willett serves on the University Academic Planning Council, which is responsible for advising the provost and chancellor on major academic program decisions, including review of new and changing programs. She also serves on the Memorial Library Committee. Smith serves on the University Library Committee and University Information Technology Committee (where she is incoming chair). Senchyne is director of the Center for the History of Print and Digital Culture.

iSchool faculty are similarly active at the professional level. Faculty serve on a broad range of journal and press editorial boards, including the University of Wisconsin Press (Senchyne), *Learning, Media, and Technology* (Willett), *Girlhood Studies Journal* (Willett), and *JASIST* (Rubel). Smith serves as a member of the American Medical Informatics Association Working Group “Women of AMIA” subcommittee on Career Advancement. Senchyne has been elected to the MLA Executive Committee in Print Culture, Book History, and Lexicography. Willett serves on the Advisory Board for the Children’s Cooperative Book Center (CCBC) and recently served on the IMLS National Forum on Research and Assessment in Library Makerspaces. She has continuing work with Madison Public Library on developing ways to measure outcomes for programming involving children and teens.

III.2.2.5. Stimulating learning and research environment

Faculty members provide a rich and stimulating learning and research environment. The iSchool is home to the Center for the History of Print and Digital Culture, which regularly hosts talks and a bi-annual conference. Rubel organized and hosted the annual Information Ethics Roundtable in 2015. CDIS hosts regular “Red Talks.” Courses regularly host scholars from other units in the university.

However, describing the stimulating learning and research environment of the iSchool by discussing only programs that are internal to the iSchool would be to miss the rich learning environment of UW–Madison. Our faculty and our students participate in a large, dynamic research and learning atmosphere. There are regular research workshops in other units in CDIS, in other research centers, in other departments, and for the entire university. The iSchool’s efforts here are part of that broader community that makes UW–Madison an exciting place to be.

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.

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

The iSchool seeks to promote a diverse faculty and student body because

- diversity promotes critical thinking and greater cultural competencies among faculty, staff, and students;
- valuing all voices leads to better sustainable solutions to complex problems; and
- the iSchool wishes to improve educational opportunities for underrepresented groups for both to improve society and to recruit underrepresented students into the information professions.

The Office of the Provost has a [Faculty Diversity Initiative](#) that provides policies and resources to guide departments through equitable recruitment and retention procedures to achieve a more diverse workforce. The Office of the Provost provides funding to recruit and retain faculty from diverse backgrounds through its Target of Opportunity (TOP) program, fellowships, and retention packages.

The iSchool has made use of these initiatives in several ways. The TOP program provides resources for departments to recruit and hire excellent candidates from underrepresented backgrounds. The iSchool has used this program to recruit candidates by inviting them to give research talks to build a relationship outside of the normal hiring seasons. Moreover, the iSchool has used the program to recruit and hire one tenure-line faculty member and to recruit others. The Diversity and Inclusion Committee built a list of prospects for further TOP hiring in 2022.

In addition, the iSchool has successfully obtained UW–Madison Anna Julia Cooper Postdoctoral Fellowships for two candidates as part of their tenure-track job offers. This prestigious award allows candidates to build their research profile for a year before taking on the responsibilities of an assistant professorship. Moreover, it allows UW–Madison to make offers to promising candidates earlier in their careers without requiring the candidates to forego opportunities to build their research program before starting the tenure-track.

The iSchool has established policies to recruit and retain faculty from diverse backgrounds into its job search process. The university asks chairs in departments that are hiring faculty to ensure that at least one search committee member attend a day-long workshop led by the Women in Science and Engineering Leadership Institute (WISELI), on diversity, hiring, and unconscious biases. In recent searches, multiple members of the search committee have completed the WISELI workshops. Recent faculty searches have required candidates to explain their contributions to diversity, and search committees have sought to identify candidates from diverse backgrounds. Campus human resources regulations require that open position descriptions contain equal opportunity language as follows: “UW–Madison is an equal opportunity/affirmative action employer. The iSchool promotes excellence through diversity and encourages all qualified individuals to apply.”

To ensure that faculty from underrepresented groups are able to flourish, UW–Madison has an institutional membership to the National Center for Faculty Development & Diversity, and the iSchool has supported faculty members in completing the center’s writing workshops.

Beyond policies to recruit and retain faculty from diverse backgrounds, the iSchool has had recent success in hiring. Since the last accreditation cycle, the iSchool has hired several faculty members from underrepresented groups. It has also had success adding to the faculty whose research is directly related to diversity issues (e.g. Ni and Hutchins). Two Black faculty members have left the iSchool since the last accreditation cycle. Tracy Lewis-Williams (15 percent appointment in iSchool, 85 percent appointment in CS) left UW–Madison to join her spouse outside the state. Ethelene Whitmire’s research shifted away from college and university libraries toward biography and incrementally shifted her appointment to the Department of Afro-American Studies.

iSchool faculty race/ethnicity statistics are somewhat comparable to national LIS faculty statistics reported in the 2021 ALISE statistical report, as shown in Table III-13. However, the iSchool currently has no Hispanic faculty or staff. The iSchool currently has three African American faculty members and three Asian American faculty members. Several iSchool technology faculty are women (Adams, Eschenfelder, Kim, Ni, Salo, Shapiro), which helps attract women to technologically advanced areas of the field.

Table III-13: Racial and Ethnic Makeup of iSchool Full-Time Faculty and Academic Staff

Racial/Ethnic Group	iSchool Faculty (of 19)	National Statistics from ALISE
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Hispanic	0	3%
Asian	3 (16%)	14%
African American	3 (16%)	4%
White	13 (68%)	59%
American Indian	0	0%

III.3.2: Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

When full-time tenure-track or instructional staff faculty are hired, the iSchool department administrator and director provide them with relevant personnel policies. These include the university's [Faculty Policies and Procedures Manual](#) and iSchool Policies and Procedures for Review of Assistant Professors (appendix). Division-specific tenure review guidelines are available at the [Secretary of the Faculty's website](#). Non-tenure-track faculty fall under the university's [Academic Staff policies](#). The iSchool uses all relevant UW–Madison personnel policies to guide the annual review process of all faculty (tenure-track and non-tenure-track). Standard III.8 provides more detail regarding review of faculty.

In addition, the iSchool has local policies developed within the school, approved by the Executive Committee, and maintained by the director, associate director, and department administrator. These include the policies described below.

Policy for Supplementary Funding for Preparing Online Courses

iSchool teaching policy adopts L&S Policy on teaching load: “The normal instructional load in L&S departments is two courses per semester per faculty FTE on the instructional budget, although for various reasons there is some variation around this norm.”

Policy for Travel Funding

For adjunct faculty, an iSchool task force was convened to ensure consistent and equitable policies. This includes a formal onboarding process for short-term adjuncts; an onboarding checklist for hiring short-term adjuncts; an instructor handbook outlining expectations, best practices, and resources; and clear guidance for connecting to and setting up their online course spaces in Canvas (including a template).

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

III.4.1: The qualifications of each faculty member include competence in designated teaching areas, technological awareness, and effectiveness in teaching.

III.4.1.1: Competence in designated teaching areas

iSchool faculty hold degrees in LIS and other fields related to their teaching areas (see list of advanced degrees under Standard III.6, lists of required and requirement-fulfilling courses taught under Standard III.1, and specifics of teaching assignments under Standard III.7). When possible, faculty

draw on their own research and professional activities when teaching (see Table III-2 and the faculty CVs in [appendix III-2](#)). For example, Willett teaches courses on pedagogy theory and on children and young adult services, drawing on both her education training, elementary school teaching experience, and research in those areas. Rubel teaches courses on information ethics, law, and policy, drawing on his training in those areas, his professional experience as an attorney, and his research in those areas. Adams teaches courses in, among other topics, digital humanities analytics and in college and university libraries, drawing on her humanities master’s degree and experience as a college digital librarian. These examples are repeated across the faculty.

Table III-14 demonstrates the close links between faculty members’ expertise and their designated teaching areas.

Table III-14: Faculty Expertise and Courses Taught

Tenure-Track Faculty Member	Areas of Expertise	Courses Taught for MA Program
Greg Downey	Information labor, information technology history, GIS	Works as dean
Kristin Eschenfelder	Information policy, library information technology history, government information, social informatics	603 “Research Methods” 706 “Data Mining, Planning, and Management” 751 “Database Design”
Ian Hutchins	Bibliometrics/scientometrics, data analytics, scholarly communication, information policy	706 “Data Mining, Planning, and Management”
Corey B. Jackson	Human-computer interaction, information systems design, UX	470 “Interaction Design Studio”
Jiepu Jiang (resigned summer 2022)	Information retrieval, text analytics, human-AI interaction	501 “Intro to Text Mining” 640 “Information Organization and Access”
Kyung-Sun “Sunny” Kim	Information behavior, user-centered information systems/services, social media and information literacy, information organization/cataloging, user experience testing	603 “Research Methods” 640 “User Experience Evaluation and Testing” 651 “Cataloging and Classification” 668 “Digital Curations and Collections” 879 “Digital Libraries”
Chaoqun Ni	Bibliometrics/scientometrics, scholarly communication, scholarly data analytics	705 “Intro to Analytics for Decision Making” 751 “Database Design” 707 “Data Visualization”
Reginold Royston	Media anthropology, digital humanities, political economy of information, race/gender/class/identity in technology	500 “Code and Power”
Alan Rubel	Information/data ethics, law, and policy	661 “Information Ethics and Policy”
Adam Rule	Human-computer interaction, human-centered data science, health	615 “Project Management and Systems Analysis”

	information system, user experience design	
Jonathan Senchyne	Print and material culture; books, print culture, and media studies, digital humanities	642 "Reading Interests of Adults" 646 "Information Architecture" 650 "History of the Book" 601 "Information Perspectives and Contexts"
Jacob Thebault-Spieker	Human-computer interaction, social computing, geographic/statistical analysis, bias mitigation, online communities, distributed work	CS570 "Human Computer Interaction"
Catherine Arnott Smith	Consumer health informatics, public library information services, information organization and search	517 "Digital Health" 602 "Information Organization and Search" 640 "Electronic Health Records" 655 "Collection Management"
Ethelene Whitmire (moved to Afro-American Studies department 2019)	Library history, African American history, women's studies	635 "Reference and Information Services" 665 "Who Writes Your Story: Race and Gender in the Archives" 665 "History in the Archives: The African American Experience at UW" 642 "Reading Interests of Adults" 722 "College and Research Libraries"
Rebekah Willett	Children, youth, media, play, new literacies	603 "Research and Assessment" 629 "Multicultural Literature and Resources for children and youth" 631 "Literature and Resources for Youth" 639 "Pedagogical Theory and Practice"

Non-Tenure-Track Faculty Member	Areas of Expertise	Courses Taught
Megan Adams	College and university libraries, digital humanities, metadata, user experience design, information technology	602 "Information Organization and Search" 644 "Digital Tools, Trends, and Debates" 722 "College and Research Libraries" 768 "Digital Humanities Analytics"

Non-Tenure-Track Faculty Member	Areas of Expertise	Courses Taught
Alison Caffrey (left December 2021)	Public services, community engagement, library spaces, user experience design, universal design, learning management systems	639 "Pedagogical Theory and Practice"
Tracy Lewis-Williams (left December 2021)	Software engineering, project management, computer science education	615 "Project Management and Information Services"
Dorothea Salo	Information security and privacy, data management, digitization, digital preservation, scholarly communication and publishing, linked data, database design, information technology	500 "Code and Power" 510 "Information Security and Privacy" 601 "Information Perspectives and Contexts" 632 "Metadata Standards" 640 "Linked Data" 644 "Digital Tools, Trends, and Debates" 652 "XML and Linked Data" 658 "E-Revolutions: Publishing, Knowledge Institutions, and Society" 711 "Data Management for Information Professionals" 751 "Database Design" 768 "Digital Humanities Analytics"
Debra Shapiro	Cataloging, digitization, metadata, linked data, web design and usability, user experience design, project management	500 "Code and Power" 602 "Information Organization and Search" 644 "Digital Tools, Trends, and Debates" 620 "Practicum" 640 "Project Management and Information Services" 646 "Information Architecture" 712 "The Public Library"

Non-Tenure-Track Faculty Member	Areas of Expertise	Courses Taught
Nicole Wiessinger	Public library partnerships, evaluation and assessment, community engagement, equitable access to information	603 “Research and Assessment”
DeAnza Williams	Public libraries, youth services	601 “Information Perspectives and Contexts” 603 “Research and Assessment”

To ensure the iSchool is drawing on experts on specific topics, faculty are encouraged to seek others in the iSchool, across UW, and outside of UW for guest lectures and other curricular support.

Faculty share syllabi, assignments, and course materials, especially across required courses. These are ways of drawing on the competence and expertise of others to ensure that areas of instruction are covered well. Examples of recent guest lectures in MA/LIS classes include experts on College and University Libraries in LIS 722 (e.g. Carrie Kruse of UW–Madison’s College Library and Nathan Dowd of Edgewood College), experts on different kinds of research methods in LIS 603 (e.g. Shannon Oltmann of the University of Kentucky on qualitative interviewing and research staff from Wisconsin Center for Educational Research on logic models and evaluation).

III.4.1.2 Technological awareness

Course syllabi demonstrate the iSchool faculty’s high level of technological awareness by showing how courses cover debates and issues related to media and technologies, along with appropriate technological skills (see Standard II.3.3 for a list of how iSchool courses incorporate technology). More important, though, is the faculty’s awareness of and ability to use technologies effectively in teaching. The iSchool has long offered online courses, and instructors are adept with online course management systems (UW–Madison currently uses the Canvas platform). The iSchool does several things to ensure faculty have the necessary awareness to use such tools well. The library supervisor (until December 2021, this position was filled by Alison Caffrey) has expertise in learning technology and is available to help faculty with setting up course sites effectively, to plan technology use, and to troubleshoot problems. This position supervises an online teaching assistant—generally an iSchool PhD student—who helps with many of the talks around ensuring online learning spaces function well.

Because the iSchool regularly has adjuncts (both short- and long-term) joining the iSchool to teach, it created an onboarding process to quickly prepare them for teaching technologies needed in most courses, ensuring technological awareness extends across all faculty teaching in the MA/LIS. This process has been consolidated into [Canvas](#) to ensure availability and consistency.

Technological awareness extends beyond use of technological systems themselves. It involves understanding how technologies interact with pedagogy, course goals, and inclusive teaching environments. The iSchool encourages its faculty to participate in university-wide courses involving technology and teaching. As explained under Standard III.2.2.2, many iSchool faculty have completed the semester-long course TeachOnline@UW. Others have completed the Discussion Project, which in

recent semesters shifted focus to online discussion to ensure rich classroom discussion can happen regardless of course modality.

With COVID-19 and the sudden increase in online learning, faculty had to adapt to teaching more courses online in different ways. That included quickly moving courses designed for in-person to online and building more courses to be taught online synchronously. Through the process, the iSchool library instruction designer, online TA, and college-level “batch leads” provided invaluable guidance in keeping courses moving during 2020–21 and beyond.

The importance of technological awareness and understanding how teaching technologies affect iSchool students motivates an iSchool standing committee devoted to addressing technology and pedagogy. The Academic Technology and Student Support Committee considers technology best practices, how to ensure instructors can effectively use technologies, which technologies the iSchool should purchase, license, and deploy; and how to ensure technologies enhance student learning. The ATSS (and the iSchool) benefit from the participation of building IT experts (Greg Putnam and Will May).

III.4.1.3 Effectiveness in teaching

The iSchool ensures effective teaching in several ways. One way is through evaluation processes. The iSchool monitors teaching effectiveness through student course evaluations and peer reviews of teaching (described more thoroughly under Standard III.8.1). These evaluations are crucial data in annual evaluations, making decisions about tenure and promotion, retention of adjunct faculty, and mentoring interventions to help faculty continually improve their teaching. In addition, important secondary sources of data on teaching effectiveness include students’ portfolios, surveys of upcoming iSchool graduates, and the practicum supervisor questionnaire (see Standard I.1 for more details).

Teaching Evaluations

The iSchool employs two types of teaching evaluations: form-based evaluations filled out by students and peer evaluations.

Form-based evaluations: iSchool faculty members are required to administer the iSchool Course Evaluation (appendix) to all students in their courses. This process is handled through the AEFIS system, and in the last two weeks of the semester an email is sent to all students in courses notifying them of the available course evaluation form. A similar instrument is used both for online and face-to-face courses. The course instructor, director, and associate director review the results of these course evaluations each semester.

Peer evaluations: Each semester, the iSchool conducts peer evaluations of instructors. The associate director assigns each instructional staff member to review one or two other instructional staff members. Review protocols follow.

For tenure-track assistant professors: The iSchool reviews all courses of assistant professors each semester as part of the university tenure review process.

For non-tenure-track faculty or retired faculty that continue teaching: The iSchool reviews any new course taught by a non-tenure-track faculty member. In addition, iSchool reviews each non-tenure-track faculty member at least once per year.

For all adjuncts: The iSchool reviews any new instructor and any course new to an instructor. For long-term instructors who teach a specific class once per year, iSchool reviews teaching every third iteration of a class.

For tenure-track associate professors and full professors: The iSchool offers tenured faculty the option of having a peer evaluation for promotion package purposes or for consideration for teaching awards. The university does not require peer review of tenured faculty teaching.

Evaluators are instructed to schedule their observations before the last month of class. Evaluations for new instructors should occur as soon as possible to allow for mid-semester corrections. The evaluator should share a draft of the evaluation memo with the observed person and give them a chance to respond and explain. The iSchool stores final memos in the instructor’s personnel folder.

Peer evaluations are used in systematic annual review processes. The Faculty Review Committee reviews tenure-track faculty peer evaluations as part of the annual review process each spring. The associate director reviews peer evaluations for adjuncts as part of rehire decisions. The director reviews the peer evaluations for non-tenure-track faculty as part of their annual evaluation process.

Output of Evaluation Data

Tenure-track faculty: In their annual review report, faculty members are required to list their teaching evaluation scores for the year. They are also required to state which changes they plan to make to courses based on evaluation and feedback that they have received. For examples, see a collection of faculty annual reports in [appendix III-4](#). For tenure-track faculty, the Faculty Evaluation Committee reviews annual reports, which influence promotion and tenure decisions.

Non-tenure-track faculty: Non-tenure-track faculty submit an annual review report to the director (all those with teaching roles) or associate director. The director prepares an annual report that incorporates the data, and the data goes into promotion decisions.

III.4.2 ... Active participation in appropriate organizations.

iSchool faculty and staff are active in numerous professional organizations related to their research and teaching. The organizations represent a range of areas of interest and expertise, as outlined below.

Table III-15: iSchool Participation in State, National, and International Organizations

Area	iSchool Participation in National and International Organizations
Youth	Association of Library Service to Children; Young Adult Library Services Association
School Library	International Association of School Librarianship; American Association of School Libraries
Archives	Society of American Archivists; Midwest Archives Conference
Ethics/Policy	Information Ethics Roundtable; Privacy Law Scholars; International Association of Privacy Professionals
Libraries	International Federation of Library Associations and Institutions (IFLA); American Library Association; Association of College and Research Libraries; Wisconsin Library Association; Wisconsin Association of Academic Librarians; Wisconsin

iSchool Participation in National and International Organizations	
	Public Library Association; Charleston Conference; Library Information Technology Association (LITA; now part of Core)
Medical/Health	American Medical Informatics Association; Medical Library Association
General Research	Association for Information Science & Technology; Association for Library and Information Science Education; iSchools Conference; Association for Internet Researchers; International Communication Association; Modern Language Association; Information Seeking Behavior in Context (ISIC)
Tribal	Association of Tribal Archives, Libraries, and Museums
History	Society for the History of Authorship, Reading, and Publishing; Society for the History of Technology; The Society of Early Americanists; Society of Nineteenth Century Americanists; American Association for the History of Medicine

Further, faculty members have held numerous leadership positions—including president, executive committee member, secretary, and chair—of professional organizations and special interest groups. Professional service is a component of the tenure and promotion review process and annual review processes for non-tenure-track faculty. Specific organizational memberships and leadership positions are reflected in faculty CVs ([appendix III-2](#)).

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

Current iSchool faculty [research and publish actively](#) in the following areas:

Table III-16: iSchool Faculty and Academic Staff Publishing Areas

Bibliometrics/scientometrics and data analytics	Hutchins, Ni
Human computer interaction, user experience design	Jackson, Jiang, Rule, Thebault-Spieker
Information behavior and users	Kim, Smith, Willett
Information ethics and policy	Eschenfelder, Rubel, Salo
Information literacy	Kim, Smith, Willett
Information organization and access	Adams, Jiang, Kim, Smith, Shapiro
Information retrieval	Jiang
Information technology and culture	Royston
Information technology history	Senchyne, Downey, Eschenfelder, Whitmire
Publishing, electronic publishing, open access	Eschenfelder, Salo
Social computing	Jackson, Thebault-Spieker
Social informatics	Downey, Eschenfelder, Jackson, Rubel, Smith
Digital youth, early literacy	Willett, Kaplan

Faculty are established researchers in their fields of expertise, as is evident in their publications and conference presentations and activities since 2014. Since 2014, iSchool faculty members have published more than 100 journal articles and book chapters, published in more than 70 conference proceedings, written three books, and have given more than 200 presentations at conferences and colloquia. The scope of scholarly activity is better assessed by looking at faculty CVs in [appendix III-2](#).

As active researchers, faculty members are regularly invited as guest speakers at universities, organizations, events, and in the media. Other professional roles include external examiners and tenure reviewers for universities; advisory boards, task forces, and committee members for various organizations, including ALA and IMLS; reviewers for journal articles and grant proposals (such as for IMLS, NEH Office of Digital Humanities, NSF, NLM); editorial board members (such as *JASIST*, *Library Quarterly*) and guest editors for journals; and membership on scholarship committees.

Faculty members participate in several campus research groups or projects, including:

- [The Center for the History of Print and Digital Culture](#)
- Wisconsin Institute for Discovery [Living Environments Lab](#)
- [Games, Learning, and Society Research Group](#)
- [The Holtz Center for Science and Technology Studies](#)
- [American Family Data Science Institute](#)
- [Data Science Hub](#)
- [The Center for the Humanities](#)
- [Research Data Services](#)
- [Wisconsin Center for Educational Research](#)

The iSchool is home to the [Center for the History of Print and Digital Culture](#) (Associate Professor Jonathan Senchyne, Director; Professor Greg Downey, former Director), which fosters the interdisciplinary study of print culture through lectures and colloquia, biennial conferences, and Print Culture History in Modern America, a series by the University of Wisconsin Press. The center encourages scholarly work on the authorship, reading, publication, and distribution of print and digital materials. A colloquium series takes place each semester and includes national and local experts. A biennial conference takes place in Madison focusing on a theme in print culture. Each conference results in a book, often co-edited by iSchool faculty.

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

III.6.1: The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content.

Faculty members have a variety of academic backgrounds, which broadens iSchool program content and enriches student learning. The faculty profile has become more multidisciplinary as recent appointments have attracted new areas of expertise to supplement iSchool strengths studies. Current tenure-track faculty are listed below, followed by non-tenure-track faculty.

Table III-17: iSchool Tenure-Track Faculty and Their Qualifications

Faculty Member— Tenure-Track	Highest Degree Earned	Institution Granting Degree	Year	Field of Study
Downey	PhD	Johns Hopkins University	2000	History of Technology and Human Geography
Eschenfelder	PhD	Syracuse University	2000	Information Transfer
Hutchins	PhD	University of Wisconsin–Madison	2009	Neuroscience
Jackson	PhD	Syracuse University	2019	Information Science & Technology
Jiang (resigned summer 2022)	PhD	University of Pittsburgh	2016	Library and Information Science
Kim	PhD	University of Texas at Austin	1998	Library and Information Science
Ni	PhD	Indiana University Bloomington	2016	Information Science
Royston	PhD	University of California, Berkeley	2014	African Diaspora Studies
Rubel	PhD JD	University of Wisconsin–Madison	2006 2004	Philosophy Law
Rule	PhD	University of California, San Diego	2018	Cognitive Science
Senchyne	PhD	Cornell University	2012	English
Smith	PhD	University of Pittsburgh	2002	Library and Information Science/Medical Informatics
Thebault-Spieker	PhD	University of Minnesota	2017	Computer Science
Whitmire (Affiliate, moved to Afro-American Studies, 2019)	PhD	University of Michigan–Ann Arbor	2001	Higher Education
Willett	PhD	University of London	2002	Education

Table III-18: iSchool Non-Tenure-Track Faculty (Academic Staff) and Their Qualifications

Academic Staff Member	Highest Degree Earned	Institution Granting Degree	Year	Field of Study
Besant	PhD	University of Wisconsin–Madison	1999	Library and Information Studies
Bhasin (left 2018)	MA	University of Texas at Austin	2011	Library and Information Studies
Kaplan (retired 2021)	EdD	University of Delaware	2006	Education
Salo	MA/MA	University of Wisconsin–Madison	1996/2005	Spanish/Library and Information Studies
Shapiro	MA	University of Wisconsin–Madison	1991	Library and Information Studies/Archives
Masemann (left 2017)	MA MA	University of Toronto McGill University	2009 2007	Library and Information Science History
Sloper (left UW 2019)	MA	University of California, Los Angeles	2007	Moving Image Archive Studies
Adams	MA	University of Wisconsin–Madison	2018	Library and Information Studies
Caffrey (left 2021)	MA	University of Wisconsin–Madison	2017	Library and Information Studies
Lewis-Williams (left 2021)	PhD	Virginia Polytechnic and State University	2004	Computer Science
Wiessinger	MA	University of South Dakota	2016	Higher Education Administration
Smith	MA	University of California, Los Angeles	2012	Moving Image Archive Studies
D. Williams	PhD	University of Illinois Urbana–Champaign	2021	Library and Information Studies

While three non-tenure-track faculty have degrees from UW–Madison, a review of their CVs reveals that each had significant professional experience between finishing their degrees and taking a position at UW–Madison. For example, Shapiro had many years of experience as a photo archivist, Salo led institutional-repository and data-service projects at two academic libraries, and Adams worked as a Digital Scholarship and Instruction Librarian at Grinnell College. Two tenure-track faculty members

have their PhDs from UW–Madison. Neither, however, received their PhDs from the iSchool. Rubel’s PhD and JD are from UW–Madison, and he worked for several years as an attorney and as a bioethicist before joining the faculty. Hutchins received his PhD in neuroscience and worked for several years as a data scientist at NIH before joining the iSchool.

Faculty and staff have close connections with a variety of national and international professional associations, as indicated in Table III-19. They have maintained continuing contact with the field through teaching, research, and professional service.

Table III-19: iSchool Faculty and Areas of Field Contact

Field Contact Areas	iSchool Faculty
Academic libraries	Adams, Kim, Salo, Eschenfelder
Archives and records management	Smith, Shapiro, A. Smith
Children and youth services	Willett, Kaplan
Community organizations	Shapiro, Willett, Wiessinger, Kaplan
Data analytics	Hutchins, Ni
Data management, data archives	Eschenfelder, Salo, Kim
Digital humanities	Adams, Senchyne
Digital collections and curation	Kim, Salo, Shapiro
Information/data ethics	Rubel, Hutchins
Information retrieval	Jiang, Smith
Information technologies	Adams, Downey, Eschenfelder, Kim, Jiang, Ni, Royston, Salo, Shapiro
Law libraries	Rubel
Medical/health information	Smith, Rule
Metadata and cataloging	Adams, Kim, Shapiro, Salo, Kaplan
Print culture and history	Senchyne, Whitmire
Public libraries	Shapiro, Smith, Willett, Williams
Publishing	Eschenfelder, Salo, Senchyne
School libraries	Kaplan, Willett
User experience design/testing	Jackson, Kim, Rule, Thebault-Spieker

III.6.2. Skill with planning and assessment

Current iSchool faculty have demonstrated skill in academic planning and assessment. Wiessinger, Willett, and Kaplan (retired 2021) have graduate training in education fields. Eschenfelder, Smith, and Kaplan have attended ALISE and ALA trainings. Smith has served as an external assessor for the

ALA's Committee on Accreditation. The iSchool's department-level skill in assessment is demonstrated and advanced by a standing committee on assessment that meets monthly and regularly evaluates and updates assessment tools and plans for the assessment of new programs.

III.6.3 Have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field.

The iSchool faculty experience is broad, ranging across many professional practices, including in public and academic libraries, youth services, law, image archives, government science agencies, primary education, and industry. iSchool faculty interactions with scholars in other disciplines occur in a variety of settings. This ranges from the highly interdisciplinary conferences and workshops iSchool faculty participate in outside of UW–Madison, to research centers at UW–Madison (outlined under Standard III-5). It also includes working on shared projects and curricula with other units at UW–Madison. The iSchool's co-founding of the CDIS puts its faculty in close, regular contact with faculty from Computer Sciences and Statistics. The iSchool's participation in the Digital Studies Certificate and the Data Science undergraduate major puts it in regular contact with faculty across L&S. Moreover, because the faculty values university governance, it is in regular contact with faculty as a part of service responsibilities. Our continued liaison with the field of LIS comes from participation in both professional conferences (ALA, WLA, LLAW) and academic conferences (ASIST, iConference, ALISE).

III.6.4 Nurturing intellectual environment

Faculty members create a nurturing intellectual environment in a variety of ways. They give presentations to diverse audiences, representing the breadth of their scholarship. This ranges from field-specific audiences at traditional academic conferences to practitioners in local communities and different audiences across campus. Moreover, faculty bring guest lectures from other units on campus, as well as scholars and practitioners from other universities and practicing professionals. Examples include UW librarians, research staff from the Wisconsin Center for Educational Research, researchers from Microsoft Research, University of North Carolina at Chapel Hill, University of Illinois, University of Maryland, University of Virginia, and more. Faculty encourage iSchool students to attend visiting speaker series and colloquia across campus as well.

iSchool faculty collaborate with other disciplines, research centers, and UW–Madison. The iSchool has formal dual-degree program with Art History, Music, and Law. Faculty are involved in a range of research centers, including the American Family Data Science Institute, the Holtz Center for Science, Technology & Society, the Center for Humanities, Legal Studies, and more.

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

The full-time teaching load is two courses in each regular semester. Non-tenure-track faculty with 12-month contracts hold varying course loads in balance with non-instructional job duties, and they are expected to teach at least five courses in a year. Sometimes faculty members with nine-month contracts teach for additional compensation in the summer session (e.g. four weeks or eight weeks). The iSchool tries to schedule faculty to teach in their area of expertise or develop regular teaching areas so they can gain expertise and reduce teaching preparation loads.

Teaching load may be reduced for a tenure-track faculty member with certain administrative assignments (e.g. director, associate dean). In addition, tenure-track faculty members are eligible for sabbatical leave according to university guidelines. The iSchool also grants junior faculty multiple course reductions from teaching during their pre-tenure period so that the faculty member can dedicate more time to research and publication as they prepare for tenure review. The iSchool also requires that junior faculty teach relatively few different classes in the pre-tenure period to ensure they have adequate time to develop their research in the pre-tenure period.

The associate director coordinates scheduling in consultation with the iSchool Director and Scheduling Committee. Scheduling aims to fulfill several simultaneous goals: align teaching assignments with expertise, protect pre-tenure faculty from excessive new course preparation, ensure that required courses and requirement-fulfilling courses are taught by regular faculty (or skilled long-term adjuncts), and ensure equity in teaching loads across the iSchool faculty. iSchool faculty carry out the bulk of iSchool courses, as outlined in Table III-9.

Many of the courses that faculty members teach are closely related to their research areas. Table III-20 lists faculty research areas with courses related to those research areas.

Table III-20: Faculty and Courses Related to Their Research

Name (Percent of Teaching that Occurs Within MA/LIS)	Research/Publication Areas	Related Courses Taught
Downey (no MA teaching while associate dean)	History and geography of information technology and labor in social context	N/A (associate dean)
Eschenfelder (100%)	Information policy, intellectual property/digital rights management, social informatics, data archives, information technology	LIS 603 “Research and Evaluation Methods” LIS 751 “Database” LIS 910 “Research Design & Methodology”
Hutchins (25%)	Scientometrics, data analytics, science informatics	LIS 440 “Data Revolution” LIS 706 “Data Mining Planning & Management”
Jackson (25%)	Citizen science, human-computer experience	LIS 351 “Introduction to Digital Information” LIS 611 “User Experience Research”
Jiang (50%) resigned summer 2022	Interactive information retrieval	LIS 501 “Text Mining” LIS 975 “Information Organization and Access”
Kim (100%)	Information behavior, User-centered information systems/services, information	LIS 603 “Research and Evaluation Methods”

Name (Percent of Teaching that Occurs Within MA/LIS)	Research/Publication Areas	Related Courses Taught
	organization/cataloging, digital collections and curation	LIS 613, 640 “User Experience: Testing & Evaluation” LIS 640/940 “Information Use & Users” LIS 651 “Cataloging & Classification” LIS 668 “Digital Collections and Curation”
Ni (50%)	Bibliometrics, data analytics, scholarly communication	LIS 407 “Data storytelling” LIS 705 “Introduction to Analytics” LIS 707 “Data Visualization & Communication”
Royston (50%)	Information technology and culture	LIS 444 “Internet and Africa” LIS 500 “Code & Power”
Rubel (25%)	Information policy and ethics; privacy, intellectual property, law, bioethics	LIS 461 “Data and Algorithms: Ethics and Policy” LIS 661 “Information Ethics and Policy” LIS 931 “Information Policy, Management & Institutions”
Rule (25%)	Human-computer interaction, health information systems, data management systems design	LIS 612 “User Experience: Ideation & Design” LIS 615 “Project Management and Systems Analysis”
Senchyne (75%)	History of the book and print culture, American studies. material and visual culture, digital humanities	LIS 601 “Information: Perspectives & Context” LIS 650/950 “History of Books and Print Culture”
Smith, C (100%)	Consumer health informatics, medical vocabularies, personal health records	LIS 517 “Consumer Health Information” LIS 602 “Information: Organization and Search” LIS 617 “Health Information Systems”

Name (Percent of Teaching that Occurs Within MA/LIS)	Research/Publication Areas	Related Courses Taught
		LIS 655 "Collection Management"
Thebault-Spieker (50%)	Social computing, human-computer interaction	LIS 201 "Information Society" LIS 640/CS 570 "Introduction to Human Computer Interaction"
Whitmire (moved to Afro-American Studies 2019) (n/a)	Library history, African American history, women's studies	LIS 569 "History of American Librarianship" LIS 640 "Information Services in Culturally Diverse Communities"
Willett (75%)	Children and youth; literacies; gender, play, and learning, media and technology	LIS 301 "Information Literacies in Online Spaces" LIS 629 "Multicultural Literature for Children and Young Adults" LIS 631 "Young Adult Literature" LIS 639 "Pedagogical Theory and Practice for Information Professionals"

Table III.20b: Non-Tenure-Track Faculty and Courses Related to Their Research

Name (Percent of Teaching that Occurs Within MA/LIS)	Research/Publication Areas	Related Courses Taught
Wiessinger (100%)	Information services and learning assessment	LIS 603 "Research and Evaluation Methods"
Adams (100%)	Academic librarianship, information organization and analysis	LIS 602 "Information: Organization and Search" LIS 722 "College and University Libraries" LIS 768 "Digital Humanities Analytics"
Caffrey (left 2021)	Instructional design	LIS 639 "Pedagogical Theory and Practice for Information Professionals"

Kaplan (retired 2021)	History of early literacy reading materials; youth services	LIS 622 “Children’s Literature” LIS 772 “Library Services to Children & Young Adults”
Salo (85%)	Scholarly communication, open access, metadata, organizational change in academic libraries, library privacy	LIS 510 “Human Factors in Information Security” LIS 601 “Information: Perspectives and Contexts” LIS 632 “Metadata Standards” LIS 640 “Linked Data” LIS 711 “Data Management for Information Professionals”
Shapiro (100%)	Cataloging and management of digital materials; website design and usability; digital versions of cultural heritage materials; project management; public libraries	LIS 602 “Information: Organization and Search” LIS 644 “Digital Tools, Trends and Debates” LIS 646 “Information Architecture”
Smith (100%)	Archives	LIS 734 “Introduction to Archives and Records Management”
D. Williams (100%)	Public libraries, youth services	LIS 601 “Information: Perspectives and Contexts” LIS 655 “Collection Management”

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

III.8.1: Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service.

This section describes the procedures for the systematic evaluation of faculty. It begins with evaluation of adjunct instructors and proceeds to evaluation of full-time faculty (tenure-track and non-tenure-track). It concludes with an overview of the UW tenure process.

III.8.1.1 Adjunct instructor evaluation practices

To promote quality in courses taught by adjuncts, iSchool faculty work with face-to-face and online adjuncts to orient them to the iSchool, relay orientation materials, and answer questions. In 2020, the iSchool created a task force specifically to better orient, evaluate, and improve adjunct instruction. The task force consisted of the associate director, the department administrator, iSchool librarian,

online TA, online program coordinator, and a continuing education specialist. One of the most important initiatives for systematic evaluation of adjunct faculty is the creation and use of a mid-semester feedback survey that adjunct instructors send to students for early, formative feedback to make course corrections and better address student needs.

The associate director also supervises an online TA who works with online adjuncts to support their successful use of Canvas, provide ongoing technical support for online courses, and promote activity-based learning among adjuncts. The TA also helps in the evaluation process by reviewing online course spaces to ensure their effective use.

To evaluate both in-person and online adjuncts, the iSchool employs the same peer review evaluation used for full-time faculty. A full-time iSchool faculty member visits and reviews each adjunct's class. If the adjunct is teaching for the first time, or if known problems exist, the observation occurs early in the semester. For online classes, the reviewer contacts the instructor to be added to a class to review course materials, observe student-instructor interaction on discussion boards or other platforms, and look for evidence of the regular presence of the instructor on the course site, such as news postings and responses to student questions. The reviewer writes a report that is shared with the instructor and sent on to be reviewed by the Associate Director and Director.

For student evaluations of in-person and online adjunct courses, the iSchool employs the same student evaluation system used for full-time iSchool faculty. Students enrolled in any iSchool class are sent an electronic invitation to access UW's AEFIS evaluation system during the last portion of the semester and complete an anonymous evaluation form. Scores are compiled within AEFIS and shared with instructors after the semester ends and final grades are submitted. The iSchool administrator, director, and associate director have access to the student evaluations.

Peer and student teaching evaluations are the major measure of quality for adjunct instructors and significantly affect decisions to rehire adjuncts. The associate director and director review student course evaluations after each term. In addition, the associate director and director often respond to individual student concerns. They may enroll themselves as instructors in Canvas to evaluate course content and share concerns and strategies for improvement with the adjunct. At times, concerns—arising from peer review, direct communications with students, further observation of content, or student evaluations—lead the iSchool not to rehire instructors.

Evaluations also help the iSchool develop long-term relationships with excellent adjunct experts. The iSchool prefers this approach, as supports the quality and continuity of teaching within its programs and provides continual commitment and improvement among our adjunct instructors.

III.8.1.2 Annual review of all faculty (tenure-track and non-tenure-track)

Systematic evaluation of tenure-track faculty in the iSchool is largely dictated by university-level [Faculty Policy and Procedures](#) rules. Evaluation of non-tenure-track faculty must conform to [Academic Staff Policies and Procedures](#) (ASP&P).

All faculty (tenure-track and non-tenure-track) are subject to annual review regardless of rank. For tenure-track faculty, L&S salary exercises require use of faculty annual reporting and ranking exercises. For non-tenure-track faculty, [ASP&P chapter 10](#) explicitly requires an annual performance review with documentation to be placed in the employee's file.

The iSchool uses Activity Reports (annual review forms; appendix) to capture performance data on teaching, scholarship, and service activities and other duties as related to non-tenure-track faculty job descriptions.

Tenure-track faculty. For tenure-track faculty, the forms, along with copies of publications, go to a subcommittee of the Executive Committee. The subcommittee reviews and discusses materials and ranks each faculty member in three areas: research, teaching, and service. For pre-tenure faculty, research is weighted more than teaching or service. For post-tenure faculty, all three are equally weighted. The director—an ex officio member of the subcommittee—produces a summary letter for each faculty member that places his or her performance in each of the three areas in the upper third, middle third, or lower third of the faculty.

Non-tenure-track faculty. For non-tenure-track faculty, the director conducts an annual performance review based on the information provided in the form and an annual review interview.

The output of annual evaluations is used to consider promotions and salary increases if merit pay or other raise programs are available (see Standard III-9 and Standard III-10). For tenure-track faculty, information from the forms is also used to construct tenure packets, as described below. For more information specific to teaching evaluations, see “[Teaching evaluations](#)” above.

III.8.1.3 Tenure-track faculty review for tenure

iSchool procedures and policies for reviewing pre-tenure professors follow the guidance and expectations laid out in university policies and procedures and the Divisional Committee tenure review process, as described below. The specific iSchool policy and procedure documents are in [appendix III-3](#).

As outlined in the iSchool document “Procedures and Criteria Governing, Guidance, Annual Evaluation and Tenure Review in the Information School” ([appendix III-3.1](#)), probationary tenure-track faculty members are assigned a mentoring committee from tenured members of the faculty and, when applicable, faculty members from outside the iSchool. The mentoring committee provides probationary faculty relevant documentation and policy, explains standards of renewal and promotion, and provides ongoing advice about teaching, research, and service. The mentoring committee meets with probationary faculty on a regular basis, at least once per year, and generally once per semester.

In recent years, in light of trends toward more interdisciplinary research, the iSchool has sought out external mentorship by connecting with tenured faculty at UW–Madison and at other universities who can help guide the iSchool and probationary faculty on publication standards and venues in the probationary faculty’s areas. The role of such external mentors is to advise on specific strategies connected with research and publications in their field of expertise.

The iSchool director meets with new probationary faculty members within the first few months of employment to discuss procedures, desired evidence, and the time schedule for evaluation of the probationary faculty member. The director also keeps the schedule of promotion and review for all probationary faculty. The director may also assist the probationary faculty member in finding external mentors on campus.

In addition, female probationary faculty members are eligible to participate in a campus-level [Women’s Mentoring Program](#) that assigns them a further external mentor from another field to advise on research, publishing, work-life balance issues, and other issues. These mentor-mentee relationships are more informal and meet as needed.

The iSchool has also supported faculty in accessing external mentoring resources specializing in mentoring faculty from underrepresented groups. UW–Madison subscribes to services provided by the National Center for Faculty Development & Diversity, and the iSchool has sponsored junior faculty to join its Faculty Success Program.

Annual Review Process

According to the iSchool “Procedures and Guidelines,” each spring the iSchool Oversight/ Annual Evaluation/ Merit Committee conducts an annual review of each probationary faculty member’s performance (in the areas of teaching, research, and service) to the director and Executive Committee. The director forwards the report to the associate dean of L&S, recommending an extension of the probationary faculty member’s contract. L&S then grants the recommendation based on the evidence provided.

Third-Year Review

At the time of the third-year review, a more robust evaluation occurs. The third-year review of probationary faculty mimics a tenure review in preparation for the university-level tenure review.

Review for Tenure

The university tenure process is two level: department then university. It is governed by general rules established and maintained by the university, but each department must establish departmental guidelines and processes for tenure and promotion. The tenure package is first reviewed and voted on by the department.

After departmental approval, the tenure package is forwarded to the campus level, where the tenure package is reviewed by one of four campus-level disciplinary divisional committees: Arts & Humanities, Biological Sciences, Physical Sciences, and Social Studies. Most iSchool faculty to date have chosen to have their tenure reviewed by the [Social Studies](#) or [Humanities](#) divisions. Newer computational faculty, however, may choose the Physical Sciences division. While each division maintains its own guidelines, all require excellence in research, teaching, and service and evidence of national or international impact in research. Each requires external letters from senior professors at peer research institutions attesting to the research stature of the candidate. Tenure is not determined by the L&S nor by the CDIS.

Probationary tenure-track faculty at UW–Madison must submit tenure materials to the department during their sixth year. Automatic one-year extensions are available for childbirth and adoption; faculty may also apply for extensions for other substantial life events. The university has offered one-year extensions for faculty whose probationary period includes the 2020–2021 COVID-disrupted year.

The iSchool generally begins its tenure process the summer before the sixth year, seeking external letters in the summer and asking candidates to submit research, teaching, and service statements providing evidence of excellence in the early fall. The director assigns members of the Executive Committee to a tenure committee that provides systematic evaluations of each candidate’s research, teaching, and service. The report of the tenure committee is presented to the Executive Committee. Each member of the Executive Committee evaluates the tenure committee’s reports; the candidate’s research materials, teaching materials, and service record; and the external letters. The Executive Committee then votes whether to recommend the candidate for tenure and advance the case to the

campus level/appropriate Divisional Committee. The iSchool Executive Committee aims to vote on tenure decisions by December of the candidate's sixth year.

If the Executive Committee votes to recommend the candidate for tenure, the director and members of the Executive Committee prepare a "Chair's Memo" that presents the candidate's case to the appropriate Divisional Committee, explaining the context of the relevant scholarly field and expectations for scholarship, teaching, and service. The iSchool electronically submits most materials—including statements, external letters, publications, and teaching evaluations—to the Divisional Committee. The Divisional Committee meets monthly to decide on tenure cases, reviewing the evidence provided by the candidate within the context provided by the Chair's Memo.

If the Divisional Committee approves the tenure case, it is forwarded to the Office of the Provost for final approval. If the case is not approved, the faculty member may appeal. If the appeal is not successful, the faculty member has one year remaining on their contract.

III.8.1.4 Post-tenure review and promotion

University Faculty Senate policies ([FP&P 7.17](#)) require that academic departments have their own policies to review tenured faculty at least once every five years, for three purposes: "to recognize outstanding achievement," "to provide opportunities for mentoring and professional development," and "to help identify and remedy, from a developmental point of view, any deficiencies in teaching, service, outreach/extension, and research/scholarly productivity." It is explicitly not a process for reevaluation of tenure, nor is it for discipline or dismissal. It may not be used as a basis for budgetary decisions or decisions regarding program continuation, modification, or redirection ([FP&P 7.17](#)).

As noted, the iSchool reviews the teaching, research, and service of all tenured faculty each year as part of its annual cycle of faculty and staff reviews. Under the iSchool's "Policies and Procedures for Post-Tenure Review of Faculty" ([appendix III-3.3](#)), the iSchool conducts a more substantial review of tenured faculty members' performance in research, teaching, mentoring, outreach, extension, service, governance every fifth year. For the review, the faculty member prepares a summary of the prior five years' annual reviews and a document tying their work together. A two-person subcommittee of the Executive Committee reviews those documents and makes a report to the Executive Committee, which reviews the tenured faculty member as "exceeds expectations," "meets expectations," or "does not meet expectations." The faculty member has response and appeal rights. Determinations of "does not meet expectations" require that the department and faculty member devise a remediation plan ([FP&P 7.17 C.7.b.](#); see also [Regent Policy Document 20-9](#)).

The iSchool's "Procedures and Criteria for Promotion to Full Professor" ([appendix III-3.2](#)) follows university and L&S policies for promotion from associate to full professor. The iSchool Council of Full Professors reviews associate professors no later than five years after promotion to associate. This is a review of scholarly work (research, teaching, and service), and not undertaken "solely for reasons of salary, status, retention, or years of service." Specifically, the council looks for "advancement well beyond the level achieved at the time of promotion to associate professor." A subcommittee of the council reviews the associate professor's publications, teaching materials, service record, scholarly impact, and related materials. It also reviews the associate professor's teaching, service, and written statement on their research profile and trajectory. The associate professor may request the iSchool solicit outside letters supporting promotion, but the letters are not required for promotion. The subcommittee drafts a recommendation to the council about promotion, which then votes (two-thirds vote required for promotion). If the council decides against promotion, the associate professor has

procedural reconsideration rights. Moreover, a negative vote will result in a plan for a stronger promotion case, jointly developed by the associate professor and director.

All recent cases of iSchool associate professors seeking promotion to full professor have been successful at the department and college levels.

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

To the extent allowable within human resources regulations, the iSchool involves stakeholders in the evaluation of all instructional faculty and staff. The process of peer review, in which faculty are involved in course evaluation processes, is described under Standard III.8.1.1. The processes of evaluating non-tenure-track, pre-tenure, and tenured faculty, in which faculty are involved deeply, are described under Standards III.8.1.2, III.8.1.3, and III.8.1.4. Student involvement in assessing teaching is described below.

III.8.2.1 Students

Students have three main input opportunities for evaluating faculty. First is the course evaluation forms, described under Standard III.8.1.1. The forms are incorporated in decisions about re-hiring adjuncts, merit evaluation and pay, tenure decisions, promotion decisions, and post-tenure review. Second, each year the iSchool director holds student town halls and student leader lunches. These are opportunities to gain more informal feedback. Third, the iSchool associate director and the iSchool student and alumni services coordinator speak often with students and can take concerns directly to the director, who can review and address the concerns.

Students and alumni are also encouraged to write support letters for the above-described tenure process.

III.8.2.2 Other faculty

As part of the annual review process, tenured faculty review and rank other faculty members' overall performance in teaching, research, and service. Further, when an associate professor is under consideration for promotion to full professor, all other full professors at the iSchool review and vote on their materials. These processes are described more fully under Standards III.8.1.2, III.8.1.3, and III.8.1.4.

Peer faculty and instructors have input into reviews as an important part of teaching evaluation. All courses taught by assistant professors are peer reviewed each semester. Non-tenure-track faculty are reviewed once per year and for every new course. Tenured faculty may request to be reviewed, and the director reserves the right to review a course at any time. After the observation, the instructor and peer observer meet to discuss strategies for improvement. A written review memo goes to the director and associate director and is kept on file.

III.8.2.3 College-level review

Performance evaluations for pre-tenure faculty are reported to L&S each year. Evaluations for post-tenure faculty or non-tenure-track faculty are reviewed by the college only when a post-tenure or non-tenure-track faculty member seeks a promotion or when a problem occurs. It is the responsibility of the iSchool to complete performance reviews and keep them on file.

III.8.2.3 Others

The most significant ways in which others are involved in faculty review is during the pre-tenure and tenure evaluation stage. Letters from senior scholars at peer institutions (i.e. R1 research universities) are a key part of a tenure package is letters from senior scholars at peer institutions. Letters may also be solicited for promotion to full professor, though they are not required.

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

III.9.1: Explicit documented evidence of its ongoing decision-making process

iSchool decision processes regarding faculty evaluation primarily occur within the context of the iSchool Executive Committee. The Executive Committee re-evaluated and revised its decision-making processes for tenure and promotion to associate professor in 2015 and 2020, as documented in meeting minutes from the Executive Committee in December 2015 and May 2020. Those tenure guideline documents are in [appendix III-3](#).

The iSchool re-evaluated and revised its decision-making process surrounding promotion to full professor in fall 2021, as documented in meeting minutes from the Executive Committee in October and November 2021. The result of that ongoing process is the iSchool policy document “Procedures for Promotion Consideration at Department Level” ([appendix III-3.2](#)).

The iSchool re-evaluated and revised its decision-making process surrounding post-tenure review in fall 2017, as documented in the September 2017 Executive Committee minutes. The result of that process is recorded in “Policies and Procedures for Post-Tenure Review of Faculty” ([appendix III-3.3](#)).

The iSchool continually updates in annual faculty evaluation forms that tenure-track faculty submit each year to better reflect our understanding of how best to evaluate research, teaching, and service. Likewise, the iSchool updates its instructions for its review committee to use in evaluating faculty annual reports. Examples of review forms and scoring guidance are available in [appendix III-4.1](#). The results of these annual review processes create the data from which annual merit evaluation determinations are made. Further, those annual evaluations are part of the post-tenure review process (see Standard III.8.1.4) and hence are the data substantiating the evaluation of tenured faculty every fifth year. Examples of completed faculty activity reports are available in [appendix III-4.2](#).

There is a similar, parallel process for non-tenure-track faculty. Until 2020, non-tenure-track faculty completed an academic staff activity report. In 2021, this process was rolled into the UW online supervisor report ([PMDP](#)), where employees complete a self-evaluation on similar parameters. These reports provide evidence for ongoing decisions and collectively document the iSchool’s ongoing evaluation processes and decision-making. An examples of non-tenure-track faculty annual review form (used prior to incorporation of PMDP is available as [appendix III-4.1.6](#)).

Ongoing decision-making processes are further documented in memos for pay raises. In many years, L&S allocates funds for merit-based salary increases and bonus exercises. The criteria for these are determined by the director and Executive Committee in consultation with associate director and department administrator, in accord with L&S guidelines for each exercise). Those criteria are outlined in memos shared with iSchool faculty and staff. Decisions based on those criteria are written by the di-

rector in consultation with the Executive Committee, associate director, and department administrator. They are then forwarded to the college for approval of merit salary increases and bonus distribution.

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

The iSchool uses the results of faculty evaluation to improve the program in several ways. Evaluation of tenure-track faculty helps ensure that the iSchool hires, mentors, and promotes excellent scholars, teachers, and professionals. The rigorous process of tenure and promotion to associate professor helps ensure that tenured faculty are excellent. Annual evaluation that feeds into a merit pay and bonus process helps retain excellent faculty and incentivize research, teaching, and service.

The process of peer-reviewing adjunct professors early in the semester allows us to address concerns in time to make corrections. This evaluation process, combined with student course evaluations, allows the iSchool to selectively build its team of long-term adjuncts from short-term adjuncts who are excellent teachers.

iSchool systematic evaluation processes also facilitate planning. By having a clear, ongoing, systematic means of evaluating tenure-track faculty, the iSchool can anticipate any potential gaps in their tenure cases and address them early. This allows the iSchool to plan around stable faculty with lasting impact and resilient institutional memory. By evaluating short-term adjuncts, developing long-term relationships with excellent teachers, and having those excellent teachers regularly offer classes, the iSchool can plan its course offerings well ahead of time and avoid last-minute hiring to offer key classes.

STANDARD IV: STUDENTS

This chapter demonstrates how the iSchool meets standards related to recruitment, admissions, retention, financial aid, career services, and other student-specific policies. This chapter demonstrates that the iSchool provides current, accurate and easily accessible information about the program to students and the public. It reviews the iSchool's systematic and holistic admissions criteria and describes the many ways that the iSchool helps students construct a coherent plan of study that meets their needs and career goals. This chapter also outlines student participation in the total learning experience outside formal instruction. Finally, it highlights how the ongoing evaluation of student achievement contributes to the decisions made regarding improvements to the student experience.

Reading about the iSchool's compliance with Standard IV, reviewers will learn about:

- iSchool policies that support the iSchool's mission and program objectives.
- The iSchool's commitment to recruiting and retaining students with a diversity of backgrounds and experiences.
- iSchool autonomy in admissions decision-making and how the iSchool cooperates with the UW–Madison Graduate School to conduct admissions.
- The holistic iSchool admissions process through which faculty and staff systematically evaluate candidates.
- Publicly posted documentation on the iSchool website and in the MA/LIS Handbook that describes curricula, faculty, admissions requirements, financial aid availability, PLOs, and student-related policies.
- The many ways the iSchool provides both curricular and career advising, as well as assessment of student progress.
- Examples of how the iSchool responded to immediate needs of students during the COVID-19 pandemic.
- The range of opportunities available to students outside formal instruction: student organizations, research opportunities, professional organization activities, conferences, expanded career services, and academic support services.
- iSchool student participation in the ongoing evaluation and planning processes for academic policies, administrative policies, and student activities.
- The iSchool's systematic evaluation of student achievement and application of the results to the ongoing decision-making processes which inform improvements to the MA/LIS.

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

The iSchool's mission statement states it will “educate responsible leaders, critical thinkers, and creative innovators in the information professions.” The iSchool develops policies in alignment with this

mission and other program goals and objectives as identified by assessment measures. In general, iSchool policies are developed with input from the director and associate director, members of relevant committees, and students.

Recruitment and Admissions Policies

The iSchool has a shared admissions process with the [UW–Madison Graduate School](#) in which the Graduate School “sets only the minimum requirements” related to grade point average (GPA), prior degree certification, English language proficiency, and visa requirements and financial resources for international students. As the [Graduate School’s website](#) explains, individual academic program admission requirements can be more rigorous than those set by the Graduate School, and programs have flexibility to develop their own admissions processes and criteria. The [iSchool admission standards](#) are commensurate with the [minimum admission requirements](#) set by the Graduate School.

The iSchool’s competitive admissions standards contribute to the [iSchool strategic goal](#) of “respond[ing] to the shifting needs of the information professions while also maintaining a distinctive scholarly/theoretical orientation.” The admissions standards (equal in online and campus programs) foster a challenging learning environment by guiding reviewers to assess applicants in terms of their academic preparation to succeed at the iSchool.

The iSchool recruits, admits, and educates students to fulfill the iSchool’s [mission](#) to “educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.” The iSchool seeks students with a strong academic foundation as well as a demonstrated commitment to service and society.

The iSchool has a single admissions cycle, with students applying toward the end of the calendar year to start the following fall. Prospective students learn about the iSchool’s admissions policies through the [Prospective Students](#) page of the iSchool website, where they can obtain information about online and on-campus master’s programs. Admissions criteria for both programs are the same. One change that affected online applicants was a campus-level decision to allow residents of the Madison area to apply to online programs; [the 2016 MA/LIS Handbook](#) was edited to reflect this policy change.

The Graduate School provides a [report](#) that details application and admissions statistics by year for 10 years. Overall, applications to the MA/LIS have been stable during this accreditation period, with a median application volume of 243. The iSchool saw an unusually low number of applications during the 2016–2017 academic year (197 applications) as well as an unusually high number of applications during the 2020–2021 academic year (320 applications).

During this accreditation period, the iSchool has made multiple changes to its admissions process, including eliminating the target enrollment ratios for campus/online programs, expediting application decisions for applicants who apply by the priority deadline, and adding a faculty/staff recruitment contact for admitted applicants. Prior to 2017, the iSchool aimed to admit a student body each year of 75 percent on-campus students and 25 percent online students. In 2017, the faculty voted to do away with this ratio and increase enrollment caps for the online program; this decision was discussed and reaffirmed in 2020. For the 2020–2021 academic year, the iSchool admitted 254 students: 155 to the campus program and 99 to the online program. The iSchool revised its admissions process to

communicate application decisions earlier to applicants who applied by the iSchool's priority deadline of December 15. In addition, members of the iSchool's faculty and staff were asked to reach out to a list of admitted applicants via email to provide a more personalized contact with the department. This strategy was found to increase the number of applicants who then matriculated to the program.

Retention

The iSchool's holistic approach to student services, from the early stages of admission to the graduate survey and exit interviews, results in students who are invested in the program. This is demonstrated by a high student retention rate (see Table IV-4).

Discretionary funds are available to support students in need at the discretion of the director and associate director. Additional support and scaffolding for students when needed, such as regular or additional advising appointments with academic advisors and student services coordinator and direct introductions to relevant campus resources and offices, including supporting students in completing paperwork needed to access those services. The iSchool coordinates and partners with key campus offices such as the McBurney Disability Resource Center, Dean of Students Office, Gender and Sexuality Campus Center, Multicultural Student Center, University Health Services, and Graduate School Academic Services.

Financial Aid

The iSchool strives to support incoming and continuing students through providing financial aid fairly and equitably. iSchool students are eligible for university-level and departmental financial aid.

University-level financial aid policies are determined by the campus [Financial Aid Office](#). This website provides information about available [types of aid](#), including scholarships, grants, student loans, and work study, as well as [eligibility](#), [application processes](#), and [payment policies](#). The campus Financial Aid Office determines who receives campus-level aid, and all U.S. citizens and permanent residents are eligible to apply.

The iSchool also provides four types of financial aid: recruitment scholarships funded through endowment funds and online program revenue, continuing student awards, travel funding to attend professional conferences, and a limited number of teaching assistant positions. All admitted students are eligible for iSchool financial aid.

Recruitment scholarships: The iSchool Student and Alumni Services Coordinator determines recruitment scholarships in consultation with the director. Financial need is the primary criterion used to determine recruitment scholarships; in some cases, however, endowment funds specify they should be used to fund students' meeting specific criteria (e.g. interest in a public library career), so these criteria also drive award decision-making. The iSchool supports students from targeted underrepresented groups via state-funded [Advanced Opportunity Fellowships](#) (AOF). AOF funding includes full tuition/fees and a stipend. As the number of AOFs decreased, the iSchool prioritized recruitment scholarships for these students, striving to offer a scholarship to all admitted applicants from underrepresented populations. In winter 2020, the iSchool partnered with the Department of Afro-American Studies to successfully recruit a joint applicant of color to both masters' programs by offering a shared recruitment package of an AOF slot and a substantial scholarship. Both departments hope to create a long-term recruitment partnership to recruit more joint applicants to UW–Madison.

Continuing student awards: Additionally, each spring the iSchool provides [awards to continuing students](#) which serve as financial aid. These awards are funded by endowments, all of which have selection criteria (e.g. that the recipient demonstrates innovative thinking). The iSchool Awards Committee determines recipients of the awards, unless the endowment fund specifies that the recipient be chosen by the director.

Travel funding: The iSchool endowments also provide some funding for students to attend professional conferences ([appendix V.16](#)).

Teaching Assistant (TA) positions: The iSchool regularly hires MA/LIS students to work as TAs for large enrollment undergraduate courses. TA compensation includes tuition and a stipend. Hiring criteria include prior teaching experience, work with young adults/youth, and online classroom experience. First- and second-year students are encouraged to apply.

iSchool students apply for and receive TA and project assistant positions in the iSchool and other departments that include tuition remission and a stipend. Table IV-1 summarizes the number of funded positions held by the iSchool students from fall 2014 to fall 2021 according to the [Graduate School iSchool Program Profile Report](#).

Table IV-1: Teaching Assistant, Project Assistant, and Research Assistant Positions Held by iSchool/iSchool Students, Fall 2014 through Fall 2021

Year	Teaching Assistant Positions		Project Assistant Positions		Research Assistant Positions
	Department positions	Total campus positions	Department positions	Total campus positions	Total campus positions
Fall 2014	6	7	8	17	No data
Fall 2015	7	9	8	14	No data
Fall 2016	7	11	3	8	No data
Fall 2017	7	10	4	10	2
Fall 2018	8	9	2	8	2
Fall 2019	8	12	4	10	2
Fall 2020	10	3	3	4	0
Fall 2021	16	No data	10	No data	2

The percentage of MA/LIS students who received financial aid from iSchool endowments and the total amount of scholarship money provided by iSchool endowment funds are listed below by year.

Table IV-2: Master's Student Funding by Year

Academic Year	Percentage of Master's Students Receiving Assistantships and/or Fellowships at Campus Level	Amount Given for Scholarship from iSchool Endowments
2014-2015	18.5%	\$66,425
2015-2016	20.5%	\$85,500
2016-2017	16.03%	\$193,707
2017-2018	18.8%	\$206,989
2018-2019	13.6%	\$332,551
2019-2020	16.8%	\$209,350
2020-2021	9.1%	\$84,900.00*

*Endowed funds awarded as scholarships decreased in 2020-2021, partially due to accepted applicants' decisions to delay graduate study due to the COVID-19 pandemic.

iSchool students can learn about financial aid through the iSchool webpage [Funding/Financial Aid](#), which includes information about tuition, federal financial aid, on-campus employment, and a list of scholarships awarded to incoming students. The iSchool advertises available TA positions through the [iSchool Daily Digest](#), the New Students blog, and the Microsoft Teams channel for incoming students (see Standard IV.2). Other university research and teaching assistant positions are advertised through campus level human resource office [Student Jobs Center](#). In addition, admitted applicants are given access to the [iSchool Admitted Students Blog](#), where LIS hourly positions, graduate assistantships and external scholarship opportunities are posted.

In addition to the extensive information about admissions and financial aid on its website, the iSchool holds both on-campus and online open houses in October to offer a brief overview of the program and answer questions for potential applicants; both sessions are streamed online, and recordings are made available after the event. Prior to the 2020-2021 academic year, the iSchool began offering a [single online session](#). The combined format allows students to compare the on-campus and online options.

Career Services

Students have access to campus-level and iSchool-specific career services throughout the MA/LIS program to assist them in becoming “responsible leaders, critical thinkers, and creative innovators in the information professions” as stated in the iSchool’s mission. See Standard IV.4 for a detailed description of how career services are woven throughout the MA/LIS program.

Input from constituencies:

iSchool constituencies—including students, alumni, and employers—have input into administrative policies via:

- Membership on iSchool committees and task forces, the Advisory Council, and the Alumni Board (see appendices [VI.2.1](#); [VI.2.2.3](#); [VI.2.2.6](#));
- [iSchool](#) Student Leaders Lunches, town halls, graduates survey, and exit interviews (see appendices [VI.4.7](#); [I.6](#); [I.8](#));
- Practicum supervisor and guest speaker relationships with the iSchool; and
- Informal interaction at conferences and alumni receptions.

Examples include:

- *Admissions*: Students entering the MA/LIS expressed interest in the emerging areas of user experience and data analytics. Based on this feedback, along with career forecasts and employment outlooks, new concentrations in both areas were proposed and adopted.
- *Career services*: In exit interviews, students suggested that a course on preparing for the job search and completing the e-portfolio would be helpful. Based on this feedback, a one-credit course was developed and implemented in spring 2017 (see Standard IV.4 and appendix [I.8](#)).

IV.1: The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

During this accreditation period, the iSchool worked with a strategic goal that it “maintains a balanced student body that includes students with a diversity of background and interests and a targeted mix of online education students and campus students.” That goal has been represented in different strategic priorities over time. Early in the accreditation period, the iSchool strategic priority was to attract more MA/LIS students interested in the (then-new) data and UX concentrations. With the success of the online MA/LIS, later strategic priorities focused on questions of balancing online and campus MA/LIS populations or attracting more students to the campus MA/LIS.

[Data from the Graduate School](#) continues to show that most iSchool students come from the upper Midwest, including Wisconsin, Minnesota, Illinois, and Iowa. Between 2016 and 2020, 59.4 percent of iSchool students claimed Wisconsin residency. International students comprise between 3 and 4 percent of each incoming cohort each year. Approximately 20 percent of each class is male and 80 percent is female (see also [appendix IV.1.2.1](#)).

As shown in Table IV-3, the number of applicants from underrepresented backgrounds in the student body remained stable in this accreditation period. However, the number of offers to these applicants has increased (appendix). The iSchool has not been able to significantly increase the number of actual enrollments in proportion to the increase in offers. UW Madison Graduate School tracking notes a 81% retention and graduation rate for diverse students, with a 88.5% retention and graduation rate for the general iSchool student population. (see [IV.1.2.3](#) and [IV.1.2.4](#)).

Table IV-3: Students from Underrepresented \Backgrounds*: Applications, Admissions, and Enrollments, 2014-2022

2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022
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Applicants	19	17	17	17	23	22	22	Not available
Offers made	12	13	14	13	20	19	21	Not available
Enrollments	12	13	14	13	10	8	9	Not available

*Data in this table represent "Domestic (not international) students who have identified a race/ethnicity of Black, Hispanic, American Indian and/or Southeast Asian (of Laotian, Cambodian, Vietnamese, or Hmong heritage)" ([Graduate School Explorer](#)).

The iSchool is aware that issues of cultural competency and climate must undergo continuous, innovative improvement both inside and outside its classrooms for all students to have a learning environment consistent with the iSchool mission and program goals and objectives, including working in groups and partnering in diverse communities. From 2014 to 2020, the iSchool had a specific goal in its strategic plan to “support projects that address diversity.” The iSchool proposes and tracks achievement of strategic priorities every year or two. Each round of strategic priorities includes priority items related to diversity (appendix especially 2014, 2017 and 2018–20). Examples of those priorities are highlighted in the enumerated list below. Further, the visibility of the iSchool’s public-good orientation in its strategic goal, its vision, and mission statements, and the many community-oriented projects at the iSchool (e.g. Allied Drive, JLG, TLAM), attracts many applicants specifically interested in working in diverse communities.

The iSchool actively works to recruit and retain students who reflect the diversity of North America, and it is supported by the [University of Wisconsin–Madison Graduate School’s commitment to diversity](#). As seen in Table IV-3, in 2020–21 more than 40 percent of underrepresented applicants who received an admission offer enrolled in the MA/LIS.

The iSchool utilizes multiple strategies and resources to recruit applicants and to retain students from underrepresented groups and BIPOC students:

- The iSchool provides scholarships from its endowment funds, prioritizing BIPOC applicants. In addition, a new endowment fund specifically created to recruit and support students from underrepresented groups, the [Louise Elizabeth Butler Walker Memorial Diversity Scholarship Fund](#), was established, and the first scholarship was awarded for fall 2021. (see also Jottings)
- L&S provides financial support to eligible students via AOFs. The iSchool has been awarded one AOF slot each year, which is used to recruit a BIPOC applicant to the program. The College of L&S recently changed its policy to require 50% departmental contribution to receive AOF funding, and the iSchool has contributed (see [IV.1.3](#))
- The Office of Student Affairs has created support through the [Multicultural Student Center](#) to encourage all targeted underrepresented graduate students to connect with each other, the campus, and Madison.
- The iSchool takes recruiting action to encourage completion of applications from BIPOC individuals within the boundaries of state and federal law. All completed applications are judged by the same admissions criteria, and information from the recruitment process (e.g. about eligibility for financial aid) are not used in making admissions decisions. To encourage completion of these applications, when applications from BIPOC individuals are started in the online application system, they are flagged so that the student services coordinator can encourage completion by contacting the eligible applicant directly with scholarship information and personal introductions to current students, staff, and faculty who can share their iSchool experiences.

- The iSchool does not require the Graduate Record Examinations (GRE) for admissions to the MA/LIS. This policy supports the iSchool's goal of establishing a large and diverse application pool, as [considerable research](#) demonstrates correlations among GRE scores, gender, and ethnicity that do not reflect potential for graduate success.
- Admitted BIPOC applicants who have decided to attend the program are connected earlier in the spring with their academic advisor to build connections early through the faculty member's network, begin hands-on experiences, and learn about opportunities the summer before they start the program.
- The iSchool has experimented and found success with a cohort advising model, through which BIPOC students with a shared concentration area (e.g. Public Libraries-Youth Services) have been assigned to the same faculty advisor. This faculty advisor begins to communicate with the new students after they are admitted, and facilitates the building of relationships between the students.

The iSchool works to foster an inclusive community and build the cultural competence of faculty, staff and students through training, courses, and physical spaces. The university requires that all faculty and staff must complete annual training on [Title IX](#).

Faculty and staff are encouraged to complete training on [hostile and intimidating behaviors](#). In late 2016, the iSchool held a workshop with the campus Title IX coordinator. In early 2017, it hosted a training with the Equal Opportunity Office (see [appendix I.2.1](#)). In 2019-2020 the following workshops were held for faculty and staff: Non-Academic Misconduct, Dean of Students; UWPD threat training brown bag; Employee Assistance (challenging workplace events, typically emotional and physical reactions to events, and coping strategies that could help), in addition to the array of EAP services available to all faculty and staff; and Social Justice training at All-Staff meeting ([appendix I.2.1](#)). It improved orientation material for new instructors in the area of classroom climate, and clarified procedures among staff about how to seek assistance about classroom climate incidents ([appendix I.2.1](#)).

The iSchool Library takes the lead on hosting student workshops. In 2016–2017 it coordinated multiple “Safe Space” workshops ([appendix I.2.1](#)). In 2018-2019, it hosted University Health Services and ActWise for bystander intervention and violence prevention workshops, programming and social-media content for Native November and Pride Month, and an ally-skills workshop from the Gender and Sexuality Campus Center. It hosted a 2019 training about how to address hate and bias incidents. In 2019–2020 it ran student workshops on how to be an ally and social justice ([appendix I.2.1](#)).

A one-credit course titled “Creating Inclusive Environments” was developed and offered to all MA/LIS students. A single-stall ([gender-neutral](#)) [restroom](#) was designated for student, faculty, and staff use. The iSchool partnered with UW Campus Libraries on an [Our Shared Future](#) grant. The Our Shared Future project represents UW–Madison’s commitment to respect the inherent sovereignty of the Ho-Chunk Nation and the other First Nations of Wisconsin. The grant series was designed to encourage inclusion of indigenous knowledge content in campus courses and activities. The grant assisted inclusion of materials in three iSchool courses and events hosted by campus libraries (see [I.2.1](#)).

As part of its recruiting efforts, iSchool faculty and staff travel to various professional conferences oriented toward diversity to reach out to diverse prospective students. Recruiting conference visits from the last several years includes:

- Association of Tribal Archives, Libraries, and Museums (ATALM).

- Joint Conference of Librarians of Color (JCLC).
- Wisconsin Library Association.
- Iowa Library Association.
- American Library Association Diversity Fair.
- Minnesota Library Association.
- Public Library Association.
- Association of College and Research Libraries.
- Association for Information Science and Technology.
- Graduate School Recruiting Fairs.
- iSchool Collaborative (partnership of over 26 iSchools that offers joint virtual recruiting events).

The iSchool reaches out to potential students from underrepresented populations by supporting staff and student participation in the above-mentioned conferences, for example funding students to attend ATALM and JCLC. At conferences, iSchool student representatives talk one-on-one with prospective students at the iSchool information booth to make them feel welcome, listen to their interests, and discuss whether the iSchool is a good fit for their goals. In some instances, iSchool representatives also present talks about diversity-related activities at the iSchool. Student representatives receive funding to travel to the conference and training about how to interact with information booth visitors, gaining experience with public presentations and professional networking.

In recent years, the iSchool has communicated with its alumni base to make alumni more aware of the school's goal to increase applications from students of color. To attract a diverse pool of applicants, the iSchool also places advertisements in the conference programs of the above-listed conferences and conferences at the Michigan Library Association and Illinois Library Association. The iSchool highlights diversity-related student organizations in its marketing materials, program information webinars, and prospective student tours. Highlighting the activities organized by groups like the [Tribal Library, Archives, and Museums Group](#), the student REFORMA chapter, and the iQueery (LGBTQIA) Student Group informs students of the community at the iSchool.

In recent years, the iSchool has also begun to recruit students of color in UW undergraduate programs through a “pipeline” approach by connecting to more diverse UW–Madison undergraduates through campus initiatives such as the Summer Collegiate Experience, and exposing diverse undergraduates to information careers through the iSchool's undergraduate Digital Studies and Data Science courses.

The iSchool participates in the UW–Madison Libraries' [Information Specialist Internship Program](#) (ISIP), which recruits undergraduates from historically underrepresented groups to gain paid experience through a series of 8- or 12-week modules that introduce them to various aspects of the information professions. Undergraduates do not have to be interested in librarianship to apply, but the intent is to increase their awareness of possibilities, and the program has occasionally resulted in students deciding to pursue an LIS graduate degree.

In summer 2021, the iSchool started teaching CS 202 “Introduction to Computing” for the Summer Collegiate Experience (SCE), a high-impact, quality-learning first-year experience aimed at (though not limited to) students from historically underrepresented groups. Soon the course will be cross-listed between the iSchool and the Computer Science department. By teaching CS 202, the iSchool can expose more underrepresented first year undergraduates to LIS values and concepts.

Faculty also host underrepresented undergraduate research assistants through the [Undergraduate Research Scholars](#) program. For example, Associate Professor Reginold Royston worked with a Ghanaian undergraduate to examine technology development in Africa, with attention to AI and social media.

The iSchool continues to face funding-related challenges in increasing enrollment of students from underrepresented populations. First, the cost of attending UW–Madison can be a barrier, especially for nonresidents. Further, strongly qualified out-of-state students from underrepresented backgrounds often receive multiple scholarship offers. As mentioned above, the iSchool has created a scholarship to help address this issue, but additional funding and resources are needed to strengthen the program’s ability to recruit additional applicants.

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

The iSchool makes current, accurate, and easily accessible information on the program available on its [website](#), and, when requested, in printed form.

The [annually revised MA/LIS Handbook](#) on the iSchool website lists PLOs. The iSchool [mission, strategic goals, and Annual MA Assessment Reports](#) (which document progress toward PLOs), are also available on the website (see also [IV.7](#), [VI.4.1](#)).

The [University of Wisconsin–Madison Course Guide](#) is the official university catalog and holds descriptions for all courses and the formal MA/LIS degree requirements. The official source of information on available courses is the UW-Madison course registration system: [Course Search & Enroll](#) which display all available courses on campus. The iSchool website makes iSchool specific summaries of requirements and short descriptions of courses available each semester on the for the MA/LIS.

Information on faculty is linked through the [faculty directory](#), individual faculty research pages (e.g. [Willett, Rubel](#)), and the [iSchool research page](#). Recent faculty accomplishments also appear on the [iSchool news page](#), in the [Jottings](#) alumni newsletter, and on social media.

iSchool [Admission Requirements](#) are clearly posted. Admissions information on the iSchool website includes instructions about [how to apply](#) and the [timeline for admissions](#) (see also [IV.1.4](#) and [IV.1.6](#))

Information regarding financial aid is available from the [Funding and Financial Aid](#) page.

Guidance on criteria for successful progress through the program appears in the MA Handbook (see [IV.7](#)), specifically the requirements checklist on the last page. Instructions for completion of the [e-portfolio](#) Criteria for successful completion of a course are described in the syllabus for that course.

The [Career Services Toolkit](#) can be found on the [Current Students page](#). In addition to the Career Services Toolkit, the iSchool website also includes [statistics on job placement](#), a [blog with information jobs](#), a blog with [jobs in archives and records management](#), as well as a link to [larger career resources provided by L&S](#).

Support for Maintaining Current, Accurate, and Easily Accessible Information About the Program

MA/LIS Handbook

Other policies and procedures related to students can be found in the [MA/LIS Handbook](#), which is maintained on an ongoing basis, with yearly updates made in time for a newly matriculating class to have the information before starting coursework ([see IV.7](#)). A master copy of the guide is updated on an annual basis and housed on a shared file server. Each spring, the associate director, student services coordinator, and additional staff review the planning guide, seeking input from the director and others to include all changes in policies and procedures before the report is updated on the web.

Communications

The iSchool website is updated continuously. Important notices are sent to students via the student email list and the [iSchool Daily Digest blog](#). In response to the COVID-19 pandemic, the iSchool developed online, asynchronous resources to support students' transition to the program and ongoing program information needs. The student services coordinator successfully piloted the use of a Microsoft Teams channel to provide timely information and engage with incoming students during the uncertainty and change (see Standard IV.5.4 for more details).

In 2017, postcard-sized handouts were created for concentrations within the MA/LIS to use for recruitment during campus visits and at state-level and national conferences.

Annual updates

The [Annual MA Assessment Report](#) is compiled and posted to the website, and presented to all faculty and staff, each year (see [VI.4.1](#)). Faculty and staff are prompted to update their information on the [iSchool's directory](#) at the beginning of each academic year. The student services coordinator updates the [Career Services Toolkit](#) annually over the summer based on emerging trends in the field and the employment landscape. Communications staff strives to share faculty and staff highlights via social media, in [website articles](#), and in [Jottings](#) as much as possible. Each spring, faculty and staff are invited to summarize their professional highlights for the alumni newsletter.

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

Admissions Standards

iSchool admission standards meet or exceed the minimum admission requirements set forth by the [Graduate School at UW-Madison](#). All students applying to the iSchool master's program must meet the following admissions criteria:

Prior degree: A bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution.

GPA requirements: A minimum undergraduate GPA of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00. Applicants from an international institution must have a strong academic performance comparable to a 3.00 for an undergraduate or a master's degree. All GPAs are based on a 4.00 scale.

The iSchool will occasionally offer admittance to an applicant with an undergraduate GPA below a 3.0. If a thorough and extensive review suggests other aspects of the application offset the weaker undergraduate GPA, the iSchool will write a statement to the Graduate School outlining the case for admission which the Graduate School admissions dean must approve. In most cases, the iSchool and the Graduate School admit these students on academic probation for the first semester of study, and students must demonstrate their ability to achieve a minimum 3.0 GPA their first term to be taken off probation and continue the program. Students are made fully aware of the conditions of their acceptance if they start on academic probation.

ESL: Applicants whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency score that meets minimum standards established by the Graduate School.

- Minimum [TOEFL](#) requirement: 92 internet (iBT); 580 paper-based test (PBT).
- Minimum [IELTS](#) requirement: 7.0.
- Minimum [IELTS Indicator](#) requirement: 7.0.

Under certain circumstances, with program approval, admission may be granted with the following scores. However, to be admitted, an English assessment test ([ESLAT](#)) will be required upon arrival, and any recommended [English as a Second Language \(ESL\) course](#) must be completed successfully in the student's first semester. Below are the ranges in which an ESLAT will be required:

- TOEFL (IBT) 80-91.
- TOEFL paper based 550-579.
- IELTS 6.5.
- IELTS Indicator 6.5.

These requirements are stated on the [Graduate School's Admissions Requirements](#) and linked to from the [iSchool's Admissions Requirements](#).

Application Process

Prospective students apply for graduate study at UW–Madison via an [online application](#) to the Graduate School. It requires the following:

- Professional résumé.
- Official transcripts from the applicant's undergraduate institution(s), and graduate institution(s) when applicable.
- *Reasons for Graduate Study essay:* A maximum of 1,200 words describing the applicant's graduate school and career aspirations. Among other things, applicants may discuss what they hope to accomplish in the program, their reasons for choosing UW–Madison's iSchool, their tentative career goals, and their leadership experience and potential for leadership in the profession. Since diversity of experience contributes to the enrichment of the iSchool and of the profession, applicants are encouraged to discuss any relevant factors differentiating them from other applicants, such as cultural, economic, and educational aspects of their backgrounds. They may also

mention skills and experiences (e.g. foreign languages, technology skills, travel). If they are applying to the online program, they are asked to explain why they are choosing that option.

- *Three letters of reference:* Applicants must provide letters from individuals who describe the applicant's personal qualifications, probable success in graduate study, leadership ability, academic abilities, and professional promise. In addition to the letter, reference providers are asked to rank the applicant's skills and aptitudes using a five-point scale on the following criteria: analytical skills, collaborative skills, creativity, independence, leadership, quantitative skills, research skills, verbal skills, and written skills. Reference providers also use the same rating system to assess the applicant's character traits in categories of intellectual curiosity, maturity/reliability/dependability, motivation/drive/industriousness, and self-discipline/focus. See appendix [IV.1.6](#) or [letter of reference form](#).
- *Areas of interest:* Applicants are asked to identify their areas of interest within the iSchool's concentration areas. This ensures the applicant's career goals and interests will be supported by the curriculum and ancillary opportunities available during their time in the program.

Assessment of Applicants

Most faculty and instructional staff participate in the admissions process as reviewers for applicants to the iSchool's graduate programs, including the MA/LIS. The iSchool admissions team coordinates the process, including reviewing applications for completeness, assigning applications to reviewers, sorting reviewed and scored applicants into decision categories based on reviews, and managing the review schedule.

All MA/LIS applications are reviewed by faculty or academic staff reviewers or a trained reviewer. Before 2020, all applicants were reviewed twice. In 2020, a tiered review system was implemented. If an applicant meets the following four review criteria, they are reviewed by one reviewer: GPA above 3.25, two very good or excellent academic reviews, very good or excellent writing skills, and part- or full-time work in a relevant institution. If an applicant does not meet all four criteria, they are reviewed by two reviewers.

The application review process emphasizes a holistic review. Reviewers give applications a qualitative assessment using a rubric (appendix [IV.1.3](#)). They scrutinize all materials (essay, letters of reference, resume, and transcript). As demonstrated by the rubric and scoring sheets, applicants are evaluated on academic ability, critical thinking/writing skills, career goals, professional background, technical skills, foreign language skills, leadership activities, and life experiences that will contribute to their success as a student and professional. The rubric is designed so that no one area of evaluation can place an applicant into the "yes" or "no" category. All factors evaluated are used to determine which decision category (Definitely Admit, Admit if Space, Deny) the applicant is placed in.

Admission is recommended for applicants with strong evaluations. If a waitlist is necessary, numerical scores are used to rank those applications. The recommendations are then sent to the Graduate School Admissions Office for review by staff. The Graduate School may suggest admitting applicants who have an undergraduate GPA a lower than 3.0 on academic probation for the first semester, which requires students to achieve a 3.0 during their first semester.

Student Retention

The program's focus on thorough and holistic application reviews results in students who are invested in the program and have well-defined career goals. This is demonstrated by students' high degree completion rate and steady degree progress as indicated by median years to degree figures (see

tables below), as well as a high employment rate following graduation (see Table IV-6 Master’s Student Employment Data). (see also [IV.1.2](#))

Table IV-4: Master’s Student Compiled Completion Rates

Master’s Degree Completion Rate for Entrance Years 2014–2019	
Graduated	83.2%
Not enrolled/no degree	10.5%
Still enrolled	6.3%

Table IV-5: Master’s Student Median Years to Degree

	Graduation Year							
	2014	2015	2016	2017	2018	2019	2020	2021
Median years to degree	1.8	2.0	1.8	2.0	1.8	1.8	2.3	Not available

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

The iSchool encourages students to consider their career goals and the changing professional landscape. They are provided the opportunity to consider how the program will meet their needs and aspirations before they accept the offer of admission, during orientation, and at various points throughout the program. Students are urged to view multiple facets of their time in the program – not just coursework – as key components of their graduate education. These additional components include community building (e.g. connecting through student and professional organizations); developing project and interpersonal management skills via collaborative projects; and service learning and hands-on application of coursework through practicums, internships, independent study work, and part-time information agency jobs. Most iSchool students hold part-time jobs during their time in the program.

Prior to applying/accepting

Before accepting the offer of admission, applicants have several opportunities to learn about the MA/LIS and decide whether the program meets their goals. First, the website details [program requirements](#) and [concentration areas](#) and provides information about the activities and achievements of current student, faculty/staff, and alumni to give the program broader context. Applicants may arrange virtual or on-campus [visits](#) before applying or accepting. Each fall, the school hosts online accessible live and recorded [informational sessions](#) for potential MA/LIS students. Finally, the [offer of admission](#) asks applicants to review the latest version of MA/LIS Student Handbook the in order for them to be fully informed about current requirements for the incoming class ([see IV.1.5](#)).

Even before students arrive for online or on-campus orientation events, the iSchool provides a welcoming environment and guidance via a variety of communication channels, including face-to-face visits, email, and phone contact. Foregrounding program information and community building equips students with the knowledge and connections to construct a coherent plan for study and professional development from the beginning of their time in the program.

During orientation

Orientation and socialization

The iSchool provides virtual advising (Q&A) sessions for both the on-campus and the online cohorts before their fall course registration date (registration occurs in June). The director, associate director, online program coordinator, and student services coordinator provide a program overview and answer questions about course selection, housing, campus life, balancing workload, and other topics of interest to new students.

During this accreditation period, the iSchool transitioned from using a blog to using a Microsoft Teams channel to share information with incoming students. New students also join the [iSchool Daily Digest blog](#) to receive information about social, academic, and professional development events; scholarship and other funding opportunities; student job opportunities; and internship positions.

Both online and on-campus students have orientation periods. Campus students have a one-day orientation in late August. This new campus student orientation was online in 2020 due to COVID-19, but returned as a face-to-face experience in fall 2021. For online MA/LIS students, prior to COVID-19, the incoming students visited the iSchool for several days of “bootcamp” in August, during which the iSchool provided orientation and students begin their coursework. During the course of this accreditation period, the length of the in person bootcamp was reduced based on student feedback ([appendix I.11](#)). In 2020, the bootcamp was moved online due to COVID-19 and iSchool staff subsequently redesigned the experience to remain online.

During orientation, incoming on-campus and online students meet advisors, instructional staff, faculty, and student and administrative services staff. They attend workshops to ensure they have the skills they need to succeed in graduate school, and they attend social events to acclimate to the program and build community.

Rethinking orientation in 2020 - COVID

Leading into the 2020–2021 academic year, the rapidly changing conditions of the COVID-19 pandemic forced the iSchool to shift its in-person orientation programming entirely online. The challenges of the COVID-19 pandemic presented an opportunity to rethink the priorities and goals of both the online and the campus orientation program. The iSchool prioritized changes to balance cognitive load and allow additional time for students to take in program information and acclimate to the iSchool.

Campus program orientation and COVID

For the campus program, the emphasis for 2020 was on building relationships and community, and programming shifted from a one-time event to a gradual orientation throughout the summer leading and culminating in a 1-day synchronous session in the fall. Recognizing that students wouldn't have the same opportunities to build relationships as they would typically have during on-campus orientation and first semester, the student services coordinator and student members of the orientation committee organized opportunities to begin making connections throughout the summer.

Drawing on experience from teaching credit-bearing courses, the student services coordinator re-structured the delivery of orientation content to match content with the most effective teaching modality. Informational content was primarily delivered asynchronously throughout the summer to allow students to review the information at their own pace. During the late summer, students on the orientation committee led remote synchronous panels focused on student success in the program for part-time and full-time students. In general, synchronous sessions were reserved for content focused on building connections, engaging students in dialogues about the program, updating students with the latest information about pertinent information pertaining to COVID-19 safety protocols, hosting a question-and-answer session, and introducing students to their faculty advisors.

Online program bootcamp and COVID

The 2020 and 2021 sessions of the online program bootcamp were moved entirely online due to COVID-19 and was spread out over four-days. Each day consisted of two and a half hours of synchronous online time as well as asynchronous modules for students to complete each day. A Canvas course was designed to serve as the central point for all orientation materials, and students were given access to the course prior to the start of bootcamp. To prepare students, some content was assigned to students in advance.

As with the on-campus orientation, synchronous bootcamp sessions were focused on building relationships with students and requiring students to engage with orientation content. For example, synchronous sessions included relationship-building activities, advising, career planning activities, debriefing for asynchronous activities, classes from students' required courses (LIS 602 and/or LIS 601), and optional semi-structured social time over the lunch hour. Information resources and independent learning activities were built into the asynchronous modules in the course.

As in previous years, students participated in orientation planning and began coursework together synchronously, allowing them to begin building connections with classmates prior to beginning asynchronous online courses in the program.

Due to the success of the online orientations, the 2022 online program bootcamp will take place virtually. This modality may continue going forward, since the virtual format eliminates the burden of travel and lodging costs for online students.

Shared orientation content

Learning from the 2020 planning process, leaders of the orientation/bootcamp planning teams decided to further streamline the planning process. To bring more consistency to both orientation programs, a committee was formed for 2021 to identify and develop shared content to use in both programs.

The orientation team planned relationship-building activities to begin each orientation program. In place of the in-person introductions that typically occurred during campus student orientation, faculty and staff recorded brief introduction videos to help students familiarize themselves with members of the iSchool. Members of the orientation teams worked with the library to ensure that all videos were arranged into a channel on the university's video hosting platform and were captioned for accessibility.

Throughout the program:

The iSchool curriculum provides flexibility that allows students to meet their “individual needs, goals, and aspirations” within the scope of the program (see Standard IV.4). Flexibility is provided through a broad range of courses, independent studies, course modalities, full- and part-time status, and partnerships that allow students to take courses through other departments on campus or via consortial memberships. Students gain additional specialized preparation via required practicum placements and have the option to pursue independent studies in areas of interest. Students are encouraged to explore the varied career paths available upon graduation.

Concentrations

[Concentrations](#) are offered as suggested courses of study, with the exception of the [School Library Media program](#), which has specified requirements to meet Wisconsin state licensure requirements for public school librarians. Concentrations do not appear on a student’s transcript. Students are encouraged to consult the [iSchool Course Planning by Emphasis and Concentration](#) sheet and consult with their advisors and/or the student services coordinator to choose electives that fit their evolving interests and career goals ([appendix IV.1.3](#)). Many concentration lists include suggested courses in other departments ([appendix IV.1.3](#)). Students are encouraged to mix courses from across concentrations.

Practicum

All students are required to complete a 120-hour, three-credit field placement/practicum whose objective is to allow students to integrate and apply the knowledge, skills, and habits of mind they have learned in the classroom in a work setting. See Standard II.1 for details ([appendix IV.8](#)).

Coursework outside the iSchool

Students may take up to nine credits outside the iSchool, allowing them to leverage the high-quality offerings in other UW–Madison academic departments. In September 2019, the iSchool, along with two other departments, Computer Sciences and Statistics, formed [CDIS](#) within L&S. Joining CDIS allowed the iSchool to increase interdisciplinary collaboration, expand its faculty, and diversify courses available to students via the iSchool and other CDIS departments. Among the new curricular offerings to iSchool students are courses in computer programming, data analytics, human-computer interaction, and data privacy and security.

Coursework from other institutions

Students who have taken courses at other accredited institutions may apply for a credit reduction, provided they fulfill the minimum requirement to take 33 credit hours as a UW–Madison graduate student. When it cannot make certain specialized electives available or when courses are not offered during the student’s period of study, the iSchool works with students to find alternatives through the [WISE Consortium](#). Students have taken specialized courses in areas such as legal resources, museum collection development, and music cataloging.

Campus partnerships

Named certificates are optional enhancements to the generalist master’s degree. Named certificates provide formal recognition that a student has completed a defined set of courses representing a particular concentration. There are two named certificate options: [Innovation and Organizational Change](#) and the [UW–Madison Leadership Certificate](#). Campus partnerships include the School of Business’s [Weinert Center](#) and the [Center for Leadership & Involvement](#).

Students receive systematic, multifaceted evaluation of their achievements.

iSchool students receive systematic multifaceted feedback on their progress and achievements from the start of their program. Evaluation occurs in both graded and ungraded forms.

Program-level learning outcomes (PLOs)

PLOs are posted to the [iSchool website](#), published in the [MA/LIS Handbook](#), and included in the support materials for the e-portfolio requirement (see below). Additionally, instructors include tables that map the PLOs to course goals and assignments in iSchool syllabi.

E-portfolio

Orientation also introduces students to the [e-portfolio requirements](#). The iSchool e-portfolio helps students tie the entirety of their graduate education to the PLOs; it is a tool for reflection, self-assessment, and professional growth as students track their achievement of PLOs and reflect on achievements and challenges.

As students progress in their program, the e-portfolio provides an opportunity for ungraded feedback as advisors and students talk about what students are putting in their e-portfolio and how that demonstrates achieving PLOs. For more information about the e-portfolio, see Standard II. The iSchool also assesses how well its student body achieving the learning outcomes through the e-portfolio, as described under Standard IV.6.

Technology competencies self-assessment

At the start of their program, students assess their own technology skills via a technology self-assessment exercise and join in a group debriefing of the results. All students are encouraged to identify tasks that proved challenging and determine strategies for increasing competence in those areas through, for example, coursework, noncredit online courses via the UW's license to LinkedIn Learning, and other workshops.

Awards

Another form of feedback is the celebration and promotion of students' accomplishments through annual [iSchool student awards](#), as well as posting of individual and group achievements and honors in the iSchool friends and alumni newsletter, [Jottings](#), and iSchool social media channels. At the iSchool graduation receptions each May, student award winners are acknowledged and presented with an award certificate.

Standard IV.4.1 Students have access to continuing opportunities for guidance, counseling, and placement assistance.

iSchool students are provided with a range of opportunities for guidance, counseling, and placement assistance. The student services coordinator assigns academic advisors for MA/LIS students, works closely with iSchool faculty and staff and other units on campus to connect students with resources for counseling and support, and directs career services for current students and alumni.

Academic advising

iSchool teaching faculty and staff serve as academic advisors. Incoming students are assigned to an academic advisor based on their expressed academic and professional interests. Understanding that a student's interests and advising needs may change, the iSchool offers students a "no-fault advisor

switch policy” that allows them to switch advisors at any time without needing to explain their decision to the originally assigned advisor. Students may also consult with the student services coordinator for guidance in identifying new potential advisors.

Advising tools such as course forecasts, the MA/LIS Handbook, and course listings help advisors and students plan, make informed decisions, and evaluate progress through the program.

In response to incoming new faculty and staff, the student services coordinator began to formalize existing structures for onboarding and training new advisors in fall 2019. As part of this effort, the student services coordinator expanded the existing best practices document, forming an Advising Toolkit ([appendix IV.1.15](#)). Designed as a comprehensive resource for new and continuing advisors, the Advising Toolkit includes reflective prompts for new advisors to consider; information on relevant laws, policies, and procedures regarding advising and student information; program overviews; guidance for responding to difficult situations; and tools and tips for effective advising. These resources support advisors in providing consistent, accurate advising.

To support new advisors working remotely during the COVID-19 pandemic, the Student Services Coordinator implemented an advising hotline via Microsoft Teams during the iSchool’s Advising Week. New and experienced advisors used the hotline to ask and respond to questions in real time.

Mentoring

In addition, iSchool students receive valuable informal mentoring from their hourly work and practicum supervisors. At orientation and during student advising, iSchool emphasizes the value of part-time jobs at information agencies. The student services coordinator works with students on obtaining entry-level hourly positions and then advancing toward more professional positions.

Career services

[Career development](#) is an ongoing component of the iSchool students’ graduate education, woven throughout the program in coursework, career development events, student involvement with student and professional organizations, and hands-on experience through practicums, internships, volunteer opportunities, and student employment. The overall goal is to instill a career-focused mindset in students as early as possible and to provide the job-search process knowledge and training needed to make them competitive on the job market.

The student services coordinator directs career services for MA/LIS students and alumni of the iSchool. One of the largest changes in career services during this accreditation cycle was the creation of a credit-bearing career preparation course. Beginning in spring 2017, the student services coordinator began to co-teach a one-credit LIS 620 course focused on the job search and completing the iSchool e-portfolio ([appendix IV.3.2](#)). Another change was inclusion of career services material in the first year required course LIS 601 ([appendix IV.3.2](#)). In addition, the student services coordinator provides one-on-one career support for students and alumni and works with faculty to incorporate career-development exercises into courses. Individual student and alumni services include devising a job search plan, cover letter and resume feedback, interview practice, and job offer negotiation.

The iSchool offers services and resources to help get students career-ready from the minute they start the program. The program has greatly increased student exposure to career services materials during this accreditation cycle and increased student awareness of career services (see [2019 Assessment Report](#) and [2015 Assessment Report](#) in appendix VI.4.1).

Data Informing Career Services

The iSchool collects data on student perceptions of and use of career services, and short- and medium-term placement data. This allows the iSchool to adapt career services to student needs and to prepare students for careers and emerging trends and changes in the field.

Graduate Survey

As described above, the Graduates Survey has provided valuable data on students' perceptions of, and use of iSchool career services. As described above, analysis of the data led to redesign of the Career Services Toolkit, and embedding of career services into required courses LIS 601 and LIS 620.

Library Journal annual placement surveys

On an annual basis, the chair of the Assessment Committee writes an [alumni employment report](#) based on data from the annual *Library Journal* survey. The student services coordinator maintains a list of recent graduates from the iSchool and encourages graduates to participate in the annual *Library Journal* survey. These surveys serve as a general barometer of the job market, our graduates' ability to find jobs post degree, and general and emerging trends in career areas. The resulting report informs curriculum, advising, and career services.

Table IV-6 shows employed graduates, unemployed graduates, and the number of graduates whose employment status is unknown because they did not respond to the survey from 2014-2020. This data is also available in the publicly posted [Alumni Employment Report](#). (see VI.5.1).

Table IV-6: 2014–2020 Graduate Employment Data

Class of	2014	2015	2016	2017	2018	2019	2020
Number of iSchool graduates	73	86	73	94	68	81	82
Survey respondents	39	26	47	54	39	32	32
Employment rate of respondents	92%	92%	100%	96%	100%	97% (100% excluding the respondent pursuing additional graduate education)	81%
Employed in LIS institution	36	20	33	40	31	26	
Employed outside LIS field	3	2	4	10	7	5	
Student	1	—	—	—	—	1	
Unemployed	1	2	0	4	0	1	
If unemployed, or employed outside the LIS field, are you currently seeking employment within the LIS field?	2	2 yes 6 no	--	2 yes 1 no	--	None (one respondent continuing studies)	
Unknown	38		17	40	30	49	

Employer survey

In 2020, the iSchool surveyed employers of alumni from the past five years (see [VI.5.3](#)). Results from this survey indicate that our graduates are highly successful in their positions after graduation. A few comments from employers focused on hoping our curriculum develops more opportunities to address diversity, equity, and inclusion; and the fall 2022 MA/LIS curriculum addresses that suggestion.

Graduate Placement Analysis (2014-2021)

Every three years, the iSchool collects data on recent graduates' employment using alumni data from the Wisconsin Alumni Association alumni tracking database. Alumni register with the database to receive the iSchool newsletter, the UW–Madison alumni newsletter, and other materials from the Alumni Foundation. Only a portion of graduates register, so the iSchool supplements this data with information from faculty and staff personal connections and social networking tools such as Facebook and LinkedIn. There were 611 alumni names for the period, and the iSchool was able to obtain employment information for 374 of those alumni (61 percent).

From the 2014 to 2021 graduates with employment information, the two largest placement categories were “public library” and “academic library” (29 percent each). The third most common was “other, information professional” (14 percent). Within that category, placement titles varied widely from mayor of a town to data manager at a large research institute to prospect researcher for fundraising organizations. “Archives” and “information professional in a government setting” each constituted seven percent of placements. Six percent of placements fell into the category “information professional in a business/corporate setting.” “School library media specialists” made up four and a half percent of placements, and “law libraries” amounted to one percent of placements (appendix for raw data)

Table IV- 7: Employment Settings Graduates 2014–2021 from 374 Identified Placements

Employment Setting	Percentage of Placements	Number of Known Placements (n=374)
Public libraries	29%	109
Academic libraries	29%	108
Other, information professional	14%	51
Archives/records	7%	25
Government: Information professional in government or nonprofit setting including government library at state or federal level	7%	25
Business: Information professional in a business/corporate setting	6%	23
School Library Media K-12 schools	4.5%	17
Other non-information professional	2%	6

Law (firms or libraries)	1%	5
Other educational pursuit	1%	5

Government data sources

Data from the Bureau of Labor Statistics on projected job growth in the information fields continues to point to greater employment opportunities in data and information management. Prior to the pandemic, the Bureau of Labor Statistics forecast three to five percent growth for [librarians and library media specialists](#) and an 11 percent increase for [archivists, curators, and museum technicians](#). However, [new preliminary projections from Bureau of Labor Management economists suggest](#) that these areas will see significantly less growth, or possibly contraction, in the next 10 years. While the forecast for traditional areas of librarianship is less optimistic, the Bureau of Labor Statistics forecasts significant growth for other LIS sectors, including [database administrators and architects](#) and [web developers and digital interface designers](#). BLS also forecasts job growth in careers involving data analysis or a combination of career knowledge and data analysis skills.

Changes in employment patterns

As reported in the [2020 Assessment Report](#), the 2020 graduates survey indicated that the greatest proportion of graduating students identified with concentrations in librarianship and archives: academic libraries (24.6 percent), archives (23.1 percent) public libraries (18.5 percent), school libraries (10.8 percent), and children/youth services (10.8 percent). Eleven percent of graduates most strongly identified as either “information management” or “information technology” specialists.

Longer-term placement data from the Graduates Placement Analysis described above show that many graduates find employment as librarians. About 58 percent of MA/LIS graduates are employed in public or academic library settings, and smaller numbers are in school library or law settings. Data show 27 percent are employed as information professionals in other information environments, government agencies, or businesses. Seven percent are employed in archives.

Short-term placement data suggest that the policies and procedures the iSchool has developed to ready students for the job market are effective. The self-report based job placement rates from the *Library Journal* survey have remained strong during the accreditation period, even during the COVID-19 pandemic. As shown in Table IV-6, response rates are low, but those responding report employment. For example, in the 2016 and 2018 *Library Journal* employment reports, the iSchool’s the employment rate of responding graduate was 100 percent. For the 2019 the employment rate of responding graduates was 97 percent employment rates, or 100 percent if the respondent pursuing additional graduate education is excluded from the data. ([see VI.5.1](#)). Data analysis of the 2020 graduating class is ongoing.

Career Preparation in the Classroom

This section describes how the iSchool has embedded career preparation into courses that all MA/LIS students must take.

LIS 640 “E-Portfolio & Job Search”: This course begins with preparation for the job search, applying for jobs, tracking and following up with applications, preparing for interviews, and negotiation and decision-making. Overall, course evaluations have provided positive feedback on the course. This

course was a culmination of the curricular integration of career content and student demand for a dedicated course (appendix [IV.3.2](#)).

LIS 620 “Field Placement in Library and Information Studies”: The careers component of LIS 620 is fully online for students in the on-campus and online programs. LIS 620 instructors incorporate career-related assignments into their class, which can include activities such as effective cover letter writing, exercises using tutorials designed by the student services coordinator, or interview practice. In-class sessions include assignments and discussions on writing effective resumes and cover letters, interpersonal communication, and presentation skills (appendix [IV.3.2](#)).

LIS 601 “Information: Perspectives and Contexts”: The student services coordinator routinely joins this introductory course to teach students how to conduct a skills inventory and self-assessment based on a desired job position they were assigned to locate ([appendix IV.3.2](#)). These in-class activities prompt students to think about career planning from the beginning of the program and encourage them to take active steps to acquire the skills, knowledge, and experiences needed to be competitive in the job market. This exercise also introduces students to the student services coordinator as a point of contact for career assistance and familiarizes them with the Career Toolkit (appendix [IV.3.2](#)).

Additional courses: Several other iSchool courses include assignments that develop career planning skills. For example, in LIS 644 “Digital Tools, Trends, and Debates” and LIS 732 “Strategic Information Services” students write and review resumes, practice job talks, or complete a professional network exercise. Some classes invite visits from professionals from a particular concentration or visit LIS professionals at their job sites (e.g. LIS 712 “The Public Library,” LIS 722 “College and University Libraries,” LIS 732 “Strategic Information Services;” syllabi in [appendix VI.3.1](#)).

Career Programming and Events

To increase attendance and visibility to students, career events are built into venues with guaranteed student attendance. Students first encounter career content during their orientation to the iSchool before their first semester.

The LIS 640 “E-Portfolio & Job Search” course runs every spring and includes career events at the time in the program when graduating students are beginning their job search. These events are advertised and open to all students in the MA/LIS, regardless of enrollment in the course. Recurring events that take place during the course include one about interview tips and strategies with an iSchool alumnus as well as a career panel with iSchool alumni and LIS colleagues from other institutions.

Additional introductory career programming is incorporated into the iSchool’s orientation.

Individual Career Services

All iSchool students are encouraged to make individual appointments with the student services coordinator for assistance with career planning and strategy, job hunt strategy, individual resume and cover letter review, practice interview preparation, and job offer negotiation. This service is also offered to iSchool alumni after graduation.

Job search support group

In response to the impact of the pandemic on the LIS job market in 2020, the student services coordinator started a job search support group to provide an informal, supportive space for students navigating their job search. The support group ran from the end of the spring semester through the summer semester.

Career Toolkit

The iSchool [Career Toolkit](#) is available to current iSchool students, staff, faculty, and alumni. Designed as a one-stop shop for vetted resources on LIS career development, it contains links to materials including, but not limited to, job search strategy, resume and cover letter preparation, interviewing basics, information profession career paths, internships, negotiating offers, and how to update skills for a mid-career transition. All recordings of career events are made available to current students and alumni via the Career Toolkit site (see [IV.3.1](#))

The Career Toolkit is continually updated and revised to ensure that the content keeps pace with changes in the field and student job seeker needs. Two major revisions have occurred during the accreditation cycle. In 2017, the Career Toolkit was renamed and migrated to a more accessible platform. In 2021, the content was substantially updated (see [IV.3.1](#))

As an example of updating, the iSchool's [2015 graduate survey](#), nearly half of respondents in both the on-campus and online programs indicated that they were not aware of the career services materials the iSchool made available online. In response to this data, the iSchool's online career services materials were reorganized using based on phases of a student's career search, renamed the [iSchool Career Toolkit](#), and moved to a new platform that allowed access via the campus single sign-on authentication (NetID). This eliminating the need for an additional username and password and increased the accessibility of the materials. Courses teaching career-related content refer to Career Toolkit, increasing student familiarity with the resources available.

In 2021, the student services coordinator made two substantial revisions to the Career Toolkit. First, she updated it to scaffold career development activities throughout a student's time in the program. New materials identified activities students should do at various points in their education to develop professional competencies and job-search skills. Second, she updated the content to address emerging ideas and opportunities in the field, including new career pathways (e.g. user experience, data analytics, and management) and a new emphasis on issues of diversity, equity, and inclusion as they relate to job seeking and professional development (see [IV.3.1](#)).

Library Professional Development Collection

The iSchool Laboratory Library maintains a focused professional development collection, including print and electronic formats whenever possible. In collaboration with the iSchool library collections librarian and a student staff member, the student services coordinator updated this collection in 2021 to reflect the themes covered by the Career Toolkit.

Professional Development via Student Organizations

In addition to program-provided services, iSchool student organizations provide career event offerings tailored to their members' needs. Student organizations have prioritized support for professional development by creating mentoring programs, bringing in professionals, and organizing participation in regional and national conferences. For example, the ALA Student Chapter routinely participates in

the ALA Student to Staff Program and selects a student representative to attend the ALA annual conference (with funding) through a merit-based selection process involving an essay contest. Activities also contribute to the professional development of student members and attendees. The ALA and SAA student chapters have invited library and archives professionals to campus for professional development events, including resume reviews and career advice sessions. The WLA Student Interest Group has also hosted networking events for iSchool students to meet with library professionals in the region. See Standard IV.5.5 for more detail on the range of active iSchool student organizations.

Additional Campus Resources

During this accreditation cycle, university leadership has focused on strengthening career and job placement services. In addition to iSchool career services, iSchool students can also take advantage of other offices on campus.

[SuccessWorks \(L&S Career Services\)](#) provides services to departments within L&S, which includes the iSchool, and provides cover letter and resume review, interview practice, and assistance identifying career interests and options. In-person services offered by SuccessWorks are available only to students in the on-campus program, but the suite of online resources is available to all iSchool students. Online students are directed to the iSchool student services coordinator for one-on-one career services appointments.

The [UW-Madison Writing Center](#) offers feedback on cover letters, resumes, and other written assignments, and the [Graduate School Office of Professional Development and Engagement](#) offers workshops on career-related topics such as creating an individual development plan (IDP) for graduate students. Some iSchool students seek review and feedback from both the student services coordinator and other offices, such as SuccessWorks, as multiple perspectives are valued and encouraged.

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

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

The iSchool encourages MA/LIS students to participate in the formulation, modification, and implementation of policies affecting academic and student affairs. An important formal mechanism for participation is serving as part of department committees and task forces. Students may express interest in serving through [filling out a web form](#) and being matched with a committee. In other instances, the committee chair may seek volunteers. Many department committees include online and on-campus students, as well as students from both the first- and second-year cohorts (appendix [VI.2.1](#)). In addition to attending and participating in committee meetings, student committee members may be assigned tasks similar to those of any other member, and they are asked to seek input and feedback on potential actions or policy changes from their student colleagues. Students are valued members of these committees, given that they not only provide useful suggestions but also continually check that proposals consider student perspectives. More recently, in a revision of the MA/LIS curriculum, two student representatives are assisting in the development of alumni surveys as well as providing feedback from their colleagues regarding core curriculum requirements (see [VI.1.6](#)).

The iSchool director's annual Student Leaders Lunch provides an additional opportunity for sharing and feedback. In 2017, the meeting asked student leaders to offer suggestions about how to best

communicate the changes in PLOs. The meeting also asked for feedback on topics covered in management courses and how to better meet student expectations of course content. At the 2019 meeting, students were asked to comment on library laptop checkout policies and assist in the creation of a code of conduct for the classroom ([appendix I.4](#))

The iSchool also hosts a town hall in the spring to inform students about changes in the department and to provide a venue for student questions. At the meeting in 2016, the school’s name change from School of Library and Information Studies to iSchool was explained. In 2020, the meeting introduced students to newly hired faculty and outlined campus’s COVID-19 response plan. This meeting also provided students with resources for mental health, food assistance, and financial aid ([appendix I.4](#)).

IV.5.2: Participate in research.

iSchool students can participate in research projects individually and with faculty members. Faculty members regularly hire students to assist with research projects, which includes both hourly and graduate assistant positions. Assistant positions include tuition remission and a stipend. For example, Dr. Rebekah Willett hired three students in 2020 to work on an IMLS-funded research project, [Designing Home Learning Materials for High-Need Families: Lessons from/for Museums and Libraries](#). A student also worked with Dorothea Salo on an IMLS-funded project.

iSchool students choose to enroll in LIS 999 (independent study credit) to further investigate independent research on a topic (see table below for LIS 999 enrollment numbers). LIS 999 independent studies may be taken for 1-3 credits. Students are matched with a faculty member who consults with them on the project and research. Outcomes of the LIS 999 credits include research papers, poster presentations, projects, and contribution to faculty research/data analysis. For example, in 2020, students involved with the Allied Drive student organization enrolled in LIS 999 to develop policies and procedures to transition the literacy program to a [virtual format](#).

Table IV-7 Master’s Students Enrolled in 999 Credits (Independent Study)

Academic Year	Number of Students Enrolled in 999
2014-2015	18
2015-2016	19
2016-2017	29
2017-2018	18
2018-2019	19
2019-2020	41
2020-2021	30

IV.5.3: Receive academic and career advisement and consultation.

From the beginning of their program, students are encouraged to register for courses and their practicum experience with an eye toward career goals. Each year, the majority of respondents in both the

on-campus and online programs indicate they are aware of the iSchool's career services and resources. Engagement with at least one form of career services support is consistently high. The [iSchool's 2019 Assessment Report](#) indicates that most students (98 percent of on-campus students, 89 percent of online students) take advantage of one or more career support services during their time in the iSchool.

Detailed information about academic and career advisement is provided under Standard IV.4.

IV.5.4: Receive support services as needed.

Counseling and Support

While academic advising may address life challenges, iSchool faculty and instructional staff are encouraged to connect students they feel may need additional support with both the iSchool student services coordinator and relevant campus offices when higher levels of support are needed. Should concerns arise with a student in class or an advisee, instructors and advisors are instructed to notify the director, associate director, or student services coordinator as soon as possible. The student services team then works with the student, the student's advisor, the instructor, and any appropriate campus offices to resolve the issue. Common referrals include the [McBurney Disability Center](#), [Dean of Students](#), [Graduate School Academic Services](#), [University Health Services](#), [Counseling Services](#), and the [Writing Center](#). The iSchool has brought in speakers from campus offices to present to faculty and staff on various student-guidance topics, including disability resources, academic misconduct, non-academic misconduct, and creating an inclusive climate. The iSchool student services coordinator is often a main point of contact to coordinate help.

Increased Support for Students in 2020

With the COVID-19 pandemic and social unrest of 2020 and 2021, the iSchool recognized both the acute and cumulative impacts on iSchool students and responded through a range of actions. iSchool instructors and advisors were encouraged to provide flexibility with deadlines whenever possible (see [IV.11.1](#)). In April 2020, the iSchool hosted [a town hall](#) for students focused on issues related to the pandemic and the pivot to remote instruction ([appendix I.4.2](#)).

In addition, email messages were sent to current students that acknowledged the difficulties that they were facing during the pandemic and encouraged them to prioritize self-care and reach out for flexibility from their instructors, as well as additional support from their advisors, student services coordinator, and other campus offices (see [IV.11.1](#)). As the iSchool waited for campus resources, the student services team compiled campus and local resources available to iSchool students to meet immediate needs for support (see [IV.11.1](#)). Resources added to this list were curated with the understanding that campus and online students need and had access to different resources, and an effort was made to clearly communicate resources available to each student group. This information was posted to the iSchool website and sent to faculty and students via email. iSchool faculty and staff were encouraged to share these resources in their interactions with students. When the Graduate School later released a list of resources, the iSchool referred students to the central page.

At the same time, the iSchool recognized the impact of social unrest and racial justice advocacy surrounding racial justice and high-profile murders of people of color. This including increasing tensions in 2016, the killing of George Floyd in May 2020, and anti-Asian hate crimes in 2021. The iSchool

recognized the importance of standing with BIPOC members of our community and providing support for students who were disproportionately affected by systematic racism, the news and ongoing activism (see [IV.11.2](#), [IV.11.3](#) and [IV.11.4](#)).

To gather feedback about how well the iSchool supported students during this time, the Assessment Committee added questions to the graduate survey that specifically targeted needs and support during the pandemic. In 2020, most students indicated that they had access to appropriate devices (95%) and internet connectivity (86.5 percent) and that they felt supported by their instructors (81.3%). Although 81.3% of students indicated they felt supported by instructors, only 57% indicated that iSchool faculty or staff reached out to them. During the following academic year, the iSchool increased communication to help students access resources. In 2021, 56% of students indicated an instructor/faculty member reached out to them, yet 88 percent of students reported feeling supported by their instructors. A majority (88%) was informed about resources for mental and physical health, and 81% of students reported being able to create coping mechanisms of their own to be successful. Although the iSchool provided access to resources and support during the pandemic, it was challenging to avoid overwhelming students with information ([appendix.VI.4.1](#)).

IV.5.5: Form student organizations.

The iSchool supports the work of student organizations and the creation of new student organizations. These organizations are student-directed and have autonomy to determine their direction and programming. Many student organizations opt to have a faculty advisor to provide guidance to organization activities. The iSchool provides space for student organizations in the iSchool Library to host meetings and store materials. All [iSchool student organizations](#) have contact information listed on the iSchool website.

[iSchool Student organizations](#) include ALA-SC (American Library Association Student Chapter); Allied Drive Literacy Time; UX and Data Management Student Group; Jail Library Group (JLG); Gaming Group; REFORMA; Society of American Archivists—Student Chapter (SAA-SC); Tribal Libraries, Archives, and Museums (TLAM); and Wisconsin Library Association—Student Interest Group (WLA-SIG).

Membership and participation in student organizations changes with to student interests. The LGBTQ Student Group was renamed iQueery and revitalized during this accreditation cycle. Additionally, students formed several new groups, including the Wisconsin Library Association Special Interest Group and the iSchool UX & Data Management Student Group.

Activities

Student organizations have [sponsored guest speakers](#), [career events](#), [volunteer opportunities](#), [panel discussions](#), and [chapter meetings](#). Every fall, the iSchool hosts the Student Organization Fair to expose students to the range of student organizations and opportunities to get involved.

Student organizations serve an important role in students' professional development by providing opportunities for students to gain experience collaboratively running an organization, plan and implement programs and events, and develop professional networks. For specific examples of professional development activities, see Standard IV.4.

Campus Policies and Funding

iSchool student organizations are encouraged to register as official student organizations, which allows them to be eligible for a [range of benefits and resources through the university](#), including eligibility for grant funding, the ability to reserve campus spaces and listing in the [Wisconsin Involvement Network directory](#).

Expanding Student Organization Access

Until this accreditation cycle, it was common for student organizations to recruit and program for students in the campus program. A few student organizations, most notably ALA-SC, led the way in actively soliciting involvement from students in the online MA/LIS, beginning as early as 2014.

In the past two years, the iSchool has also prioritized access to student organization opportunities for students in the online MA/LIS. While this was an emerging priority for many iSchool student organizations, the circumstances of the COVID-19 pandemic provided an opportunity for student organizations to adapt their meeting and event-planning processes to an online environment in which online students could more easily and equitably participate.

Beginning in fall 2021, the [Student Organization Fair](#) is held virtually to be accessible to both campus and online students. On September 29, 2021, the first virtual Student Organization Fair was well-attended by [organization representatives](#) and students interested in learning about how to participate. In addition to the synchronous event, the organization introduction portion of the event was recorded and distributed to all students in the MA/LIS along with the directory of participating organizations to ensure that the information was accessible to all students. As UW–Madison transitions back to in-person activities, organizations like the ALA-SC are hosting a broader range of hybrid activities, including interview panels with practicing library and LIS professionals and social events.

IV.5.6: Participate in professional organizations

The iSchool environment fosters student participation in the definition of the total learning experience, as evidenced by professionalization behaviors, which the iSchool tracks in the iSchool Annual Assessment Reports (appendix [VI.4.1](#)). The reports demonstrate strong activity in professional organizations with an average of 65% of students participating in professional organizations between 2015–2020.

The iSchool provides endowment funds to support student travel to professional conferences. The director manages these fund accounts with the aim of using them to encourage students to be leaders in the profession and to increase student participation in professional activities. If students present at a regional, national, or international conference, they are [eligible to apply for department funding](#). (appendix [V.1.6](#)). The department also supports [specialized professional development](#) that are supported through specific donations. Also, if a group of students organize to attend a conference and share travel/lodging costs, they may request travel funding from the iSchool director. Finally, each year the iSchool grants the [Lawrence C. Zweizig Student Leadership Award](#), a \$400 award supporting student travel to a professional conference. In the 2018 fiscal year (pre-COVID), the iSchool spent \$15,700 to support student travel to a variety of professional and research conferences, including ALISE, ALA Annual, the Wisconsin Library Association conference, the Midwest Archives Conference, the Association for Moving Images Archives conference, and the Information Ethics Roundtable (appendix [V.1.6](#)).

Additionally, it will help coordinate student nominations for professional development opportunities sponsored by outside parties. For example, the iSchool will nominate a student for the [Managing Electronic Records \(MER\) conference](#) in Chicago which provides one free student registration. It will also nominate students for an award from the Friends of the UW Madison Libraries to attend Rare Book School at the University of Virginia ([see IV.1.4](#))

Additionally, the iSchool encourages participation in professional organizations by supporting student organizations affiliated with professional organizations (e.g. ALA-SC, WLA-SIG, SAA-SC).

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

This section summarizes the evaluation of student achievement and related policies and procedures. Examples of how results of evaluation influence program development are also presented.

As described under Standard I, overall, evaluation of student learning is the responsibility of the Assessment Committee, which is charged with implementing assessment activities and presenting results via annual iSchool Assessment Reports (appendix [VI.4.1](#)). The Assessment Committee is composed of faculty, staff, and student representatives; the iSchool Chair is always a member of the committee (appendix [VI.2.1](#)). The Assessment Reports provide a basis for systematic re-consideration of program elements, including those elements directly impacting students. At the department retreat and plenaries, the faculty and staff discuss proposed changes, review plans, and delegate goals to standing committees (e.g. Curriculum) for ongoing action (appendices [VI.2.2.1](#) and [VI.2.2.2](#)).

Data Sources Used in Evaluation

The data sources commonly used in planning and evaluation of program outcomes and development. Most are fully described under Standard I section 1.1.2 and will only be summarized below:

- *E-portfolio (direct measure)*: The e-portfolio has been required since the fall 2012 entering class, with a new e-portfolio design implemented with the change in the program learning outcomes in fall 2018. Each May, faculty and staff review all of the e-portfolios and suggest to the Curriculum Committee areas where students seem to be performing well or poorly as needed for curriculum review or revision. Effective for Spring 2021, the program learning outcomes will be reviewed in part on a rotating basis to provide for deeper examination.
- *Practicum Site Supervisor Evaluation (direct measure)*: Since 2017, all practicum site supervisors have been given surveys with which to evaluate the practicum students. This information is reported on in the Assessment Reports.
- *iSchool graduate survey (indirect measure)*: The iSchool surveys all graduating students each spring. Survey questions address the student-life experience and student self-evaluation of their mastery of the PLOs. Assessment Committee members participate in the design and fielding of the survey.
- *Exit interviews (indirect measure)*: Each year the iSchool conducts exit interviews with willing graduating students. Exit interview data is summarized by the director and included in the Annual Assessment Report.
- *Employer survey (indirect measure)*: In 2020, the iSchool surveyed employers of alumni from the past 5 years to gather evidence about workplace readiness skills and leadership abilities.

- *Enrollment trends data:* The UW-Madison Graduate School provides data about [program applications, admissions and enrollments](#) as well as [degree completion](#) ([appendix IV.1.2](#))
- *ALISE Statistics:* The program employs comparative program data from the [Association for Library and Information Science Education to](#) assess and plan its programs.

Assessment procedures and examples

The procedures and examples that demonstrate how the iSchool systematically evaluates whether academic and administrative policies and activities regarding students are accomplishing objectives are fully described under Standard I sections 1.1.2 and 1.1.3. Brief summaries will be provided here.

Annual Review of the e-portfolio

The Assessment Committee is responsible for an annual review of the e-portfolio to look for evidence of graduating students meeting the program learning outcomes. The chair of the Assessment Committee appoints a review team of faculty, staff and students to review the e-portfolios for December, May, and August graduates of that academic year. Reviewers are provided with scoring materials and a rubric ([appendix 1.5](#)). During that review, the committee chair makes notes about areas of concern noted by the reviewers. Results are included in the Assessment Report. Issues requiring action are presented to the Curriculum Committee by the chair of the Assessment committee.

Practicum site supervisor survey

In 2016, the iSchool developed a survey for practicum site supervisors to evaluate student performance with a focus on hireability and professionalism ([appendix I.7](#)). The results of the Site Supervisor Survey are reported in the Assessment Report.

Graduate survey and exit interviews

Each May, graduating students are asked to complete a survey to provide feedback on their experiences in the program ([appendix I.6](#)). The graduate survey includes questions about the student's holistic experience of the program and questions that ask students to gauge their preparedness for a range of examples that directly relate to each of the PLOs. Graduating students are also invited to participate in exit interviews. The results are summarized in the Assessment Report.

Employer Survey

Results from this survey indicate that graduates are highly successful in their positions post-graduation. A few comments from employers focused on hoping our curriculum develops more opportunities to address diversity, equity, and inclusion ([appendix VI.5.3](#)).

Stakeholders

The iSchool involves stakeholders in program evaluation and decision-making. Further, the iSchool community ethos and the shared governance traditions of the University of Wisconsin–Madison encourage faculty, staff, students, and other stakeholders to participate. Examples of how the iSchool has incorporated feedback from stakeholders are discussed under Standard IV.8.

Faculty and staff

Once each semester all faculty and staff meet in the iSchool plenary meeting to discuss major program changes or issues related to student policies or procedures. Each August, the entire faculty and staff participate in the iSchool retreat, a mandatory meeting at which the [iSchool Assessment Reports](#) are reviewed and vital program-wide decisions are made.

The Director assigns all faculty and staff, with the exception of some adjunct instructors, to one or more internal committees. The committees most related to evaluation include the [Assessment Committee](#) and the [Curriculum Committee](#). Both committees include faculty, staff, and student members.

Students

Students participate in evaluation of student policies and activities through their participation in assessment exercises such as the [graduate survey](#) and [exit interviews](#). As mentioned above, graduating students have the option to participate in exit interviews to share their opinions about their holistic experience of the program.

Students also have input into the iSchool curriculum through membership on the Assessment Committee and active participation in the creation of assessment tools, data collection, and data analysis.

Students are encouraged to participate in a variety of forums to provide their thoughts and feedback about student policies and services during their time in the school, including the annual iSchool Town Hall meeting and the Student Leaders Lunch with the director.

In addition, students who want to bring ideas forward often contact iSchool staff, especially the iSchool Student Services Coordinator and Public Services Librarian. The iSchool encourages students to use formal channels, but these informal channels with staff who have a high level of student contact outside class are a valuable point of communication.

Alumni and employers

The iSchool considers the professional perspective of alumni and employers as important sources of information when considering improvements to the curriculum. These stakeholders feed into the evaluation process for policies and activities regarding students through (a) the Advisory Council (appendix [VI.2.2.3](#)) and the Alumni Board (appendix [VI.2.26](#)), (b) membership on committees (e.g. Curriculum, Academic Technology and Student Support, Assessment) to participate in decision-making related to student policies ([appendix VI.2.1](#)); (c) membership in ad hoc task forces as needed including curriculum task forces (appendices [VI.1.5](#) and [VI.1.6](#)); (d) surveys of practicum site supervisors ([appendix 1.7](#)); and (e) conversations with alumni and employers who volunteer to participate in career services events and (f) the Employer Survey ([appendix VI.5.3](#)).

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

This section contains two examples that demonstrate how the iSchool has used data from the evaluation of student learning outcomes to make decisions regarding program requirements and the student experience. The direct and indirect measures of student learning that informed the decision-making process are described under Standard IV.6.

E-Portfolio Review

Through the process of evaluating student e-portfolios, the iSchool directly assesses overall and individual student learning. The portfolio reviewers discuss the mechanics of the e-portfolio process and identify program learning outcomes in which student demonstration of knowledge is less than satisfactory. Results of this thorough e-portfolio evaluation are presented in the Annual Assessment Reports. ([appendix VI.41](#))

The data in these reports, along with changing trends in the field, directly contributed to the decision to revise the iSchool curriculum. In fall 2015 and 2019, the faculty and staff of the iSchool voted to revise the curriculum and PLOs (see discussion of Standard I.1.3 and II.5). Discussions of the results of the e-portfolio review are captured in the Annual Assessment Reports ([appendix VI.41](#)).

In fall 2018, new PLOs were implemented to reflect a more holistic view of the program. In response to student exit interviews, the iSchool revised the design of and instructions for the e-portfolio. This includes:

- A worksheet to help students understand what content should be included in the portfolio ([appendix I.5](#))
- An “e-portfolio” assignment in some courses, helping students map assignments to PLOs.
- A one-credit [LIS 640 “E-Portfolio & Job Search”](#) that partly focuses on completing the e-portfolio.

Continuing reviews of the e-portfolio in the graduates survey and exist interviews (summarized in the Annual Assessment Report) have shown that students are responding well to the changes and refer to the course with appreciation for the new e-portfolio framework ([appendix VI.41](#)).

Graduate Survey

As described under Standard IV.6, the graduates survey includes questions about the student’s holistic experience of the program and questions (or measures) that ask students to gauge their preparedness for a range of examples that directly relate to each of the PLOs ([appendix I.6](#)). As reported in the Assessment Report, the iSchool has a goal that the proportion of the respondents who will describe themselves as moderately to very well prepared. Analysis focuses on those items which do not meet this goal ([appendix VI.41](#)).

Students graduating in May 2020 through May 2021 were severely impacted by the COVID-19 pandemic. For these academic years, the graduate survey was modified with a greater emphasis on capturing how the faculty and staff were responding to students’ academic, financial, and social and emotional needs. To keep the length of the survey manageable, the number of questions related to PLOs was adjusted. Students reported feeling supported by the iSchool faculty and staff. While some scores of normally high-scoring components dropped, students continued to demonstrate satisfactory knowledge of the PLOs overall ([appendix VI.41](#)).

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

As described under Standard I.1.2, the iSchool has developed a systematic program planning process that regularly evaluates the degree to which the iSchool academic and administrative policies and activities regarding students accomplish objectives. The Curriculum Committee also meets regularly to discuss changes made to the program, and it continues to manage changes to PLOs ([appendix VI.2.25](#) and [VI.1.1](#)).

Planning for the future of student learning and support largely comes from results presented in Assessment Reports ([appendix VI.41](#)). Examples of changes that have been made since the last accreditation period include:

- Revisions of PLOs (see Standard II).

- Revisions of core courses to better connect to the PLOs (see Standard II).
- Updates to the Career Toolkit (see Standard IV.4).
- Improvements to the structure of the e-portfolio (see below).
- Curricular revisions, including the creation of LIS 640 “E-Portfolio & Job Search” (see below).

Application of Assessment Results

In response to data from ongoing assessment of student learning, stakeholder feedback, and changes in the profession, the iSchool revises its program, including changes to procedures such as the e-portfolio and additions to the iSchool curriculum.

E-Portfolio Process Revision

As a direct measure of student learning, the e-portfolio is an essential component of the iSchool’s assessment practice. For this reason, procedures and policies surrounding the e-portfolio requirement are periodically reviewed and revised alongside broader program and curricular changes in the Assessment Committee ([appendix I.5](#) and [VI.2.2.4](#)).

Annual reviews of students’ e-portfolios described in the Annual Assessment Report show that not all students were able to demonstrate a satisfactory understanding of all PLOs. Exit interviews with graduating students confirmed that students found the wording of some PLOs confusing. Based on this feedback, the iSchool has clarified PLOs and provided additional guidance in matching them to their coursework. It was also decided that the e-portfolio could not serve the dual purpose of assessment tool and professional portfolio. Finally, the e-portfolio was not well-integrated into the curriculum.

Over the course of this accreditation cycle, the iSchool has intentionally modified the PLOs to be more accessible based on student feedback ([appendix V.1.1](#)). The iSchool also implemented a range of improvements to the e-portfolio to better measure student achievement and improve the student experience. The Assessment Committee revised the e-portfolio process to clarify the purpose of the e-portfolio as a program assessment tool, streamlined the submission and review process, and developed support materials to provide additional guidance and structure for students completing the portfolio. The Assessment Committee updated the instructions and developed new support materials, including templates and planning sheets to aid students in mapping their coursework to the PLOs. Instructors of core courses were encouraged to create major assignments directly tied to the PLOs. Additionally, some instructors embedded opportunities to work on the e-portfolio in their courses. For students seeking additional support, e-portfolio instruction was incorporated into the curriculum via a one-credit elective course (see below). The e-portfolio continues to be a source of concern for a small portion of students, and we continue to work to improve the process ([appendix I.5](#) and [VI.2.2.4](#)).

Curricular Revisions to Support Student Learning

The iSchool curriculum is discussed in detail under Standard II. However, as much of the program assessment — particularly around student learning — intersects with curriculum development and assessment, this section will highlight several changes to the iSchool curriculum designed to support student learning and ensure outcomes are aligned with current professional needs.

One-credit courses

During exit interviews, graduating students indicated they were interested in studying topics beyond our core course offerings. In many cases, these were topics covered in core courses that students wanted like to explore in greater depth but that did not warrant a three-credit course in addition to

existing offerings. In response, the iSchool developed a range of one-credit courses to allow students to focus on topics in greater depth without replacing a three-credit courses. Topics for one-credit course offerings include administrative topics such as leadership, budgeting, grant writing; community partnerships; and advanced technical topics such as linked data (see Standard II).

Cultural competence courses

Stakeholder feedback tools including exit interviews, the employer survey, and other informal feedback mechanisms showed the need for coursework focused on cultural competency and marginalized and historically underrepresented communities (appendices [VI.4.1](#), [VI.5.3](#)). The desire for additional preparation in this area aligned with trends in the profession and the iSchool's strategic priorities ([appendix 1.3.4](#)). In response, the iSchool developed two topics offerings: LIS 640 "Services to Diverse Populations" (three credits) and LIS 640 "[Creating Inclusive Environments](#)" (one credit). In addition, the 2020/2021 curricular revision's inclusion of a required DEI curricular element further addressed this need ([appendix II.6](#)).

LIS 640 e-portfolio and Career Planning course

[LIS 640 "E-portfolio and Job Search"](#) (one-credit) was developed to address two student needs. First, graduating students expressed a need for more formal career planning support. Second, the annual review of graduating students' e-portfolios and the e-portfolio process indicated that students needed additional guidance in selecting, describing, and mapping evidence from their coursework to the PLOs. In response, the iSchool developed the one-credit e-portfolio and career planning course and has offered it each spring, when most students prepare to graduate and begin their job search. This course is consistently mentioned in exit interviews as being helpful in students' ability to get their first job ([appendix VI.4.1](#))

Revision of youth services and archives curricula

The revision of youth services syllabi based on feedback from youth services librarians is an example of the iSchool's involvement of outside stakeholders in its evaluation process. During the 2014–2015 academic year, instructors Rebekah Willett and Allison Kaplan convened a meeting of youth services librarians to provide input on youth services syllabi to ensure the curriculum met current professional trends. Catherine Arnott Smith convened two task forces of friends of the archives program, including alumni and employers, to regularly fine tune the curriculum. The most recent of these task force initiatives occurred in 2018 and is reported in detail under Standard II.5 ([appendix VI.19](#)).

Exit Interviews

Exit interviews for graduating students, as well as the relationship between students and their program advisors, provide opportunities for student feedback that the iSchool considers for departmental and curricular changes ([appendix I.8](#)). Exit interview data is summarized in the Annual Assessment Report ([VI.4.1](#)). For example, the 2015 Assessment Report describes how students reported in exit interviews that the course portion of the practicum course (LIS 620) was not useful for all practicum experiences. The course was revised to provide more clarity, broader options for assignments, and more career preparation information. Additionally, feedback from 2019 exit interviews suggested that some students have found the workload for one-credit courses burdensome. To address this issue, the iSchool encouraged advisors to warn students more explicitly about the workload, and it asked instructors to assess whether their course may exceed the one-credit workload level.

STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES

The iSchool's revenue from diverse sources is sufficient to achieve its mission and program objectives. iSchool leadership, shared governance structures, and team-based management foster a healthy work culture. Clear assessment policies and practices and available sources of funding for teaching and research encourage a culture of innovation and entrepreneurship in teaching, research, and service.

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

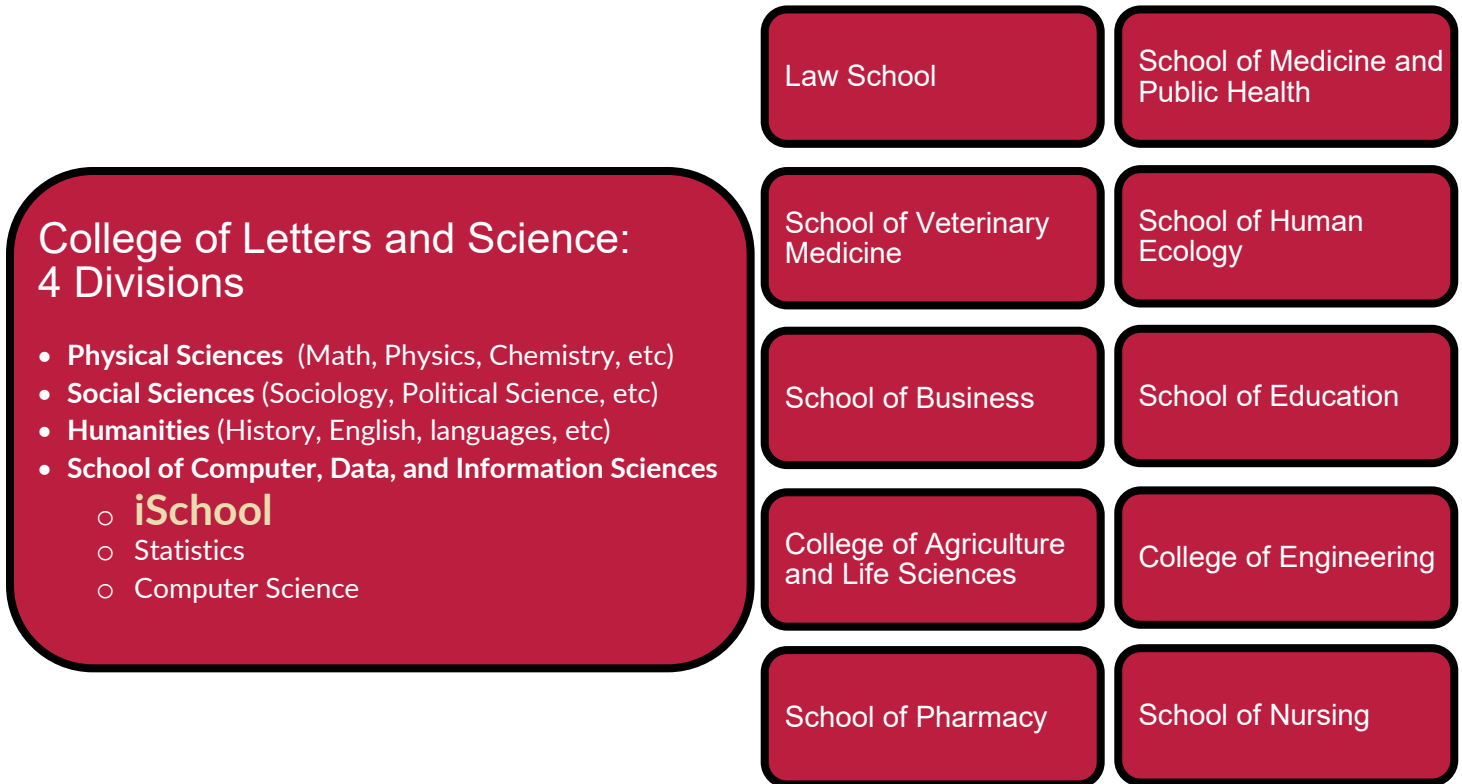
V.1.1: The school is an integral yet distinctive academic unit within the institution.

UW–Madison is composed of multiple “college” structures that have deans (see Figure 5.1 below). The academic department known as the iSchool has long been located as a department within L&S. (It may also be helpful to know that the term “school” is an organizational nomenclature wildcard and can be used to refer to a department, a division or a college) Prior to fall 2020, L&S organized its academic departments into three divisions: Humanities, Social Sciences and Physical & Natural Sciences. In fall 2020, L&S created a fourth division, the School of Computer, Data & Information Sciences (CDIS). CDIS includes 3 departments: the iSchool, Computer Sciences, and Statistics. CDIS is the same as the other three L&S divisions in that all its departments (the iSchool, Statistics, and Computer Sciences) are independent academic departments with chairs (or directors) and departmental governance and budgets.

CDIS is different from the other L&S divisions in that it has a “value-added layer” of CDIS level staff including the Director (Tom Erickson), Associate Director (iSchool faculty member Kristin Eschenfelder), Program Manager (Vasso Founta), Communications and Marketing (Anna Hildebrandt), and Industry Outreach (Dean Welch). These positions work with each of the three departments. This value-added layer provides additional strategic planning, diversity and inclusion support, marketing assistance,

and industry relations support to the iSchool. The chair of the iSchool still reports to the dean of L&S, like all other L&S department chairs. Eschenfelder also serves as the L&S Academic Associate Dean with responsibility for the iSchool.

Figure 5.1 The iSchool Within the Larger University Structure



The ALA-accredited MA/LIS is currently the largest degree program in the iSchool and the program will remain a central part of the iSchool's identity. As new iSchool degree programs grow, the iSchool intends to enhance the MA/LIS program through the opportunities afforded by hosting multiple programs and through its relationship with CDIS. Broadening the iSchool's resource base will ensure that the school continues to be a leader within LIS teaching and research. Because it hosts multiple academic programs, the iSchool will be able to offer more courses on a greater diversity of topics for MA/LIS students. Joining CDIS has provided an opportunity to grow and strengthen the iSchool's faculty and staff. This will expand the school's research output, strengthen national stature and ranking, and develop a leading undergraduate program that will bring LIS values like privacy, and concern for access and the public good to a broader audience.

The iSchool has significant autonomy for strategic planning, curriculum design, admissions, hiring, and day-to-day operations. Under the L&S Guidelines, however, all ad-

ministrative decisions with significant financial impact or human resources implications go through the academic associate dean (Eschenfelder) or an appropriate assistant dean's office (varying) for approval.

Decisions that require L&S oversight include:

- All personnel hiring – and any steps to discipline or remove personnel (including some adjunct) – must conform to university-level HR procedures, and L&S provides oversight of the required steps. For example, in hiring processes, L&S advises about permissible title and pay scale and vets the position description and the offer letter for concordance with UW–Madison policies. Search committees and decisions about who should be selected as finalists are managed by the iSchool.
- Purchases greater than \$5,000 or purchases of certain materials (e.g. furniture) require involvement of university purchasing ([see purchasing decision grid](#)). Day-to-day purchasing of supplies covered by the annual supplies and expense budget is managed entirely within the iSchool.
- Entering contracts requires involvement and approval of the L&S business office, which facilitates compliance with state regulations.

The iSchool benefits from being part of L&S: L&S assures that the iSchool has access to an equitable share of campus resources; helps the iSchool stay abreast of new revenue opportunities; advocates on the iSchool's behalf in university-level decision-making; works with the iSchool to develop fundraising, facilities, and information technology infrastructure as needed; facilitates collaborations with other L&S units; and provides assistance in adherence to all university-level administrative rules.

As a graduate program at UW–Madison, the iSchool MA/LIS, like all other graduate degrees, is governed by the University of Wisconsin Graduate School. These [rules](#) dictate general characteristics, such as minimum credit hour requirements for master's degrees, the number of credits that may be double counted in a double or dual degree, and minimum TOEFL requirements for admissions. The Graduate School does not involve itself with curricular decision-making in departments.

V.1.2: Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution.

Like other departments in L&S, and other graduate programs overseen by the UW Graduate School, the iSchool creates its curriculum, selects and puts forward faculty for hiring and promotion, and selects students for admission following internal iSchool processes that conform with general university guidelines.

Intellectual Content

The formal intellectual content of the MA/LIS, including individual courses and the curriculum structure, is decided by the iSchool faculty. The iSchool Curriculum Committee is responsible for ongoing planning and assessment of the curriculum, with ma-

for revisions brought to the faculty for discussion and adoption. The iSchool Assessment Committee contributes information pertaining to the health of the MA/LIS curriculum for the Curriculum Committee to consider.

To govern potentially overlapping course content and ensure that courses adhere to university course guidelines (e.g. minimum contact hours with students), new courses require college- and university-level approval. For example, a proposed new iSchool course first requires approval by the iSchool Curriculum Committee before being sent to the college level [L&S Curriculum Committee](#). If approved there, the course is sent to the [University Curriculum Committee](#) for final approval.

Any iSchool faculty member may propose a new course to the Curriculum Committee. Typically, the course is first taught as a topics course (approved by the director), potentially several times, before it is submitted to the iSchool Curriculum Committee for the course-approval process. The Curriculum Committee and the director may also ask a faculty or instructional-staff member to create a new course as an outcome of the iSchool's continuous program-assessment process. In general, new courses receive informal input from the Curriculum Committee, the director, or a full faculty meeting. The iSchool has never had a course rejected by L&S or university curriculum committees, although these committees may seek comment from a related department or ask for clarification on how the course will comport with certain university-level requirements. The UW's course proposal process is handled through an online system called Lumen that is managed by the [Academic Planning and Institutional Research Office](#).

The iSchool has a robust culture of creating an intellectually stimulating environment for students and faculty through speakers, events, and local conferences. The iSchool's active student organizations, the director, and all iSchool faculty contribute to the creation of a rich intellectual environment.

Selection and Promotion of Faculty

The iSchool's selection and hiring processes for tenure-track faculty are identical to those of other departments in L&S. First an advertisement (position vacancy listing) and "recruitment efforts plan" are created with input from the iSchool faculty as a whole and approved by the iSchool Executive Committee. These documents are then forwarded to the iSchool's academic associate dean at L&S for college-level approval. College-level approvals promote compliance with university and state human resources and hiring regulations and laws.

The iSchool decides what skills and competencies to seek in hiring, and which individuals to bring to campus. The iSchool also selects who to hire; however, the hiring decision and preliminary offer are approved by the academic associate dean at L&S. L&S has always supported the iSchool's hiring decisions. L&S has worked with the iSchool and the Graduate School in salary negotiations and to acquire equipment and financial support needed to make a competitive hire and start up research support package.

All faculty (pre- and post-tenure) are reviewed annually by an elected committee of tenured faculty in a department process described under Standard III.2: The school

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

UW–Madison’s process for making tenure decisions is multilevel. At UW–Madison, tenure brings promotion from assistant to associate professor. Initially, faculty tenure must be approved and supported by other tenured faculty in the iSchool. Then the tenure package is reviewed at the campus level by the appropriate campus divisional committee. All departments at UW–Madison follow this process. If the campus divisional committee turns down a tenure package that a department recommends, the department may appeal to the divisional committee for reconsideration. UW–Madison hosts [four Divisional Committees](#) representing broad areas of research (Social Sciences, Arts & Humanities, Physical Sciences, Biological Sciences). To ensure a good fit, each faculty member going up for tenure can choose the committee that hears their case. Most iSchool faculty choose the Social Sciences and Arts & Humanities committees.

Systematic evaluation of tenure-track faculty in the iSchool in the areas of teaching, research, and service are largely dictated by [university-level Faculty Policy and Procedures rules](#). The ischool policies and procedures for the review of Assistant Professors follow the procedures and expectations laid out in the University Policies and Procedures and the divisional committee tenure review process ([appendix III.3](#)). These are locally instantiated in the iSchool faculty annual review, third-year review, and tenure processes. All tenured faculty members are subject to annual review regardless of rank ([appendix III.4](#)).

Promotion from associate to full professor is also a rigorous process at UW–Madison. The Committee of Full Professors at the iSchool must consider each associate professor for promotion based on their annual review report after five years as an associate professor. An associate professor may also request review at any time after five years. For full consideration, an associate professor prepares a dossier of evidence of excellence in research, teaching, and service. This portfolio is similar to a tenure portfolio. This dossier is first reviewed and approved by the Committee of Full Professors in the iSchool. If approved, the recommendation for promotion is forwarded to the dean of L&S for final approval.

For promotion of other iSchool personnel, including non-tenure-track faculty, the iSchool process combines merit and seniority. Recent university raise exercises have emphasized merit and retention in raise decisions as well as equity issues. The director, associate director, and department administrator conduct formal annual performance reviews and midpoint check-ins. Academic and university staff raises are recommended by the director, associate director, and department administrator and approved by the iSchool Executive Committee. The Executive Committee forwards its recommendations to L&S for final approval. The iSchool makes every effort to promote staff as quickly as possible. L&S has always supported iSchool promotions; when L&S administrators ask for additional documentation, it is to promote compliance with

regulations enforced by the [Office of Human Resources](#), which has final approval authority for academic staff promotions.

Selection of MA/LIS Students: Admissions

The MA/LIS admissions process adheres to Graduate School guidelines, which set minimum admissions requirements. The iSchool has autonomy in admissions decisions. Applicants are expected to meet minimum Graduate School requirements, but applicants to the program are admitted only on the recommendation of the iSchool. Further, the Graduate School will make exceptions to their requirements on occasion; the iSchool has sought and been granted permission to admit some individuals on academic probation whose undergraduate GPAs did not meet Graduate School guidelines but who appeared to be outstanding candidates in other ways. The Graduate School accepts the iSchool's judgment, based on the whole application packet, that a candidate is likely to be successful as a more mature student.

V.1.3: The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The iSchool is sufficiently supported by L&S and UW–Madison despite financial constraints in higher education, Wisconsin's sometimes difficult state budget, and long-term shifts in state-level budget priorities. The iSchool has been treated equitably on campus, and at the same time has developed new sources of revenue that provide some independence from campus budget constraints. L&S has supported the iSchool's efforts to grow new revenue funding streams. The iSchool has also participated in collaborative initiatives that have broadened iSchool's interdisciplinary footprint on campus and have brought new resources to support the MA/LIS. Personnel, budget, and facilities all benefit from the support received.

L&S provides important administrative support that is critical infrastructure to the iSchool's academic, administrative, and research activities. The iSchool is in continual communication with college-level administrators who provide advice, oversight, and advocacy for the iSchool in dealing with college, university, and UW System regulations and initiatives. Moreover, L&S staff, who have 12-month appointments, administer many key programs, relieving the iSchool of the need to manage those activities. For example, Associate Dean Shirin Malekpour oversees L&S teaching and learning and enrollment management. Assistant Dean for Research Services John Varda manages and provides consulting for research and grant proposals, ensuring that all budgets and other materials meet university guidelines. Associate Dean Elaine Klein provides a depth of knowledge about academic program rules and program review, facilitating double-degree programs and other initiatives. James Montgomery, associate dean for Fiscal Initiatives, provides advice on revenue generating initiatives, and the L&S Budget Office assists with a wide range of budget questions. Many other associate and assistant deans in [L&S Administration](#) are iSchool contact points for specific issues regarding facilities, personnel, and finances.

As described earlier, the iSchool also enjoys administrative support from the Graduate School, including a [centralized online admissions system](#), evaluation services for international transcripts, [funding and scholarship opportunities for graduate study](#), and

[data analysis](#). The Graduate School also provides consulting and advice with respect to unusual student situations.

The iSchool also enjoys administrative support from CDIS. In particular, CDIS staff member Vasso Founta provides project management expertise on major projects including accreditation and room refurbishment. Suzanne Swift provided expertise and additional capacity in the areas of marketing and communications. Dean Welch assists with industry engagement, making new connections with companies. The iSchool's Kristin Eschenfelder, in her role as CDIS associate director, assists with numerous iSchool academic-program growth projects. CDIS Director Tom Erickson is leading fundraising for the new CDIS building, from which the iSchool will benefit.

Leaders at L&S have regular communication with the Director of the iSchool. L&S installed a new dean in 2019, Eric Wilcots. Former L&S Dean Karl Scholz is now the provost. iSchool faculty member Greg Downey remains appointed as associate dean for Social Sciences. Kristin Eschenfelder is the associate dean for CDIS.

L&S Chairs and Directors Meetings

As a department chair within L&S, the iSchool director attends monthly meetings of all program chairs and directors. At these meetings, the L&S deans distribute information and invite discussion of college-level issues. In recent years many of these meetings have focused on changes to course delivery, student services, and HR policies due to COVID-19. Decisions made at the college level have a significant impact on iSchool activities, and the director reports back on all important changes or issues discussed at the chairs and directors meeting to the iSchool Executive Committee and other relevant committees.

CDIS Leadership Meetings

The CDIS leadership team meets once a month. It consists of the chairs of the iSchool, Computer Science, and Statistics departments; CDIS Director Tom Erickson; Associate Director Kristin Eschenfelder; Director of Marketing, Communications & Marketing Anna Hildebradt; Director of Industry Relations Dean Welsh; and Program Director Vasso Founta. The group discusses work on projects that span the three departments. iSchool Director Alan Rubel meets with this group at least once per month. At these meetings, leadership distributes information and invites discussion of college-level issues. In recent years these topics have included changes in L&S priorities and resource-distribution methodologies, budget information, new procedures for merit evaluation and consideration of pay raises, pandemic-related responses, and changes in the academic program landscape.

Cooperative Academic Program Meetings

The iSchool is a partner in several cooperative academic programs, providing core and service courses that fulfill curricular requirements. Courses from these programs above the 300 level can be elective options for MA/LIS students. It sends a representative to program committee meetings and votes on program assessments and changes. For example, the iSchool fields a representative for the undergraduate certificate (minor) in Digital Studies, the undergraduate major and certificate in Data Science, and the graduate Design + Innovation master's degree.

Campus Leadership Meetings

Meetings for all campus academic department chairs and directors and deans are held by the chancellor and provost at the start of each semester to distribute information, provide updates on campus-level initiatives and explain major changes. The iSchool Director and CDIS leadership attend these meetings and reports back to the iSchool Executive Committee, faculty, and staff as needed.

UW–Madison Graduate School Meetings

Once or twice a year, the Graduate School holds meetings of faculty directors of all graduate programs (including the MA/LIS) to provide information about policy changes related to graduate programs.

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

V.2.1: The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

iSchool faculty, staff, and students have the same opportunity for representation on advisory and policy-making bodies at the wider campus level as anyone from other departments. They participate in committees and task forces for CDIS, L&S, UW–Madison, and the UW System.

UW–Madison has a strong tradition of shared governance. Faculty and staff work together to shape and implement administrative policy. All faculty, academic staff, university staff, and students participate in the governance structure.

The [Faculty Senate](#) is the chief governance body at UW–Madison and is responsible for immediate faculty governance and major policy decisions of the institution. The [University Committee](#) is the executive body of the Faculty Senate. More information on the Faculty Senate is available at [Chapter 36.09 of the Wisconsin State Statutes](#). The statute provides the scope of Faculty Senate duties and states:

The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution, shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance, except that the faculty of each institution shall ensure that faculty in academic disciplines related to science, technology, engineering, and mathematics are

adequately represented in the faculty organizational structure. (Wisconsin State Statute 36.09(4))

Every year, departments elect a representative and an alternate to the Faculty Senate. The representative attends monthly meetings and reports to the department on the current business of the Faculty Senate. Jonathan Senchyne and Jacob Thebault-Spieker have served as iSchool's Faculty Senate representative. The representative also solicits input from faculty members and acts as the voice of the department within the Faculty Senate.

Academic staff (including iSchool non-tenure-track faculty) are represented in shared governance by the Academic Staff Assembly and participate in the immediate governance and policy development for the institution with the primary responsibility of formulating and reviewing policy concerning academic staff members. The structure is parallel to the Faculty Senate. Debra Shapiro is currently the Academic Staff Assembly representative for District 263 and represents those L&S instructional staff located primarily in Helen C. White Hall. The Academic Staff Executive Committee is the executive board of the Assembly and is responsible for day-to-day governance decisions for the group.

University Staff Congress is the shared governance body for university staff (formerly referred to as classified staff). This is a governance structure similar to the Academic Staff Assembly and Faculty Senate. All iSchool university staff are eligible to participate in these organizations. The HR Design Strategic Plan recommended aligning the UW–Madison employee and Fair Labor Standards Act (FLSA) categories. After July 1, 2015, the “Academic Staff” employee category includes FLSA-exempt (“salaried”) positions. The “University Staff” employee category (formerly Classified Staff) includes non-exempt (“hourly”) positions. This institutional initiative strived to eliminate artificial distinctions between employees and to provide a clearer, more consistent way to categorize jobs. It put jobs that require similar levels of judgment and responsibility into the same employee category.

The [University Academic Planning Council](#) (UAPC) is another important UW–Madison campus committee that advises the chancellor and provost on major program decisions and long-term academic plans, ensures appropriate review and consideration to requests for new programs and changes to existing programs, and oversees academic program review and evaluation, among other functions. Associate Professor Rebekah Willett currently serves on the UAPC.

The Graduate Faculty Executive Committee is a key policy-making body for the UW–Madison Graduate School, running program reviews and advising the Graduate School dean on policy matters. Professor Kristin Eschenfelder served on GFEC from 2015 to 2018.

iSchool students are eligible to participate in campus governance through the Associate Students of Madison and the Graduate Student Council. In addition, the iSchool recruits students to serve on many iSchool committees and task forces. Most iSchool

students are more active in iSchool student organizations than in the formal governance structure beyond the department; however, they sometimes participate in the Teaching Assistant Association and the University Libraries Committee. Currently, iSchool professor Catherine Arnott Smith and MA/LIS student John Walker serve on the University Libraries Committee.

Faculty and staff actively participate in appointed and ad hoc committees across UW–Madison, including:

- University Archives Committee.
- Educational Innovation Advisory Committee.
- UW Press Committee.
- Division of Continuing Studies, Independent Learning Task Committee.
- University of Wisconsin Graduate School Research Awards Committee.
- Information Technology Committee, faculty member on governance board.
- Council of University of Wisconsin Libraries (all UW System Libraries).
- University of Wisconsin General Education Ethnic Studies Subcommittee.
- Public Representation Organization of the Faculty Senate, Steering Committee.
- University of Wisconsin Faculty Appeals Committee.
- College of Letters & Science, Office of Service Learning and Community-Based Research (OSLCBR) Faculty Advisory Committee.
- College of Letters & Science, Student Academic Affairs Faculty Advisory Board.
- College of Letters & Science, Information Technology Committee.
- College of Letters & Science, Curriculum Committee.
- College of Letters & Science, Academic Planning Council.
- College of Letters & Science, Equity and Diversity Committee.
- Library Scholarly Communication and Publishing Committee.
- University Academic Planning Council.
- Graduate Faculty Executive Committee.
- Dean of Students Advisory Council.

Faculty and staff have also served on several search committees for positions outside the iSchool ([appendix V.1](#)).

V.2.2: The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

The iSchool has many administrative relationships that are integral to the iSchool's intellectual interdisciplinarity and enhance the iSchool experience for students, staff, and faculty. These relationships include cross-listed courses, double degrees, faculty joint appointments, cluster hires, affiliate appointments, collaboration in the Digital Studies undergraduate certificate and the Data Science major, an IT-management collective for the Helen C. White building, and faculty involvement with interdisciplinary centers and research institutes.

Examples of collaborative bodies in which the iSchool participates include:

- [Center for the History of Print & Digital Culture \(CHPDC\)](#). The CHPDC is one of the school's earliest and most sustained interdisciplinary efforts. The center fosters interdisciplinary study of print culture through colloquia; biennial conferences; and a University of Wisconsin Press Series, *Print Culture History in Modern America*. The advisory board is made up of scholars from several disciplines across the university. Senchyne, faculty member in the iSchool, is currently serving as director.
- [Holtz Center for Science and Technology Studies](#). In 2001, the University of Wisconsin–Madison launched an initiative in Science and Technology Studies (STS). STS embodies the growing recognition that universities must take the lead in fostering public engagement with and deliberation of science and technology in the age of the internet, biotechnology, and global change. iSchool Professors Arnott Smith, Downey, Eschenfelder, Hutchins, Jackson, Ni and Rubel are members of the Holtz Center.
- [American Family Insurance Data Science Institute \(AFDSI\)](#) is a new campus center committed to advancing discovery that benefits society through cutting-edge research and cross-disciplinary collaboration in the data sciences. For example, Assistant Professor Corey Jackson is collaborating with others on campus via the DSI on [vaccine fairness projects](#).
- [The Data Science Hub](#) collaborates closely with the Data Science Institute to provide data science training and implementation across campus as well as hosting an annual conference. Many iSchool faculty make use of the Hub's resources, such as noncredit Data, Library, or Software Carpentry workshops, and encourage MA/LIS students to do so. Eschenfelder was a member of the Hub steering committee, and Salo teaches Carpentries workshops yearly.
- [Wisconsin Institutes for Discovery \(WID\)](#). The WID is a transdisciplinary research institute at the University of Wisconsin–Madison where faculty, students, and professionals focus on the interfaces of computation, laboratory science, the humanities, and entrepreneurship. This public-private partnership conducts research, engages with the community, and celebrates science with a goal to seek out connections among fields to benefit from collective knowledge. iSchool faculty members Smith and Salo have been affiliated with WID.
- [Research Data Services](#) is a collaboration between UW–Madison Libraries, Division of Information Technology (DoIT), the chief information officer's office, the Graduate School, and to assist researchers with data curation needs. Salo co-founded the group and Eschenfelder was a member of its Advisory Council.
- [The Digital Studies Certificate](#) is a 15-credit undergraduate certificate bringing together multiple departments to teach courses at the intersection of the arts, humanities, social sciences, and information and computer sciences. An iSchool faculty member always serves on the certificate oversight committee. The Digital Studies certificate also promotes increased collaboration among faculty from participating departments.

- The [Data Science Undergraduate Major](#), housed within the Department of Statistics, started in fall 2019 and is one of the fastest-growing majors at UW–Madison. iSchool faculty are on the steering committee, and the iSchool has several courses that are a part of the curriculum.
- [University of Wisconsin System School Library Education Consortium \(UWS-LEC\)](#). The iSchool collaborates with colleagues from other University of Wisconsin campuses — including UW–Whitewater, UW–Eau Claire, UW–Oshkosh, and UW–Superior — to collaboratively deliver courses needed for the state of Wisconsin School Library Media Specialist certificate courses. Students pursuing school library media credentials may take these courses as part of their program. The UWSLEC group fields courses through online learning, but the organizing committee meets regularly, often at the UW–Madison iSchool

Joint and affiliate appointments: iSchool faculty hold joint and affiliate appointments with several departments across campus. In addition, [the iSchool hosts affiliate appointments](#) of faculty from other departments.

Cross-listed courses: The iSchool curriculum also reflects the interdisciplinary nature of the iSchool. The cross-listed courses available to MA/LIS students but cross-listed with other programs include:

- LIS 460 “Surveillance, Privacy and Police Powers.”
- LIS 490 “Field Methods and the Public Presentation of Folklore.”
- LIS 619 “Music Research Methods and Materials.”
- LIS 620 “Field Experience in Library and Information Agencies.”
- LIS 645 “Intellectual Freedom.”
- LIS 650 “History of Books and Print Culture in Europe and North America.”
- LIS 663 “Introduction to Cyber Law.”
- LIS 677 “Concepts and Tools for Data Analysis and Visualization.”
- LIS 705 “Introductory Analytics for Decision-Making.”
- LIS 734 “Introduction to Archives and Records Management.”
- LIS 803 “Computational Research Methods.”

V.2.3: Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Funding and resources at UW-Madison may stem from different budgetary streams. This section addresses two streams:

- *101 budget allocations:* 101 budget allocations stem from General Program Revenue (GPR). They are allocated or re-allocated every two years. The iSchool’s campus MA/LIS program is a 101 funded program.
- *131 revenue generation:* Revenues can be generated from “131 programs” that ideally should earn revenue for the department and cover all their costs. Because they should cover their own costs, credits produced by 131 program students do not count toward certain GPR credit-hour-based funding metrics. The iSchool’s online MA/LIS is a 131 revenue-generating program. Its revenue’s now

subsidizes costs for the campus MA/LIS program. Courses run during summer school also generate 131 revenue regardless of student type ([appendix V.5.1.6](#)).

The 101 budget allocation process for the iSchool is the same as for all other departments in L&S ([appendix V.5.1.3](#)). The L&S budget distribution process is driven by the dean of L&S and his staff. Budget allocations decisions occur every two years and funds are dispersed each summer. For example, an L&S allocation process occurred in summer 2021 that included dispersal of funds in summer 2022 and summer 2023 ([appendix V.5.4](#) and Standard V.6). In general, allocation decisions for departments are based on the following factors:

- Credit hours produced (not including 131 credits, which should be cost recovery) and demand for courses. Credit hours produced are tracked by L&S ([appendix V.5.1.1](#) and [V.5.1.3](#))
- The research prominence of the department as evidenced by Academic Analytics, US News & World Report rankings, or other external indicators of prominence ([appendix V.5.1.2](#)),
- The department's contributions to L&S diversity goals, as evidenced by the L&S diversity report ([appendix I.2.1](#)).
- Participation in “high impact practices” for undergraduates, which includes First-Year Interest Groups (FIGs) and Undergraduate Research Scholars (URS). The iSchool participates in a FIG and hosts undergraduate research scholars.

The UW–Madison campus has had steady undergraduate enrollment increases since 2015. In this environment, the department's ability to provide undergraduate credit hours has become more important. As noted above, the L&S budget allocation process favors departments with growing enrollments, especially at the undergraduate level. Greater budget allocations support hiring more faculty and instructors to teach classes in high demand. The iSchool has received additional funding to support faculty hiring in 2021 and 2022 because of growth in credit hours and L&S's belief that the future undergraduate major in Information Science will be high enrollment and attract a diverse student population. The iSchool budget has received increases during the last two budget allocation cycles, largely due to undergraduate enrollment increases ([appendix C.2](#) and [V.5.1.1](#)).

In addition to every-two-year budget allocations, to further support departments with growing enrollments, in recent years L&S has provided additional “supplemental tophoff allocations” to those departments whose non 131-credit hour production has increased ([V.5.1.1](#)). For example, in fall 2021 the iSchool enjoyed an additional \$159,000 allocation from L&S for increased (non-131) credit hour production. The rise in (non-131) credit hour production at the iSchool has largely been driven by fielding undergraduate classes. When possible, the iSchool has tried to create popular upper-level undergraduate classes that MA/LIS students can also take as electives. Successful mixed graduate-undergraduate classes at the 400 and 500 levels include LIS 500 “Code and Power” and LIS 510 “Human Factors in Information Security.” The iSchool now teaches (and reserves seats for MA/LIS students in) the mixed CS 570 “Human Computer Interaction.”

The iSchool has used its additional budget allocations to hire more faculty, additional instructors, and teaching assistants. This indirectly supports the MA/LIS because some undergraduate courses can also be taken by MA/LIS students and because MA/LIS students are often hired as teaching assistants for undergraduate classes.

Higher research rankings could help the iSchool acquire additional funding through the L&S budget allocation process.

Policies for 131 program revenue (addressed in Standard V.6 below) are applied equitably with the College of Letters and Science ([appendix V.5.1.4](#)). The same rules apply to all 131 programs in L&S ([appendix V.5.1.5](#)).

Standard V.3: The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The MA/LIS program has been led by the iSchool Director (currently Rubel) with administrative assistance from the iSchool Associate Director (currently Wiessinger) and the iSchool Department Administrator (currently Ushman). Sections V.3 1 through V.4 below describes the authority, qualifications and activities of Director. Section V details the contributions of the Associate Director and the Department Administrator. Section V.5.2 explains the role of the Executive Committee.

It will help to have an overview of the structure of the iSchool, including the MA program. All authority over matters in the iSchool sits with the Executive Committee. The iSchool as a whole votes on appointment of the iSchool director; the Executive Committee counts those votes and submits to the Dean of Letters & Sciences. The Executive Committee delegates authority over many iSchool decisions to the director, including establishment of department committees, and the director acts as the executive officer of the department, as outlined in UW FP&P. The Executive Committee handles all tenure-track faculty matters: hiring, oversight, tenure, promotion, retention, and so forth. iSchool committees make recommendations to the director and/or Executive Committee on matters within their purview. Implementation of those recommendations is done at the direction of the director when those recommendations are relatively narrow (e.g., whether a particular course will fulfill a program requirement). Broader decisions and implementation (e.g., curriculum changes) are brought to the Executive Committee by the director or a committee chair. Specifics about the director are outlined in section V.3. Specifics about the Executive Committee are outlined in section V.5.2.

V.3.1: The administrative head of the program has authority to ensure that students are supported in their academic program of study.

In L&S, academic units like the iSchool are led by faculty with the titles of either chair or director. Chairs of professional programs typically use the title of director. There is no significant difference between the two titles in responsibilities or privileges. In

most cases, chairs or directors serve as the administrative heads for academic programs in their unit, supported by professional academic administrative staff.

The UW–Madison [Faculty Policies and Procedures manual \(FP&P\)](#) section 5.30 requires that all faculty members of each department be given the opportunity to express their preference for departmental chair/director each year by secret ballot. As described in the L&S Knowledge Base, “Departments conduct the balloting for department chair during Semester II of each academic year and voting should be completed by mid-March. All ballots must be transmitted by the department administrator to the (L&S) dean” ([appendix V.3](#)). In accordance with FP&P, the term of the department chair/director is one year, but there is no limit to the number of terms that may be served. Within the iSchool, while there must be a “vote of confidence” for the second and third years, faculty accept the position of director with the understanding that they will serve for at least three years.

The duties of Chairs/Directors, as defined by [FP&P section 5.31, “Departmental Chair: Duties.”](#) include:

- Serving as the official channel of communications for all matters affecting the department as a whole and between the department and the chancellor, the dean, other university officials, or departments.
- Calling and presiding over meetings of the departmental faculty and Executive Committee. The chair must call a meeting at the request of any two members of the department. Each department shall meet at least once every semester.
- Taking charge of all official correspondence of the department and of all departmental announcements in the catalogue or other university publications.
- Determining that all necessary records of teaching, research, and public service of the department are properly kept and always accessible to the proper authorities.
- Reporting to the dean regarding the activities and needs of the department.
- Taking responsibility for all departmental supplies.
- Submitting new courses, major revisions of existing courses, and deletion of courses proposed by the department for action by the Divisional Executive Committee and by the dean.
- Taking action in case of emergency pending a meeting of the department or its Executive Committee.
- In general, acting as the executive of the department.

L&S directors/chairs also have responsibilities for development and fundraising work, and the iSchool director is actively involved in development work with iSchool alumni and friends.

While the director has ultimate responsibility for all of the above, in practice administrative tasks are often delegated. For example, new courses and course modifications are submitted through an online process; while the director monitors activities, the chair of the iSchool Curriculum Committee gets new courses and course changes approved and entered into the system by a designee.

While some administrative decisions are dictated by state statute or university rules, or controlled by the director and Executive Committee, the iSchool is a collaborative environment driven by shared governance. As described earlier in this section, many decisions are made in iSchool committees that include representation by faculty, staff, and, where appropriate, students and employers. Major planning decisions, such as the revision of the strategic plan or the MA/LIS curricular revisions, were brought to plenary meetings or the August retreat for discussion among all faculty and staff.

In addition to receiving student input through iSchool committees, the director seeks input from student group leaders at a meeting every fall and convenes an iSchool town hall meeting every semester to which all students are invited ([appendix I.4](#)). The iSchool receives input from alumni and employers via the Alumni Council and the Advisory Council (Appendices [VI.2.2.3](#) and [VI.2.2.6](#)). The iSchool director and student services coordinator meet with the Alumni Council quarterly. The Advisory Council meets once per year, but the director seeks input from individual council members on an ad-hoc basis.

Chair/directors in L&S serve three-year terms, and most serve for only three years before returning to their faculty positions. In L&S, chairs/directors are not recruited nationally but are drawn from the existing pool of tenured faculty in a department.

The salary remuneration for L&S chairs is the addition of a one-ninth “temporary base adjustment” to the faculty member’s salary for the time in which they hold the chair/director position. In addition, some L&S chairs receive a month of summer support from L&S. The iSchool director position receives the same one-ninth temporary base adjustment as all other L&S chairs. In addition, the iSchool director position receives one to two months of summer salary each year either from L&S or the iSchool’s 131 revenue program profits.

Within L&S, the numerical value of the salaries of chairs/directors of departments varies based on their starting base salary as a faculty member. Faculty base salary norms vary by field, the rank of the faculty member, their length of tenure at UW–Madison, and merit and/or retention offers over time. Size of the department’s faculty, staff, and students is also an important factor.

Upon successful completion of a three-year appointment as a chair/director, faculty members are eligible for a salary increase of up to one-ninth of their current base salary. The L&S dean approves this salary increase based on performance. Exiting chairs are also eligible for a one-semester research leave to assist them in restarting research projects. All iSchool directors (Eschenfelder, Kim) have been granted an exiting chair salary increase and research leave.

V.3.2: In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in

the academic environment needed to fulfill the responsibilities of the position.

Just as in other L&S schools and departments, the iSchool director is expected to be a scholar-administrator who continues research, teaching, and service. The standard term for an L&S chair/director is three years, while some chairs serve for multiple terms. The director receives a reduced teaching load of one course per semester. The iSchool has enjoyed faculty who have brought administrative talents to the directorship. Since the 2014 reaccreditation, the iSchool has had three directors: Kristin Eschenfelder (2012–2018), Kyung-Sun Kim (2019–2021), and Alan Rubel (since May 2021). Chair/director positions transition during the summer months between academic terms.

Current iSchool Director Alan Rubel has academic qualifications that are comparable with tenured faculty within the iSchool and within UW–Madison, as explained under Standard III. He also has demonstrated the necessary leadership skills, administrative ability, experience, and understanding of developments in LIS and academia to fulfill responsibilities. Rubel has been on the iSchool faculty since 2010: since then he has received tenure, been promoted to associate professor, and been promoted to full professor. After his promotion, he was elected by the faculty of the Center for Law, Society, and Justice (CLSJ) to be director of that unit, a position he served for three years, until Fall 2021. He oversaw faculty growth, hired multiple department members, coordinated a joint hire between CLSJ and another unit, and oversaw the unit's COVID-19 response. He was the lead author of CLSJ's 10-year self-study report to present to the UW Graduate Faculty Executive Committee.

Concurrently with his service within CLSJ, Rubel carried a normal faculty service load within the iSchool, chairing the iSchool PhD Committee from 2015 to 2018 and the iSchool Curriculum Committee from 2019 to 2021. He served on search committees, chaired a curriculum revision task force, and he served on the CDIS steering, data science steering, and CDIS building executive committees.

Rubel has also served in administrative governance roles within the broader university. He served on the steering committee for the Holtz Center for Science & Technology Studies for four years and is currently a member of UW's Humanities divisional committee, which is responsible for reviewing all university tenure cases within humanities.

He is well involved with organizations and bodies at the forefront of addressing changes in the academic fields of LIS and information. He chaired the Information Ethics and Policy SIG within ASIST, regularly attends meetings of the directors of North American iSchools, and is on the editorial board of JASIST.

Rubel's administrative capabilities are grounded in his legal background. He is a lawyer by training, having worked during law school at the U.S. Department of Justice and the Howrey law firm. He clerked for two years for Justice Ann Walsh Bradley on the Wisconsin Supreme Court. He maintains connections with [LLAW, the Law Librarian Association of Wisconsin](#).

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

Directors nurture an environment that enhances the pursuit of the mission and program goals and accomplishment of program objectives by communicating effectively with students and faculty about iSchool processes and challenges, encouraging input and questions. Rubel collaborates with faculty and students in research, teaching, and service. He is supportive and strategic of the variety of outreach the iSchool engages. He seeks and strengthens interdepartmental opportunities for both students and faculty, including grants, professional development, and organization and financial sponsorship of events. Standard I describes how the iSchool director leads development and accomplishment of PLOs and fosters structures to ensure faculty and student input into decision-making.

The iSchool director supports the socialization of students into the field in many ways:

- Managing endowment funds that sponsor student travel to professional conferences and events.
- Hosting professional events at the iSchool (webcast to online students).
- Connecting student volunteers to other locally hosted professional conferences.
- Administering regular department functions such as career services.
- Providing hourly funds to promote MA/LIS student involvement in research projects.

Student Travel

The director administers requests for travel support, reviewing requests and managing the budget. Priority is given to students who are presenting at conferences, groups of students who travel together to share costs, and to matching support provided by other sources of travel funding. In 2018–2019 (a typical pre-pandemic year), the iSchool director awarded student travel funds to those attending the following conferences (appendix for examples of annual spending):

- UX Professionals Association Conference, May 2019
- Digital Humanities Conference
- ALA Annual Meeting
- Wisconsin Library Association Conference
- Wisconsin Academic Libraries Association Conference (WAAL)
- Association of Tribal Libraries, Archives & Museums Conference
- Midwest Archives Conference, April 2019 (25 students)
- Joint Council of Librarians of Color Conference 2019
- Medical Library Association Conference, October 2019
- ACRL Conference
- IDEAL '19 Conference in Ohio
- Archival Education and Research Institute 2019, Liverpool UK

- American Medical Informatics Association (AMIA) Conference
- iConference
- Archival Educators Research Institute (AERI)

In addition, in 2019–2020 the iSchool funded a service-learning trip for the TLAM group to travel to the Bad River and Red Cliff Libraries in Northern Wisconsin.

Student travel has decreased since the COVID-19 pandemic began, but the iSchool has encouraged students to take advantage of virtual conference options and it has continued to fund student travel to both virtual and face-to-face conferences. For example, it paid registration fees for nine students to attend the virtual SLA conference in October 2020. It also paid for students to participate in the Wisconsin Library Association Conference and the Wisconsin Association of Academic Libraries Conferences that year ([appendix V.16](#)).

Events at the iSchool

The iSchool supports events that contribute to the socialization and education of students in the field. From 2014 through December 2021, iSchool student organizations have hosted more than 100 events. Below is a sample of presentations and events hosted at the iSchool by internal and external experts and scholars, selected from a larger list to show the range and diversity of topics:

- Danky Fellowship Lectures, an annual series (2014 to present) hosted by the Center for the History of Print and Digital Culture. Selected presenters: Dr. Kristin Matthews, Dr. Venkat Mani, Wayne Wiegand, Harvey Long, Laura Mandell, Ashley Farmer
- LIS Job Interview Strategy Workshop, presented by Marie Koko, UW–Madison College of Letters & Science (2014)
- Charles Bunge Room Grand Opening, a reception to show off the newly remodeled Charles Bunge Room to students, staff, and alumni (2014)
- “Regina Andrews, Harlem Renaissance librarian” presented by Dr. Ethelene Whitmire, UW–Madison (2015)
- “Connecting Communities and Collections through Reciprocal Curation Methods,” presented by Dr. Kimberly Christen, Washington State University (2015)
- “Handling Hybrids: Modern Afterlives of Modified Medieval Manuscripts,” presented by Sian Echard, University of British Columbia (2016)
- 25th Anniversary Symposium, Center for the History of Print & Digital Culture (2016)
- CryptoParty/Online Privacy Protection Workshop, sponsored by SAA Student Chapter (2017)
- “From Document to Documentary: Engaging the Public in Digital Humanities with Video,” presented by Katie Buehner, University of Iowa (2017)
- Collections Carpentry Workshop, presented by Bronwen Masemann and Dorothea Salo (2017)
- “Black Twitter, Beyond Big Data to Deep(er) Engagement,” presented by Meredith Clark, University of Virginia (2018)
- “Red Ink: How Gertrude Gelbin Came to Publish Books Behind the Iron Curtain,” presented by Michele Troy, University of Hartford (2018)

- “Preserving Underground Performance: Expanding Access to the Record of 1970s-Era Experimental Theatre,” presented by Rachel Mattson, La Ma Ma Theatre, and Jesse Hocking, UW–Madison iSchool student (2019)
- “Language & Justice: Examining the Social Implications of Language Technologies,” presented by Dr Su Lin Blodgett, Microsoft Research Montreal (2019).
- “Towards Explainable Information Retrieval Models for Professional Search Tasks,” presented by Yue Wang, at UNC–Chapel Hill (2020)
- ALA Student Chapter career event: Career advice from K.T. Horning, the Director of the Cooperative Children’s Book Center, and the Director of the Sun Prairie Public Library, Svetha Hetzler (2020)
- ACRL career talks: “Is Science Librarianship Right for Me?” Webinar Panel (2020).
- SLA webinar: “SWOT Analysis” (2021)
- “Qualitative Interviews: How Talking to People Results in Productive, Meaningful Research,” presented by Shannon Oltman, University of Kentucky iSchool (2021)

In addition, the iSchool benefits from the “Red Talk” speaker series run by CDIS, as the events are open to all students. The Red Talk series aims to highlight speakers at the intersection of information, data, computing, and society. Recent Red Talks have included: an April 2021 talk by Alex Hanna of Google, “Beyond Bias”; an April 2021 talk by Lori Lopez from the Department of Communication Arts, “Can Technology Save Us From Racism?”; and a March 2021 talk by Mark Schar, a Senior Teaching & Research Fellow at the Design School at Stanford, “Design Bones.”

Liaison

The iSchool director serves as liaison between students and other professional conference organizers, often obtaining free registration for students in return for volunteer labor. For example, iSchool students have been invited to participate in local ARMA conferences every spring. The director also serves as a liaison between iSchool students and other departments on campus organizing graduate student conferences.

Administrator Over Student Services

The iSchool director provides leadership of the iSchool student services function to create an atmosphere in which professional socialization and preparation are highly valued and adequately resourced. Currently iSchool student services personnel report to Associate Director Nicole Wiessinger. Wiessinger reports directly to Alan Rubel, the director. Wiessinger and Rubel meet at least once a week to discuss ongoing issues including student services.

Standard V.5: The program’s administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program’s mission, goals, and objectives. Within its institutional framework, decision-making processes

are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

V.5.1: The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives.

The iSchool has built a strong, highly qualified team of administrative and non-instructional staff ([appendix V.15](#) for an organizational chart) that support the MA/LIS. Its inclusive environment promotes staff involvement in decision-making processes in support of iSchool’s mission. Rubel holds weekly meetings with the iSchool management team, comprised of the department administrator and associate director. These meetings allow for consistent exchange of information and supporting shared awareness of challenges and deadlines. In response to the growth of the iSchool’s faculty and staff, non-instructional academic staff now report to the associate director. This has created a healthy team environment in which staff have better knowledge of each other’s roles and can better support one another.

This section describes the professional administrative support staff for the iSchool and the iSchool’s Continuing Education Services. Formal positions descriptions are available in [appendix V.4](#).

Table V.1 Professional Administrative Support Staff

Title	Name
Associate Director of the iSchool (Teaching Faculty IV)	Nicole Wiessinger
Department Administrator (Department Administrator I)	Lori Ushman
HR Coordinator	Steve Sylte
Financial Specialist III	Katja Mohaupt-Hedden
Payroll Specialist I	Amy Maurer
Student Data and Admissions Coordinator (Graduate Program Coordinator I)	Dennis Choi
iSchool Curricular Representative (University Services Program Associate)	Lisa Wyeth Woerpel
Continuing Education Services	
Senior Outreach Specialist	Meredith Lowe
Senior Outreach Specialist (left June 2022)	Anna Palmer

Administrative Support

The iSchool’s professional administrative support staff is developed to support the executive officer and faculty in the performance of responsibilities and to contribute to

the fulfillment of the school's mission and PLOs. During this accreditation period, the iSchool added two positions to the administrative support staff to support growth in new programs and provide support for all iSchool programs.

The two senior administrative staff members, Wiessinger and Ushman, work closely with the iSchool director as the "senior staff" of the iSchool. They work together to manage strategic planning, day-to-day operations, financial reporting and account management, the fielding of the curriculum, student services, and all other aspects of the department.

The associate director (Wiessinger) provides leadership and coordination for the iSchool, and also serves as the primary professional academic administrator for the MA/LIS. The associate director supervises all non-instructional academic staff, the student services staff, and adjunct instructors who teach in the MA/LIS. She sits on the Executive Committee. In coordination with the director, she drafts and supervises the implementation of course schedules (including the MA/LIS) each semester. She administers the MA/LIS 131 program budget and ensures compliance with campus program and budget regulations. She directly supervises MA/LIS student services.

The department administrator (Ushman) also supports the MA/LIS through her supervision of day-to-day departmental operations, supervision of all university staff, monitoring of 101 and foundation operational budgets (including those of the MA/LIS), service as the iSchool's human resources representative, and provision of grant management services. Ushman is assisted in her HR responsibilities by Steve Sylte (new position summer 2021). Sylte creates and maintains human resource records, databases, and reports to ensure compliance with established policies, rules, and regulations.

The iSchool's financial office includes Katja Mohaupt-Hedden and Amy Maurer, with Ushman as the supervisor. Mohaupt-Hedden coordinates all purchases for the program; reimburses travel and research expenses for faculty, staff and students; and works closely with Ushman to allocate the budgets for general program revenue and grants. Maurer is the primary contact for all iSchool employee payroll issues, including student employees. She updates funding, processes salary cost transfers, prepares and audits payroll, maintains records, and assists with operational policy development to ensure timely and accurate payroll transaction processing.

The iSchool student records office includes Dennis Choi and Lisa Wyeth Woerpel, with Ushman as supervisor. Choi administers the graduate degree programs and certificates, including the application process and graduation checks. As a member of the Admissions Committee, he participates in development and revision of forms and procedures in response to changing iSchool needs and provides admissions updates and reports. He is the first point of contact for applicants to the graduate programs and is a resource for current students with questions about degree progress or completion. Wyeth Woerpel (hired in 2021 for a new position) works with the Registrar's Office to build and manage the iSchool's schedule of courses for all credit programs. She manages enrollments, course permissions, waitlists, and department course evaluations.

Complete position descriptions can be found in [appendix V.4](#).

Continuing Education Services

Continuing Education Services (CES) is a subunit in the iSchool that offers professional development opportunities for library and archives workers and other information professionals across a continuum of need and through a variety of formats. CES provides certification coursework required for small-town library directors in Wisconsin, also accepted for certification in some other states. In addition to four-to-12-week courses, which are taught online, CES offers workshops, conferences (in-person and virtual), webinars, institutes, and study tours. CES operates on a cost-recovery basis and occasionally seeks grants to subsidize participation and extend access.

Fully embracing the “Wisconsin Idea,” part of the mission of CES is to keep library continuing education opportunities financially feasible for market sectors with limited funding (e.g. small public libraries). For example, CES offers a biannual competitive scholarship for Wisconsin public library directors, which may be applied for by directors needing financial assistance to complete their certification requirements. From spring 2014 through the end of 2020, CES offered more than 300 programs to more than 6,700 learners.

The directorship of CES remains part of the duties of the associate director of the iSchool (Wiessinger), who provides budgetary oversight and strategic planning input. The structure of operations is highly collaborative between CES and the rest of the iSchool. For example, CES staff serve on department committees, and there is an iSchool faculty representative on the CES operations committee.

iSchool CES has been staffed by two senior outreach specialists with years of experience, Meredith Lowe and Anna Palmer. Lowe and Palmer collaborate to plan, design, evaluate, and manage CES offerings as well as conference advertising and exhibits. They run several conferences, including a biennial national youth services management conference and a biennial community engagement conference. Lowe also manages an annual UX research conference.

Additionally, Palmer performs departmental work, serving on the admissions team and coordinating the admissions review process. Palmer provides leadership in communications and managing the iSchool’s social media presence with a small student staff. Until 2019, she also worked for the Center for the History of Print & Digital Culture. In June 2022, Palmer accepted an instructional-design position outside the iSchool.

V.5.2: Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The University of Wisconsin has a strong tradition of shared governance, and this is mirrored in the decision-making processes of the iSchool. All members of the faculty,

staff, and students may play a role in making decisions through service on the Executive Committee and other iSchool committees, participation in iSchool plenary meetings each semester, and participation in the iSchool retreat each August.

Executive Committee

[Chapter 5 of FP&P](#) dictates the membership of the Executive Committee as the governing body of the department. The committee has the authority to make recommendations on departmental policies, budget, recruitments, promotions, and invitations to visitors. The committee is also responsible for the regular review of all faculty members. The director of the department is the chair of the committee.

Meetings are held monthly during the academic year. All meetings are open, according to the State of Wisconsin Open Records Laws. A vote of the membership may close a meeting to discuss personnel matters. Membership includes all faculty members with tenure in the department for whom the department has a commitment of at least one-half time. The committee may also vote to invite other members of the department to serve on the Executive Committee.

Department Committees

The iSchool's standing committees cover ongoing areas of interest and make recommendations to the Executive Committee or other members of the faculty. Committee membership consists of faculty, academic and administrative staff, and student representatives. All iSchool staff members are required to serve on committees. Each committee meets several times during the academic year to evaluate past practices and make recommendations for changes to the program. Issues raised by standing committees are taken to either the Executive Committee or the plenary for action. In some cases, standing committees have been delegated the responsibility to make decisions on behalf of the faculty (e.g. awards, scheduling, or smaller budget decisions).

All committee rosters and minutes are available in [appendix V.1.2](#). Standing committees within the iSchool include:

- *Assessment Committee*: Reviews and coordinates evaluation and planning activity. Responsible for drafting the graduate survey, reviewing portfolios, and producing an annual report to be shared with the department as a whole for discussion at the retreat.
- *Continuing Education Services Committee*: Monitors CES activities and serves as a working group to increase faculty input on curriculum and evaluation. Generates ideas and assists with decisions about strategic directions.
- *Curriculum Committee*: Reviews and approves course proposals and cross-listed courses. Tracks alignment of curriculum with learning outcomes and professional competencies. Reviews prerequisites. Updates general course descriptions for the [UW-Madison Guide](#). Brings ideas about curriculum modification and curricular policy revision to the whole faculty.
- *Marketing and Communications Committee*: Oversees iSchool website and social-media presence. Manages design of print information and marketing materials.

- *PhD Committee*: Oversees recruitment and admissions to doctoral program. Makes doctoral curriculum, support, and policy decisions.
- *Budget Committee*: Provides budget projections and other financial information to the Executive Committee. Makes recommendations on initial salaries for new hires, raises, budget cuts, and large expenditures to Executive Committee.
- *Library/IT Committee*: Monitors Library and IT activities, increases communication about successes and needs, assists with strategic planning, and advocates for needed support.
- *Awards Committee*: Consults with student services coordinator to increase recruitment from targeted groups and select Advanced Opportunity Fellowship (AOF) Scholarship recipients. Oversees annual iSchool awards process.
- *Diversity, Equity and Inclusion (DEI) Committee*: Provides recommendations on DEI initiatives and efforts in the iSchool. Assesses and inventories current practices. Administers climate survey and hosts Students of Color Reception.
- *Admissions Committee*: Provides guidance and oversight on admissions processes for all graduate academic programs in the iSchool.

The iSchool regularly adapts its committee-based decision-making structure based on changing needs. For example, the iSchool recently created an Admissions Committee to provide guidance and oversight on admissions processes for all graduate academic programs in the iSchool. This was necessary and beneficial due to expanding program array and changing staffing needs.

Plenaries

In addition to the above committee meetings, there is an all faculty and staff plenary meeting once per semester ([appendix VI.2.2.2](#)). The plenaries include committee reports, important updates, and debate and votes on major policy issues. For example, in 2020–21, plenaries focused on revision of the iSchool’s strategic plan, development of the new CDIS building plans, and pandemic related responses. All committees may bring forward a motion for a vote at the plenary meeting. The plenary meeting is open to all members of the department, and all members are eligible to vote.

The director and the Executive Committee retain the right to call other meetings involving faculty and staff as needed. For example, a committee composed of all the faculty meets each spring to vote on the position of director. The director and the Executive Committee also retain the right to appoint subcommittees or task forces to make recommendations on time-sensitive issues. For example, a series of task forces were created to make recommendations on revising the MA/LIS curriculum ([appendices VI.1.5](#) and [VI.1.6](#)).

Standard V.6: The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty,

administrative and support staff, instructional resources, and facilities needed to carry out the program’s teaching, research, and service.

UW–Madison provides sufficient financial support to develop and maintain LIS, and in recent years the level of support has increased to add faculty and staff to support new programs ([appendix V.5.4](#)). The iSchool has four main sources of funding that directly support the master’s program: General Program Revenue, Program Revenue, University of Wisconsin Foundation funds, and grants.

General Program Revenue (101)

The University of Wisconsin is a public university and therefore receives a significant portion of its funding from the State of Wisconsin. General Program Revenue (GPR) is allocated every two years as part of the state budget process, and the UW System allocates it to all public universities in the state. L&S allocates GPR-based financial support needed for day-to-day operations and instruction in 101 budget accounts tracked in the Budget Status Report. This program revenue is nicknamed “101” for its funding number. GPR allocations are noted in the Budget Status Report at the start of the fiscal year as additions from “budget allocation exercise” (see [appendix V.5.4](#)).

The L&S process for allocation exercises for 101 funds was described in Standard V.2.2. In addition, in recent years L&S has made annual “top-up” payments to departments with higher-than-anticipated enrollment growth. The iSchool has received top-up payments due mostly to increased enrollment in undergraduate courses.

iSchool academic programs that are primarily supported by 101 funding include:

- The campus MA/LIS program
- The iSchool PhD in Information
- The BA/BS Information Science (starting fall 2022) and other undergraduate activities such as participation in the Digital Studies certificate (minor) and the Data Science major and certificate.

101 support for these program consists of continued funding for existing faculty and staff, new funding for new faculty and staff, funding for short term instructors and teaching assistants/graders, support for space renovations, and computing upgrades.

Program Revenue (131)

The iSchool generates tuition revenue from its online MA/LIS that is returned to the iSchool more directly than campus tuition revenue. This program revenue is nicknamed “131” for its funding number. L&S applies uniform rules to all 131 programs ([appendices V.5.1.4](#), [V.5.1.5](#) and [V.5.1.6](#)). Campus and L&S retain a percentage of the gross revenues to help cover overheads and make strategic investments and returns the remaining revenue to the iSchool. Revenue from all 131 programs are transferred back to the iSchool in one “profit” account.

The iSchool has flexibility to allocate 131 profit account revenue as needed. Profits must cover direct expenses of 131 programs, but they can also cover indirect costs

for staff, technology, and so forth to support and sustain the programs and that benefit the iSchool. See Appendices [V.5.5.1](#) and [V.5.3](#) for examples of program revenues and planning budgets.. The current 131 revenue sources at the iSchool include:

- The online MA/LIS program (but not the campus program)
- Summer school revenue from any program
- MS Information (started fall 2021)
- Capstone Certificate in UX (started fall 2017)
- Capstone Certificate in Analytics for Decision Making (started fall 2019)
- Seat fee paid by other unit's 131 students who take iSchool courses

Given the constraints of the state budget and GPR revenue, and the flexibilities inherent in 131 revenue, during this accreditation period the iSchool focused on developing new 131 revenue programs beyond the already existing online MA/LIS program. New 131 programs developed in this accreditation period include the capstone certificates in UX and Analytics (started fall 2017 and 2019 respectively) and the MS Information degree (started fall 2021). Profits on the new programs are modest to date, but the 131 revenue programs have been used for staff and activities that directly and indirectly benefit the MA/LIS. For example, the project profits for the MS Information permitted hiring of faculty that teach elective courses for the MA/LIS program (e.g., analytics, data mining, text mining). In another example, staff that support the above programs serve as back up and support for staff or processes that support the MA/LIS. For example, program staff have shared knowledge and coordinated activities for career services, orientation, and admissions. In a final example, the above 131 programs are helping to pay for a larger iSchool marketing campaign that will include the MA/LIS program. For a fuller explanation of the iSchool budget model and use of 131 funds, please refer to [appendix V.5.5](#).

University of Wisconsin Foundation and Trust Funds

The iSchool currently hosts 37 foundation funds and numerous trust funds. The total spendable annual endowment income and estimated annual income for the University of Wisconsin Foundation (UWF) funds and trust funds for FY 2022 is \$1,010,956 (\$371,184 + \$639,772). The total estimated annual income from UWF funds is \$179,769, and the total estimated annual income for trust funds is \$294,999 ([appendix V.6](#)). The endowment base supports scholarships for students, faculty research, support for student travel to conferences, research and travel support for the faculty, funds for space renewal, alumni relations, and community-building activities. Information about fund balances is available as needed from UW Foundation and Trust Fund online systems.

The iSchool has a strong donor and alumni base and solicits support from it in collaboration with the UWF and UW Trust Funds. The iSchool shares a UWF development officer with other departments in CDIS. The relationship with UWF provides many administrative supports: ongoing contact with key donors, assistance with fundraising strategic planning, prospect research, a contact tracking database, a fund account summary tracking system, and mailing assistance. UWF also provides an infrastructure for easy web-based credit card donation forms (see [Support the iSchool webpage](#)).

Relationships with iSchool alumni led to establishment of several new funds that support the iSchool during this accreditation period:

- The Louise Elizabeth Butler Walker Memorial fund (2016) provides scholarships to attract a diverse workforce into the library profession.
- Jennifer A. Younger Fund for Excellence (2018) is a discretionary fund for the iSchool director to use for the area of greatest need.
- [Keun Y. and Sanok P. Kim Graduate Scholar in Library Studies Fund](#) (2018) was a major gift and added significantly to the iSchool's graduate scholarship potential.
- The [Peg Eusch Records and Information Management Student Fund](#) (2020) provides support for professional development opportunities for graduate students, especially those interested in records and information management.
- The Harry and Felice Michaels Levin Fund (2020) provides scholarship to graduate students.
- The Marge and Lloyd Lorenz Loch-Wouters Fund (2021) provides support for graduate students studying school or public librarianship, with a preference for those whose focus is youth services.

In 2020, the iSchool received a [\\$5,000,000 trust fund gift from Mary Elizabeth Koch](#), a longtime supporter of the iSchool. Income from the gift will be used to support research excellence and diversity efforts at the iSchool.

Grants and Overheads (150 funds)

The iSchool seeks out and submits proposals to federal, state, and other grant competitions, providing course buyouts for faculty, student funding, travel support for faculty, and equipment purchases. Grant funding won by the iSchool fluctuates from year to year but averages close to \$318,000 per year. See [appendix V.10](#) for a history of iSchool extramural support revenue. Overheads for federal grants are collected at the campus level and reallocated. Total overhead for the division is calculated by the Grants, Research and Sponsored Programs office on campus based on actual research activity in the departments and distributed as a lump sum amount to each division. This exercise is based on a formula that is the sum of total research expenditures and indirect costs generated during the prior three-year period.

Outreach Program Revenue (104-5/132-5 funds)

In addition to the four main sources of revenue that directly support the master's program, the iSchool has outreach program revenues, or "104-5/132-5" fund monies, that support Continuing Education Services (CES). These monies are from the iSchool's Continuing Education noncredit classes and conferences. The iSchool also currently receives some state support for continuing education. These monies cover portions of salaries for the outreach specialists and CES support staff time. 104-5/132-5 monies are intended for outreach and continuing education only, and UW-Madison rules limit how the iSchool can use these funds. The MA/LIS is indirectly supported, however, through shared costs for some marketing materials and conference attendance. CES staff also collaborate with the rest of iSchool faculty and staff and contribute to department committee work to the benefit of both CES and the master's program. The Division of Continuing Studies (the unit that oversees the state-system

UW- Extension monies that come to UW–Madison) reviews the CES budget, which is also reviewed by L&S Assistant Dean for Finance & Budget Mary Beth Roberts.

Pandemic-Related Cuts

As the COVID-19 pandemic began, the university faced declining revenues from housing and food services, and increased costs for pandemic management. This resulted in a short-term campus-level deficit of \$320 million and a mandatory furlough.

A furlough mandate was put in place to alleviate the short-term campus deficit. Campus HR developed a [mandatory furlough plan](#) under which most all employees needed to declare a certain number of unpaid furlough days from May to October of 2020. The furlough plan was initially [extended into spring 2021 \(January to June 2021\)](#). The budgetary situation improved, and [one spring 2021 furlough day was cancelled](#). Furloughs and work share programs ended in spring 2021.

The following pandemic-related budget cuts were and noted in the iSchool BSR tally sheet:

- FY21: \$54,208. One-time budget reduction in response to campus COVID-19 budget reduction.
- FY22: \$44,352. One-time budget reduction in response to campus COVID-19 budget reduction.
- FY22: \$39,424. Base (ongoing) budget reduction in response to campus COVID-19 budget reduction.

However, the pandemic budgetary crisis should not overshadow that the iSchool is currently enjoying increased university and college support. Prior to the pandemic, L&S Dean Eric Wilcots chose to invest more in the iSchool and its vision to develop a new undergraduate program that would provide increased computing and data literacies and understandings of ethics and policy issues to UW–Madison undergraduates. This vision of an expanded iSchool with a curriculum influencing large numbers of undergraduates was further bolstered by the development of CDIS and the support of CDIS Director Tom Erickson (see Standard I for more details). Dean Wilcots provided allocations to support hiring of new faculty in 2019 and 2020 (Corey Jackson, Adam Rule, Jacob Thebault-Speiker). Wilcots's support has extended to modest faculty hiring plans in 2021 and 2022, and the iSchool is hopeful for continued steady allocations. In addition, all vacated academic and classified staff positions over the past seven years received rehire approval from L&S, which does not guarantee replacements for opened lines. Finally, the iSchool was also able to use 131 program revenue (or the promise of future 131 revenue) to make additional faculty and staff hires that support the MA/LIS directly and indirectly (e.g. Jiepu Jiang, Ian Hutchins). The iSchool is able to sustain and pursue growth in the tightened fiscal environment through continuing L&S support, increased efficiencies, shifting some costs away from GPR-supported budget lines onto 131 budget lines, and expanding 131 revenue. The iSchool is actively pursuing new revenue-generating possibilities in collaboration with other units.

Other L&S Budget Allocations and Challenges

L&S has permitted the iSchool to rehire vacant positions in all administrative and student support areas, supporting program viability. L&S provides the iSchool with a substantial adjunct budget, which the iSchool uses to hire expert professionals to broaden course offerings and help deliver the curriculum. Other support from L&S includes the annual capital budget exercise in which the iSchool receives a portion of indirect costs from federal and state grants. The iSchool generally allocates this to equipment and technology needs. To support upgrades of iSchool facilities, the campus provides funds for infrastructure upgrades. The iSchool regularly applies for funding from these sources and has received funds for instructional and technological improvements. For example, L&S has provided funding for part of the renovation costs for two iSchool spaces, paying for infrastructural costs such as electrical upgrades.

The iSchool faces some human-resources rule challenges. One complication is the challenging rules and payroll process that guides the hiring and processing of the iSchool's team of expert adjuncts. Campus [overload policies](#) limit the iSchool's ability to leverage talented campus librarians and archivists as short-term instructors. The time needed to process new hires also slows the iSchool in getting new instructors access to the Canvas course site to begin course preparation. Greater flexibility of these rules would make it easier for the iSchool to manage a pool of high-quality professionals to serve as short-term instructors. The iSchool and L&S administrative staff are working together to improve these processes and their implementation.

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

Compensation Exercises — Faculty and Staff

Faculty and staff at the iSchool have [different compensation increase opportunities](#) provided by campus. For a history of promotions and raises in the iSchool, appendix

Promotion-based opportunities (faculty)

All faculty are eligible for “lifecycle” or “standard promotion” raises when tenured, promoted to full professor, and every five years through their post-tenure review. When tenured and promoted to associate professor, or when promoted to full professor, the university uses a standard compensation system across all faculty. Faculty can choose either a set rate or a percentage rate (whichever is higher) raise rate across all faculty. The rates are advertised to all department chairs each year via a ([appendix 5.13.](#)). Departments can supplement this standard raise if budgetary funds are available through 131 programs or other sources.

Pay increase and promotion opportunities (staff)

Prior to the implementation of the Title and Total Compensation Project (TTC) on campus, it was difficult for departments to get pay increases for staff outside a formal promotion and title change or a campus/state pay plan (described below). To get a raise without a promotion, years of service or a significant change in duties were a

minimum requirement. Equity among staff was also considered, but salary comparisons were difficult outside L&S. A benefit of TTC is that it will [permit departments to nominate staff for increases in salary](#) within the same job title based on performance. Equity concerns will remain a factor. TTC will facilitate salary comparisons across campus and with private industry, making it easier to argue for market-based raises for staff. Promotion to a new job title has always, and will continue to entail, a pay raise for staff.

During this accreditation period, the iSchool obtained promotions with raises and salary increases for staff as outlined in the [promotion and raise history](#) in [appendix V.13](#).

Post-tenure review opportunities (faculty)

All post-tenure faculty are eligible for raises every five years through their post-tenure review. Departments may nominate faculty to receive a raise or not. If they nominate faculty for a raise, in 2020–21 the raise had to be at least \$1,500 but no more than five percent of the faculty member’s permanent base salary (appendix). No special campus funds are provided for these raises, but departments can use available funds or reserve monies from recent salary exercises for the purpose (see below).

Campus-based salary exercises (faculty and staff)

During this accreditation period, UW–Madison leadership has actively sought to raise average faculty and staff salaries on campus, as [analysis showed UW–Madison was offering salaries lower than the average at peer universities](#). Therefore, when possible, campus provided “discretionary compensation funds” (DCF) or “Faculty Block Grants” for departments to provide performance or equity-based raises, or one-time bonuses, to a subset of staff and faculty.

This accreditation period included five campus pay exercises are captured in Executive Committee minutes ([appendix C.2](#)):

- [October 2021](#)
- [September 2019](#)
- [November 2018](#)
- [November 2017](#)
- [November 2016](#)

For each of these pay exercises, campus provides a set amount for each of three categories of employee (university staff, academic staff, faculty) in each department. In many of these instances, this amount can be supplemented by department revenue from 131 revenue-generating programs. Some of the raise exercises also included the possibility of giving one-time bonuses to each category of staff from a prescribed bonus budget. These exercises prohibit giving across the board raises to all faculty and staff and instead require the department to nominate a subset of staff based on performance, equity, or other allowable factors.

The iSchool has actively participated in each pay exercise during this accreditation period, providing salary increases for faculty and staff. When allowable, it has extended the benefits of the pay exercises using 131 profit funds. The iSchool has been able to

offer nearly all faculty and staff pay increases during this accreditation period through the exercises described above.

In all discretionary pay exercises, the campus provides [data on average faculty salaries in peer departments at peer universities](#). This data is maintained by the campus Office of Academic Planning and Research . Averages are provided for assistant, associate, and full professors. Departments are encouraged to bring all faculty to the peer average when possible.

All faculty and staff are reviewed annually by their supervisor or the iSchool director, ensuring paperwork is in place to facilitate promotions via these pay exercises on a timely basis. For tenure and non-tenure track faculty and staff, the campus contributed matching funds toward additional supplementary salary increases to faculty members who received tenure or promotion.

State salary increases (faculty and staff)

The Wisconsin state government also sometimes builds a pay raise to all state employees into the general state budget plan. In these cases, all faculty and staff benefit from the pay raise. This occurred several times during this accreditation period:

- [January 2022](#): two percent adjustment.
- [January 2021](#): two percent adjustment.
- [January 2019](#): two percent adjustment.
- [July 2018](#): two percent adjustment.
- [July 2014](#): one percent adjustment.

Hiring

UW–Madison offers a competitive package for faculty hires. The successful candidate is offered a competitive salary based on peer data (typically drawn from ALISE statistics), an allowance for moving expenses, an allowance for a work computer, and a research start-up package to help new faculty jumpstart their research. The start-up package draws on funds from L&S, the Graduate School, and iSchool endowments. The amount of the research fund is negotiated for each individual and is based on their individual needs (e.g. expensive computing equipment) and changing field norms among peer institutions.

Academic staff hires are offered a competitive salary based on education and experience. L&S approves all salary offers after comparing the salary to other employees in the same title across the university. Moving expenses may also be covered.

University staff are offered a competitive salary based on the employee's experience or seniority within the Wisconsin System, depending on the classification. Moving expenses for all three employee types may also be covered.

Permanent hires, 2014–2021

Tenure-track faculty:

- Reginold Royston (2017)
- B. Ian Hutchins (2020)

- Jiepu Jiang (2020, resigned summer 2022)
- Chaoqun Ni (2020)
- Jacob Thebault-Spieker (2020)
- Corey B. Jackson (2021)
- Adam Rule (2021)
- Ongoing data ethics cluster hire search (2022)

Academic staff (including non-tenure-track faculty):

- Alison Caffrey (2018, left 2020)
- Megan Adams (2019)
- Nicole Wiessinger (2019)
- Jenny Greiber (2017 Certificates Coordinator; 2020 MS Program Manager)
- DeAnza Williams (2021)

University staff:

- Lori Ushman (2015)
- Katja Mohaupt-Hedden (2018)
- Emily Shultz (2019; resigned 2019)
- Dennis Choi (2019)
- Steve Sylte (2020)
- Lisa Wyeth Woerpel (2021)

In addition to salary and a competitive benefits package, the iSchool offers additional travel funds to all faculty for research and professional development. These funds are financed by donations made to the ischool via the UWF, online-program revenue, and competitive campus grants. See appendices [V.16](#) and [V.17](#) for a history of faculty and student travel expenditures.

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

V.8.1: 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.

iSchool faculty and staff are eligible for funding for research projects, professional development grants, travel support, and sabbaticals on the same basis as faculty in other departments. Many of these are distributed via competitive campus application processes. For example, the Graduate School allocates research funding through competitions each fall through a program known as the “fall competition.” Funding may include one to two months of summer research salary, research and conference travel, supplies and expenses, and graduate student salary and tuition in support of the research. Junior faculty are eligible to receive these awards as soon as they have spent, or have commitments for, most of the funds in their research start up funds provided when hired. Post-tenure faculty are expected to apply primarily for “insurance” if an

external grant is not funded. Proof of submission of the external grant is required. However, sometimes funds are provided for other purposes. For example, Rubel was awarded funds through the fall competition to support open access publication of his recent book. Numerous other iSchool faculty have received fall competition funding.

Faculty that receive competitive national fellowships that provide stipends can apply for “top off” funding that fills any gap between the fellowship and their regular faculty salary. Senchyne received a top off for a national fellowship.

In [October 2019](#), the Executive Committee voted to increase the faculty allotment to \$4,000 across two years from the previous \$3,000 across 2 years. This money supports research travel to conferences, and now, when possible, the amount is supplemented by program revenue. Preference in giving additional funding is given to pre-tenure faculty seeking to build their research portfolios.

Additionally, travel funds are available at the campus level on a first-come, first-served basis to supplement department travel allocations. The Graduate School also [provides two programs to provide additional funding for conference travel](#), one for domestic and one for international. The domestic travel grant offers \$1,000; faculty members may receive funding once in a two-year fiscal period. The international travel grant offers up to \$2,000 every three years.

iSchool staff also apply for and receive grant funds to support teaching, learning, and research activities. For example, the iSchool librarians were awarded a small grant in 2016 to support undergraduate class use of the Text Technologies Press ([Jottings fall 2016](#)) and a grant in 2020 to support preservation of historic childrens books ([Jottings spring 2020](#)). Salo received an IMLS Sparks! Grant in 2017 to build portable audio/video digitization and data-rescue kits.

In 2021, the [iSchool received a \\$5.5 million estate gift from Mary Elizabeth Koch](#), a longtime supporter of the school. The Mary Koch endowment now provides an annual income to support research and diversity initiatives at the iSchool. The faculty are still developing processes by which to fairly distribute these funds to forward the research mission and advance the research prominence of the iSchool. All iSchool faculty will be eligible to apply for these departmental funds to support their research.

All iSchool faculty are eligible for sabbatical after six consecutive years ([appendix III.9](#)). State statutes govern the sabbatical program. A sabbatical is intended to enhance “teaching, course, and curriculum development” and is open to any tenure-track faculty member who has completed six or more years of full-time service (excluding leaves of absence, regardless of funding source) at UW and has not taken a sabbatical in the UW System during those six years. Preference is given to those making significant contributions to teaching and who have not had a leave of absence during the preceding four years. As set by campus, sabbatical leave for one semester is compensated at 100 percent of salary, and no replacement staffing will be granted. Sabbatical leave for an academic year is compensated at 65 percent of salary. All tenured iSchool faculty have been able to take sabbaticals.

The university provides competitive funding opportunities for academic and university staff professional development. The [Academic Staff Professional Development Program Fund](#) offers academic staff (including iSchool non-tenure-track faculty) financial support for professional development activities and provides funding to promote efficiencies and cross-campus collaboration. The competition is on an annual basis. In addition, L&S offers matching funds to departments twice a year for academic and classified staff professional development. iSchool PhD students are also eligible to apply for [competitive research and travel funding grants](#) from the Graduate School and from numerous research centers such as the [Holtz Center for Science & Technology Studies](#).

V.8.2: Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

iSchool MA/LIS students compete for financial aid from UW–Madison on the same basis as other students. The iSchool also negotiates with L&S to receive AOFs each year. [AOFs and other fellowships](#) are administered by L&S and the Graduate School and the colleges for all eligible UW–Madison graduate students (see also [appendix V.12](#)).

Financial aid is available from the campus and iSchool . Campus-level financial aid is managed by the UW Financial Aid office. All U.S. citizens and permanent residents are eligible to apply for campus-level financial aid. Aid allocations are guided by [publicly posted eligibility requirements](#).

In addition, the iSchool gives out scholarships to many students from endowment funds. The iSchool has a growing quantity of funds with the UWF and the University of Wisconsin Trust Funds designated for student scholarships. All admitted students are considered for iSchool scholarships after admissions. iSchool scholarships are awarded based on need and a candidate's academic strength.

Students are also eligible to compete for teaching, research, and project assistant appointments on campus. TA positions often require teaching or student advising experience. The iSchool itself offers a growing number of undergraduate courses that hire MA/LIS students as TAs, and has project assistantships (PA) available in the iSchool Library. Faculty members also offer research or PA positions as part of research grants and activities. Selection is made based on relevant experience and academic promise. These assistantship positions provide significant support, including a monthly salary, health insurance, and tuition remission for positions greater than 33 percent. In recent years, the Graduate School has permitted departments to post higher rates to recruit the best graduate students. [The iSchool faculty voted to offer a higher rate](#) similar to that of CDIS partner programs Computer Science and Statistics.

Students may also apply for student hourly and work-study positions across campus. The iSchool has worked with several libraries, information agencies, and research labs to find them qualified student employees. MA/LIS students also commonly work for campus administrative offices in information and data management positions.

The iSchool encourages students to attend conferences and professional development opportunities and offers partial funding for expenses, especially if they are invited to present at a poster session or other activity. Funding is available through iSchool's Foundation Funds, and allocations are managed by the director ([appendix V.6](#))

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

V.9.1: The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service.

The iSchool's excellent physical resources and facilities are located in proximity to wider campus and community resources that support the program and more than suffice to accomplish the master's program objectives. These resources support a wide array of learning and student job opportunities as well as an engaging intellectual and professional climate.

Rich campus collaboration, support, and learning experiences are close to the iSchool (see [campus map](#)). The iSchool's location within Helen C. White Hall is across the street from a favorite student gathering place, Memorial Union. The iSchool's location allows easy access to many libraries, departments, and services:

- Memorial Library, the university's main humanities and social science research library, and the Wisconsin Historical Society, housing library collections and vast archival resources on Wisconsin and American history, are located within two blocks of the iSchool. Both institutions provide opportunities for practicums, employment, research, and networking. Their proximity also facilitates field trips, guest speakers, and part-time teaching by practicing professionals.
- College Library, located on the first three floors of Helen C. White Hall, is the primary undergraduate library on the UW–Madison campus, providing collections, extensive group and individual study spaces, classrooms, and one of the 17 InfoLabs (computer labs) located across campus. College Library provides an important learning venue for iSchool students through practicum placements, paid employment, job shadowing, and networking.
- iSchool students regularly consult the [UW Writing Center](#) on the sixth floor of Helen C. White Hall to obtain guidance on written assignments through in-person appointments, online appointments, and e-mail.
- Campus students and faculty have many opportunities to attend events and collaborate with members of the other departments and programs located within the building, including the departments of English, Philosophy, and Afro-American Studies. Locations for many other campus events are within walking distance, including events sponsored by the School of Education, the School of Journalism and Mass Communication, the School of Medicine, UW–Madison Library's Research Data Services, and the Wisconsin Institutes for Discovery.

- The Cooperative Children’s Book Center (CCBC), a library belonging to the School of Education and located in the Teacher Education building, remains another valuable resource for iSchool students and faculty and an important partner for practicums and other iSchool activities. The CCBC has a comprehensive non-circulating collection of current and historical children’s books, as well as its nationally recognized services in programming, selection support, and intellectual freedom.
- iSchool students work, gain experience through practicums, and conduct class projects at more than 30 other [campus libraries](#), departmental readings rooms, and administrative offices.
- The city of Madison and its surrounding area are home to a vibrant array of public libraries, school libraries, community colleges, businesses, community organizations, government departments, law firms, research initiatives, and other venues for learning, collaboration, and research. At Madison Public Library, on-campus iSchool students have access to innovative public library design, collections, and collaboration within walking distance. Branch libraries in Madison, as well as busy public libraries in Madison’s expanding suburbs and throughout Dane County, also play a key role in supporting iSchool students’ practical experiences.
- The Wisconsin Veterans Museum, Wisconsin State Law Library, and Forest Products Laboratory are also within walking or easy bus ride distance and provide a variety of student practicums, hourly jobs, and projects.

iSchool Instructional Rooms, Research Labs, and Other Spaces

The iSchool occupies half of the fourth floor of Helen C. White Hall in a space custom-built for the department that [opened in 1971](#) (appendix for floorplans). The table below summarizes major shared spaces. Some iSchool spaces are currently being refurbished due to a need for more office space, as described elsewhere in this chapter. In these instances, the table summarizes both the former purpose and the new purpose of the space.

Table V-1a: iSchool Instructional Spaces Overview

#	Room Nickname	Purpose(s)	# Seats	Technology (if applicable)
4191F	“Cat lab”	Technology-enhanced master’s classroom.	41	Dual-boot iMac presenter machine on height-adjustable desk, projector, screen, two web cameras, ceiling mics, sound system, high-speed network, Wi-Fi, and three large glassboards.

#	Room Nickname	Purpose(s)	# Seats	Technology (if applicable)
4160	Computer lab	Computer lab master's classroom.	31	28 dual-boot iMacs running Mac OS 10.15 and Windows 10, four dual-boot MacBook Pro laptops, iMac presenter machine on instructor's station, projector, screen, two web cameras, ceiling mics, sound system, high-speed network, Wi-Fi, two large glassboards.
4246	Conference room	Conference room for meetings and classroom for master's seminars.	16	Dual-boot MacMini presenter machine wall-mounted with large-format flat panel display, sound, web cam, high-speed network, Wi-Fi, and blackboard.
4207	Charles Bunge Room	Classroom, hosts social events and lectures.	49	Instructor station with two dual-boot iMacs, two projectors and screens, two web cameras, ceiling mics, sound system, high-speed network, Wi-Fi, and three large glassboards. All technology components are integrated and controlled via a touchscreen panel and the instructor's station.
4290	Triangle room	Until 2020 served as an undergraduate classroom. In 2022, with growth of faculty and PhD program, converted into faculty and PhD offices	25	Before 2020: Six iMac computers in pods as well as an instructor's station, MacMini presentation computer, projector, screen, sound system, and conferencing camera.

#	Room Nickname	Purpose(s)	# Seats	Technology (if applicable)
		and research lab space.		

Table V.1b: Other spaces

#	Room Nickname	Purpose(s)	# Seats	Technology (if applicable)
4217	Front office/ Administrative office suite	Administration and student services	n/a	Currently undergoing renovations to make more productive use of space and increase available desks.
4222	Lab	Until 2020, a multipurpose UX research lab and teaching space equipped with computers. In 2022, with the growth of the PhD program, it started being converted into PhD student offices.	7	Until 2020: The lab equipment was last upgraded in 2017, with new Dell Optiplex workstations running Windows 10 and an iMac workstation.
4220	Lab	Until 2020, served as an exclusive space hosting Dr. Kim's research computer and Tobbi eye-tracking device. In 2022, with the expansion of the faculty and PhD program, the space started being converted into a shared lab/office which might hold high-value	4	Eye-Tracker Lab with a Tobbi eye-tracking device.

#	Room Nickname	Purpose(s)	# Seats	Technology (if applicable)
		equipment from multiple research groups.		

The iSchool has several teaching spaces that vary in size, technology, and movable furniture to support different pedagogical approaches and activities. The easily navigated and accessible layout, as well as open event/lecture spaces in the iSchool Library (room 4191) encourage interactions among students, faculty, and staff. Most iSchool classes are scheduled in proximity to faculty and staff offices for convenience.

The iSchool Laboratory Library (room 4191), with entry to a classroom (room 4191F) and the Computer Lab (room 4160), is immediately visible from the elevator and primary stairwell. Moving east from the library are the Bunge Room classroom (room 4207) and the iSchool front office (room 4217). This corridor intersects with a corridor of faculty offices that in turn connects to the corridor containing iSchool Continuing Education Services offices and the Triangle Room teaching space. The floor also contains campus classrooms (sometimes used by the iSchool), as well as the iSchool's UX Research Lab (room 4222) and storage spaces. Student mailboxes are located outside the front office next to room 4207, and lockers available to students are located throughout the iSchool's half of the fourth floor.

The iSchool administrative suite consists of the front office in room 4217, with co-joined offices for the student data and enrollment coordinator and the financial specialist, the HR specialist, as well as office space for lecturers and an office-supply/copy room. Directly through the front office is another hallway leading to the conference / room classroom (room 4246) and the offices of the iSchool's student and alumni services coordinator, director, department administrator, and HR specialist and associate director. This hallway connects to the faculty office hallway.

Room 4290 had served as a technology-enhanced classroom, mostly hosting undergraduate courses. With the growth of the faculty and the PhD program, in 2021 the iSchool space task force recommended that in 2022 this space be converted to a Social Computing Group research lab and office space. Construction is underway. The transition has not impacted MA/LIS course locations.

Most MA/LIS courses are held in rooms 4190F or 4207. Classes are also occasionally held in other fourth-floor classrooms and in other campus buildings, including in Memorial Library and College Library. Classes in special collections, art librarianship, and preservation are often held in library spaces that facilitate students' access to the materials used in the class.

Room 4222 is in transition due to the growth of the faculty and the PhD program. In the past, the room was designated as a UX Research Lab hosting six workstations and served as a quiet studio space. It was only occasionally used. With the growth of the faculty and PhD program, the iSchool space task force recommended conversion of this space into PhD student offices in 2021.

Room 4220 is also in transition due to the growth of the faculty and the PhD program. The room formerly served as an Eye-Tracker Lab with a Tobbi eye-tracking device and served as the observation room for the iSchool's UX Research Lab with a one-way mirrored observation window connecting the rooms. As the lab was not often used, the iSchool space task force voted to convert it to a space where multiple research groups could store and use valuable equipment.

V.9.2: The program provides support services for teaching and learning regardless of instructional delivery modality.

iSchool physical and technological facilities support teaching and learning both online and on campus. The text below highlights resources supporting the online MA/LIS, many of which are further described elsewhere. Online services have been especially important for serving all students during the COVID-19 pandemic.

Online Course Support

Online courses are taught through a UW System–licensed version of the Canvas instructional content management system, supported by UW–Madison's Division of Information Technology (DoIT). Canvas is fully funded by the system and does not require direct financial support from iSchool. This software is fully supported by the campus information technology office, which staffs an extended hours help desk and makes extensive help material available through a [knowledge base](#) that all users can search. As a web platform, Canvas is accessible across a variety of computing devices. Canvas also supports use on mobile devices.

Canvas provides a file management and presentation system to combine audio-narrated slides with text materials, images, links to videos, and other multimedia. It also provides instant messaging systems, group discussion boards, and private text and audio commenting features for grading.

Instruction where students work in teams uses a variety of tools to collaborate, including Skype and Google Hangouts. Both campus and online students have full access to a [UW–Madison-licensed suite of Google products](#) such as Google Docs, Forms, and Groups. Group meetings or streamed lectures typically use a campus-licensed version of Zoom, although other platforms are available.

iSchool online courses use recorded lectures, a variety of discussion software packages, web conferencing, private messaging, and other software tools to deliver content and facilitate interaction between instructors and students. These tools are available to all students who meet the technology recommendations. Typical iSchool online classes employ audio-narrated PowerPoint slides that have been converted to HTML 5 using Adobe Captivate, which students can view on a variety of devices without PowerPoint software.

Online and on-campus students can access live-streamed video and audio feeds of on-campus events such as lectures, panel discussions, and meetings of the iSchool community. Recordings are also made available to students who wish to watch them later from the campus-hosted streaming video service [Kaltura Media Space](#). Alternatively, instructors may host videos in campus-supported Box or GoogleDrive accounts.

Other major software employed by students (e.g. e-mail, courseware) is provided at the campus level and accessible from a distance.

Students registered for online courses have access to needed software through iSchool hosting of software on servers accessible to online students, through licensing of cloud-based software services, or through inclusion of installation of software into instruction. When classes require licensed software, staff work with the instructor to acquire educational licenses so that students may use it regardless of location.

Technology classes employed two iSchool specific coursework servers, Orson (MySQL) and Mindy (Koha/Omeka/general server software). To maintain these servers securely, students accessed them using UW–Madison-supported virtual private network (VPN) software. In some cases, these classes now employ cloud-based software.

Technology support services for online learning are available via chat, e-mail, or phone through a [central campus Help Desk facility](#). Students are trained on courseware during bootcamp, have many immediate technology-related questions answered by instructors, and use the [DoIT Knowledge Base](#) and HelpDesk for questions.

Distance Education Teaching Assistant

The Distance Education Teaching Assistant (DETA) is trained to assist faculty in constructing online courses and provide support to online students in conjunction with the campus-level HelpDesk. Online course syllabi provide guidance to students who need help with different types of problems (e.g. accessing Canvas or using course-specific software).

The DETA provides one-on-one consultation and support for all faculty and other instructional staff teaching online. The DETA also helps coordinate and deliver training in technology and instructional methods for faculty or administrative staff. On occasion the DETA is called upon for tech support for a class.

Instructor Preparation

- *Campus training:* The UW–Madison campus provides a wealth of instructional training opportunities that are available to full-time instructors. Some opportunities require a longer commitment, while others are short-term and some are “as needed” information resources. Faculty participation in the trainings is outlined in Standard III.2.
- *TeachOnline@UW:* Numerous faculty in the iSchool have participated in [this university initiative](#), which is aimed at developing online pedagogical and technological skills over a multi-course, cohort based training.

- *Teaching Academy*: A campus group that promotes excellence in teaching through training and through recognition of instructors. The [Teaching Academy](#) runs summer, fall, and spring retreats. Numerous faculty members have participated in its summer program.
- *Discussion Project*: A pedagogical training series focused on [promoting fruitful classroom discussion](#) (on-campus and online).
- *Madison Teaching and Learning Excellence early career faculty development program*: This aims to train early career faculty on backwards design of courses and active learning.
- *Writing Across the Curriculum*: This [provides consultants to instructors](#) to help design highly effective writing assignments.
- *Design+Teach+Engage*: [A website](#) providing instructional tips and links to other websites with more specialized teaching resources.

Instructor Handbook

The iSchool Instructor Handbook, provided to all new instructors, helps prepare them for both on-campus and online teaching ([appendix III.10](#)). The Handbook provides a course planning timeline, an overview of services provided by the iSchool library, a listing of all campus and iSchool policies relevant to interaction with students, syllabus guidelines, an explanation of how teaching is assessed, and an overview of the iSchool's expectations for online teaching "Online Teaching Best Practices." The Handbook includes numerous links to other campus resources relevant to instruction.

Short-Term Instructor Onboarding

In 2020, the iSchool staff created a task force to evaluate and improve the instructor onboarding process (described fully in Standard V.13.1 below, see also [appendix III.10](#)).

New instructor hiring and onboarding is facilitated by:

- A formal description of the onboarding process for short term instructors ([appendix III.10.3](#))
- A checklist to facilitate hiring of short-term instructors ([appendix III.10.5](#))
- A standard list of resources and help contacts that is distributed at the start of each semester to all instructors as part of the updated Instructor Handbook. (see [2020 Handbook](#) for example)
- A formal description of the process by which instructors get connected to their online course space to simplify the previously used process and improve staff understanding and implementation ([appendix III.10.2](#)).
- A Canvas template in the [publicly accessible Canvas Commons](#) that new instructors can employ to simplify course creation ([appendix III.10.6](#)).
- Creation of a Resources for Instructors Canvas Course ([appendix III.10.7](#))
- The [creation of a policy](#) and tools to encourage mid-semester feedback survey for instructors to send to students for formative feedback to inform instructional practices and increase the quality of the student experience ([appendix III.10.8](#)).

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

New CDIS Building

Initiated by the UW–Madison Chancellor Rebecca Blank in early 2018, the CDIS project emerged as a strategic campus priority with the aim of better concentrating and directing resources for CDIS on campus. The iSchool joined CDIS in fall 2019. Being situated within CDIS has enabled the iSchool to grow strategically while maintaining strength in core LIS areas.

A major element of the CDIS initiative is to bring together the faculty, staff, and students of the three CDIS departments into one new building to promote collaborative research and innovative shared academic programs. The iSchool will move from Helen C. White Hall to the new CDIS building in 2025 or 2026. The new CDIS building aims to be a hub of collaboration and a space for interdisciplinary learning and experiences.

While the physical facilities of the fourth floor of Helen C. White Hall described in Standard V.9 have served the iSchool well for many decades, with the current planned growth of the new iSchool programs (Information Science undergraduate major; graduate MS/Information), the growth in the PhD program, and the growth in the faculty and staff, the Helen C. White space has become constraining. The iSchool currently lacks sufficient office space to house all of its faculty, staff and students needing offices. It requires additional computer labs for teaching, and faculty members desire additional lab space for research group collaborations.

The new CDIS Building is being designed to meet these needs and bring iSchool faculty and students into closer contact with groups to promote technological and data-rich opportunities for MA/LIS students. The building will also house the departments of Computer Sciences, Statistics, and BioInformatics. The other planned occupants of the CDIS building bring new partnership opportunities for faculty and students in the iSchool. Occupants will include the [American Family Data Science Institute](#), the [Data Science Hub](#) (which provides training to students, staff and faculty), and the [Internet Scout Project](#) (which provides tools and services to find, filter and present online information and metadata). Both the Data Science Hub and the Internet Scout Project have strong connections to the campus libraries. The Internet Scout project regularly employs MA/LIS students.

The iSchool's MA/LIS student community are heavy users of campus libraries, both as patrons and as employees. The new CDIS building will move the department closer to some campus library partners and farther from others. Students will be closer to the MERIT Educational Library, the Children's Cooperative Book Center, Ebling Health Sciences Library, [Steenbock Library](#) (which serves the Agricultural, Engineering and Veterinary Medicine Colleges). Many MA/LIS students are employed by the facilities or use these facilities. It will increase the distance between the iSchool and College Library, Memorial Library, the State Historical Society, Kohler Art Library and the Madison Public Library downtown branch by approximately ½ mile. The move will not

impact students' ability to use, or work at, any campus library. The [regular campus shuttle bus](#) can provide convenient access.

The new building will include extensive office space, more state-of-the-art classroom space, more access to computer labs, and more space for research groups. It will have a private lounge for graduate students.

The new building will propel the iSchool library forward into a new more service-oriented space that comports with contemporary academic library best practices. It will provide more valuable work and practical experience than the current iSchool library because it will draw a larger, more diverse student audience including large number of undergraduates. The new CDIS Commons will provide academic library functions in conjunction with the campus General Library System as well as being home to staff who will support tutoring and learning centers.

Under current plans, the advising and administrative staff of the three CDIS departments (iSchool, Computer Sciences, Statistics) will be housed together on the third floor (accessible to students) to promote knowledge sharing and allow staff to cover for one another. Importantly, no staff cuts are planned, as this is not a means of consolidating staff. Each of the three departments is growing and will require more staff. There is also hope that the departments might come to share new administrative resources, which could be a means by which the iSchool could come to have greater support for grant preparation.

The advising staff for each of the three departments will also be located in an advising suite on the second floor, near the CDIS Commons. It is expected that there will be regular transfers of students between the undergraduate majors of each of the departments and that there will be a high number of double-majors across departments. Having undergraduate advisors located in one place will facilitate these relationships. The iSchool will maintain a dedicated student services coordinator for the MA/LIS program. The creation of the advising suite will also benefit the MA/LIS students: if the MA/LIS student services coordinator is not available, one of the other CDIS advisors may be able to assist. Further, the advising suite will have a welcoming seating area and support staff to help students schedule meetings with advisors or to assist with walk-in inquiries.

While the current Helen C. White White facilities are much loved and have served the iSchool well, iSchool growth will be better served by the new building, which will:

- Provide a greater array of functional learning environments through more facilities and a larger undergraduate student population.
- Better enhance the opportunities for research, teaching, service, consultation, and communication by bringing the iSchool closer to its partner academic departments of Computer Science and Statistics.
- Promote efficient and effective administration by bringing program administrative and advising staff together so they can share expertise, cross-train, and help cover for each other.

The iSchool expects to move into the new CDIS building in 2025–2026.

Building Design Planning Process

In March 2017, as part of the campus 25-year master planning exercise, L&S approached the iSchool about the possibility of moving to a future new building. The Executive Committee agreed to continue the conversation about the new building. In March of 2019, as part of the greater CDIS initiative (described under Standard I) faculty participating in the CDIS planning process further developed the idea for a shared new building. In [March of 2019](#), the iSchool Executive Committee endorsed the vision prepared by the committee, including the new building, which came to be known as the CDIS Building.

The CDIS building planning process has included structures to obtain stakeholder input. Planning has been led by CDIS Director Tom Erickson and the CDIS Building Committee which includes a representative from each department. Director Alan Rubel has been serving on the CDIS Building Committee since inception. He reports back regularly to the faculty and staff the building updates at plenaries. The Building Committee does the bulk of the planning work. In addition to the CDIS Building Committee which leads the project, there are subcommittees on smaller design aspects such as landscaping, public art and community spaces. All faculty and staff had the opportunity to participate in those subcommittees.

In addition, the building architects held an input session with each department in fall 2021. The iSchool's input session was on September 29, 2021 and faculty and staff had the opportunity to ask questions directly to the architectural team as well as submit questions in advance ([appendix VI.11.2](#)). Quarterly public input and update meetings are provided by the project leadership and the architects from spring 2022 onward. A cross-departmental [town hall was held in January of 2022](#) which many from the iSchool attended to provide input.

Up through January 2022, the building group had also hosted two public meetings that were aimed at alumni, emeritus faculty and donors. More open houses for alumni and donors are planned for spring and summer 2022.

While the building planning process has provided opportunities for input and participation by faculty and staff, there are areas of controversy. For example, some are nervous about movement of departmental administrative staff to one shared administrative area. Some are nervous about shifting from a more gender-egalitarian academic environment (LIS) to one with more men in disciplines with not-earned reputations for sexism. Related to this, some are concerned about sharing of lounge space for graduate students across programs served by the building. People also vary in the weight they place on the various goals of the library space, known as the CDIS Commons. Important goals include:

- serving library needs of undergraduates
- serving as a platform through which MA/LIS students can practice serving undergraduate programs
- serving the needs of the accredited MA/LIS program including student club meeting space, and
- migration of books and bound periodicals currently in HC White Hall.

Addressing all goals given limited space and resources will be an ongoing challenge. Finally, there is a concern that the Commons, and other collaborative spaces in the building, be integrated with the library services so that students from many disciplines and levels and can learn from librarians and MA/LIS students. Some object to the existence of an entrepreneurship suite in the student commons area.

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

Campus Library Services

All members of the iSchool community enjoy access to the print, electronic, and instructional resources of the UW–Madison library system, currently the 11th-largest library collection in North America, with holdings of over 11.6 million volumes and approximately 55,000 serial titles, supplemented by resources accessible from other University of Wisconsin libraries around the state, as well as via an extensive interlibrary loan service for materials not available within the UW library system.

Table V.2: UW–Madison Libraries ARL Statistics, 2018–2019

Volumes held	11,696,797
Electronic books held	2,152,050
Total library expenditures	\$34,982,342
Total collections expenditures	\$13,143,772
Professional staff, FTE	158
Support staff, FTE	96
Student assistants, FTE	92
Number of library presentations to groups	1,669
Number of total participants in group presentations	33,441
Number of reference transactions	45,812
Number of initial circulations	165,853
Number of successful full-text article requests (journals)	7,157,171
Number of regular searches (databases)	12,191,680
Total interlibrary lending	82,787
Total interlibrary borrowing	96,953

The campus libraries provide [distance services](#) for remote users that include distance lending of paper materials via US Mail, chat and email reference, and proxy service for access to electronic resources. Students, faculty, and staff also benefit from remote access to major LIS databases and indexes, as well as a large collection of LIS electronic journal titles. Electronic resources available to iSchool students include the extensive electronic holdings of the UW–Madison Libraries, and are supported by a [rich infrastructure of online research guides](#).

The iSchool Laboratory Library (Room 4191)

The iSchool Laboratory Library, located within the iSchool, supports teaching, learning, and research in the areas of Library and Information Studies. It has been called the “Laboratory” to underline that it is a space that facilitates learning by doing. During this accreditation period the Library has enhanced:

- Group study space
- Technology-enhanced group space
- Facilitation of quiet study
- Collection space requirements

Library workshops and research services

iSchool Library staff provide workshops to support face-to-face and online iSchool courses as well as student interests. The library also supports program goals by offering workshops to support students in completing the Technology Gateway and portfolio requirements. The library provides on-demand research support services for iSchool faculty and staff. Library staff completed requests to support literature reviews, grants, research, teaching materials, and current best practices for distance education.

iSchool library collections

The iSchool library collections supplement the substantial collections made available through other campus libraries. Physically, the iSchool library space consists of 10,513 square feet: 6,339 square feet of public reading space and 3,500 square feet of stack area. It offers a specialized collection of materials as well as a space for students to collaborate and study. The core collection contains a concentrated selection of materials that relate to both theoretical and practical aspects of librarianship. Laptops, film equipment, and a selection of e-readers and tablets are available for checkout. Recognizing recent trends and student interest in “library as place,” the librarians have encouraged staff creativity in library design and collection promotion.

The iSchool Laboratory Library’s collection contains approximately 67,400 physical items, consisting primarily of LIS monographs and current periodical subscriptions supported by a large retrospective collection of print periodicals. It also houses smaller collections of LIS dissertations, reference materials, microform, and children’s literature. The collection’s materials are selected to support teaching and research in all areas of the school’s master’s and doctoral programs. Selection in the iSchool library is undertaken by both librarians, working with the assistance of a MA/LIS student and in collaboration with faculty and other community members.

The iSchool Library has seen decreasing use of its print collection over the last decade, and acquisition of electronic journals, ebooks, and other remote-access materials has become more important to serve both online and on-campus students. Recent e-book purchase numbers from the iSchool Library collections budget follow:

Table V-3: iSchool Library Acquisitions Budget

Fiscal Year	Library Acquisitions Budget	Paper Titles Acquired from Collections Budget	E-Book Titles Acquired from Collections Budget
2014	\$43,826.14	265	22
2015	\$36,852.15	208	3
2016	\$41,225.51	267	12
2017	\$45,469.98	190	13
2018	\$40,821.79	237	10
2019	\$41,440.75	113	20
2020*	\$38,376.04	59	9
2021	\$51,256.66	213	97
2022	\$46,989.84	—	—

*An accounting error during FY 2019 resulted in a significant deduction from the FY 2020 fund, leaving the library with limited funds for the remainder of the year.

Importantly, these numbers do not include electronic and paper resource titles available to iSchool students via the UW–Madison General Library System and UW System Libraries. These include titles in LIS and related fields, including Computer Science, Research Methods, and Management. Thanks to an efficient delivery system, iSchool students can request almost any book held on campus or throughout the UW System and pick it up directly at the iSchool library circulation desk. Electronic resources are available to all students. Due to coordination among campus libraries, the iSchool Library does not generally purchase duplicates of relevant print books held by other campus libraries, allowing the library to use its collection budget and space more effectively.

The collections budget for the iSchool Library is administered by the General Library System. During this accreditation cycle, the collections librarian requested an increase in the base collections allocation, resulting in a \$5,000 increase to the base budget. Although the budget for fiscal year 2021 includes a one-time additional allocation, the overall trend in funding for the iSchool Library collection has increased since the request and is expected to remain steady, barring unforeseen budgetary impacts from the COVID-19 pandemic.

Recent collections priorities have included diversifying the representation of authors and coverage of topics in the iSchool Library and expanding holdings in the growing

areas of data and analytics. During this accreditation period, the collections librarian began collecting much more heavily in e-book formats as well. Collecting electronic formats allows the library to better support students in its online program and served the department well during the height of the COVID-19 pandemic when access to physical collections was more limited.

Another ongoing priority has been increasing access to historical items in the library's collection, which often provides learning opportunities around archives, book history, digital libraries, and technical services. For example, the library's holdings of historical library annual reports (more than 600 titles, many of them rare) are being cataloged and studied, and collections of library posters, filmstrips, photographs, and rare children's books have been the subject of preservation projects and student practicums. In 2019, the iSchool Library was awarded a UW–Madison Friends of the Libraries grant to fund hand-preservation of approximately 35 children's titles deemed to have significant material value.

Through the collections librarian's role on campus committees, the iSchool Library also has a voice in campus and system-wide decision-making related to collections and cataloging decisions.

Technology Facilities and Computing Environment

The Helen C. White IT Cooperative manages technology for iSchool and three other academic departments located in Helen C. White Hall, as well as six research centers and institutes housed in the nearby University Club building. The iSchool leads the interdepartmental cooperative and provides a departmental and budgetary home to the unit's director, professional staff, and student assistants. Cooperative offices, workspaces, and server room are located within the iSchool Laboratory Library, and its staff are integrated into the iSchool's community. Its current director, Greg Putnam, attends iSchool faculty meetings, sits on the iSchool's Academic Technology and Student Support Committee, and has been a member of the Library/IT Committee, Curriculum Committee, and Distance Education Committee. Putnam has also occasionally taught a one-credit intensive course for the iSchool on IT management for iSchool MA/LIS students. The close and collegial relationship with Helen C. White IT benefits the iSchool in many ways, both formally and informally.

The iSchool's computing environment includes a sizable multi-platform computer network of workstations, laptops, associated servers on a VMware platform, wired and wireless network infrastructure, as well as instructional technology labs, technology-enhanced classrooms, a research facility, IT workspace, and server room. Since the last program presentation, the iSchool has continuously upgraded and expanded its technology resources and facilities, which can usefully be divided into four areas:

- Computer lab, technology classrooms, and research facilities.
- Network of faculty and staff computers.
- Local network and server infrastructure.
- University IT resources available to iSchool faculty, staff, and students.

Software used in classes

The iSchool provides students and instructors access to needed educational software in several ways. Face-to-face classes make use of software installed in iSchool technology classrooms (see below). Instructors of online courses with particular software needs often teach with free/open-source software (e.g. LIS 751 uses the open-source database MySQL) or ask the iSchool to provide needed access through educational licensing. Other software needed for courses is freely available to registered students and staff through central campus services, as described in “Campus IT Resources Available” below.

Computer Lab, Technology Classrooms, and Research Facilities

The iSchool maintains technology-enhanced classrooms, a computer lab, and a research lab with computing equipment. All of these facilities are exclusively used by iSchool faculty and students and are jointly managed by iSchool staff and Helen C. White IT Cooperative staff.

The iSchool also has easy access to two additional technology-equipped classrooms on the fourth floor of Helen C. White (rooms 4281 and 4208) that are general assignment classrooms operated and maintained by UW–Madison. Helen C. White IT and the iSchool have funded comprehensive lab upgrades approximately every five years through a campus-wide competitive grant process known as the Instructional Lab Modernization (ILM) program. See [appendix V.8](#) for a sample ILM call for proposals and sample iSchool ILM grant proposals.

iSchool spaces and their technology components are described below and summarized in Table V.1.

Room 4160: Computer Lab

The Computer Lab is used extensively in iSchool classes, including technology-intensive ones as well as others employing hands-on activities in which students may break into teams and work on technology projects. During non-class hours, room 4160 is open to all iSchool students for homework or personal use. The lab was comprehensively upgraded in 2013 and again in August 2018.

The HC White IT staff prepare lab computers with any software needed for face-to-face courses. This process begins with an email to all instructors before the start of each semester asking about their software needs. If a particular class necessitates new software, the library will license it. Very expensive requests are forwarded to the director for approval.

The lab currently contains 28 iMacs running both Mac OS 10.15 and Windows 10, enabling them to run both Windows- and Mac-based software. The lab also offers four dual-boot MacBook Pro laptops and additional desk space and seating if needed. All machines have high-speed network connections to the internet and the iSchool's local area network. Software includes the latest Microsoft Office productivity suite as well as packages the instructors request each semester. Lab computers have access to iSchool application servers, the student e-portfolio servers, and multiple file-sharing options (iSchool local file server and UW licensed cloud services, including Box and

Google Drive). The lab provides scanners, printing services, a networked document camera, both fixed and mobile web-conferencing equipment, and integrated sound system for the instructor's station. The planning process of each lab renovation project addresses the needs of students with physical disabilities. The lab provides a height-adjustable computer desk for students in wheelchairs and a workstation with a larger screen, as well as magnification and screen reader software for visually impaired students, as recommended by UW–Madison's McBurney Disability Resource Center.

Computer lab extension computers: In 2015, the iSchool installed four additional dual-boot iMac workstations in the library adjacent to the computer lab. They are intended to facilitate work by students who need a lab computer to complete coursework when the lab space is unavailable. Lab Extension Computers have identical software to the lab computers.

Room 4191F: The iSchool's "Cat Lab" technology classroom

The "Cat Lab," a large technology-enabled classroom, was comprehensively upgraded in 2016. The classroom has an instructor's computers (dual-boot iMac) connected to a projector and screen, a networked document camera, sound system with voice support, and two fixed web-conferencing cameras and ceiling mics. One of the recent lab upgrades relocated the instructor's station and replaced it with a height-adjustable powered desk, providing much-improved access for students and instructors with physical disabilities.

Room 4246: Conference room

The Conference Room has been regularly used for smaller classes in addition to hosting faculty meetings, presentations, and other administrative functions. Its technology was upgraded in 2021 and includes a wall-mounted, dual-boot MacMini computer running Mac OS 10.15 and Windows 10, which can be displayed on a large format TV with integrated sound and a webcam. The system can be operated from anywhere in the room via a wireless keyboard, or users can connect their own laptops.

Room 4207: The Bunge Room/Commons

The Bunge Room is a large, flexible technology space much sought after for classes as well as presentations, receptions, and other group activities. The room was completely remodeled in 2014–15 and most recently upgraded in 2021 funded by a successful ILM Grant ([appendix V.8](#)). Its instructor station has two dual-boot iMac computers, two projectors and screens, power window shades, integrated sound system, multiple web cams (one PTZ), ceiling mics, voice support as well as wireless projection capability for laptops. All of the equipment is fully integrated and controlled via a programmable touch panel display. The room has easily movable furniture with seating for 49 students and two large glassboards.

Additional technology-enhanced classrooms available in Helen C. White Hall

The iSchool also has access to two general assignment technology-enhanced classrooms on the fourth floor (rooms 4208 and 4281) with seating for 42 and 63 students, respectively. They are outfitted with integrated video projection, sound systems, document cameras, and media players, and are maintained by the UW–

Madison's Space Management Office (SMO). Regular upgrades are funded via campus classroom maintenance funds. Local Helen C. White IT staff enjoy very good working relationships with the SMO technicians and managers supporting the rooms.

Mobile projectors and laptops can easily be requested for classrooms that do not have fixed technology. The iSchool Computer Lab Project Assistant maintains an inventory of such equipment (housed in room 4160A) and schedules delivery, setup, and support.

Network of Faculty and Staff Computers

The iSchool maintains and regularly upgrades its network of computer workstations and laptops that form the foundation of the computing and digital-communications environment on which iSchool students, faculty, and staff rely for learning, teaching, research, and administrative work.

Desktop and laptop platforms: The iSchool's computer inventory exceeds 130 systems. About half serve as office computers for faculty and staff. The iSchool and the Helen C. White IT staff welcome and support user choice of operating systems. At the same time, for security and standardization purposes, Helen C. White IT's desktop management program consolidates platforms so that iSchool computers run the same version of the chosen Windows, Mac, or Linux OS. All workstations are connected to iSchool's local area network, the UW–Madison network, and the internet via high-speed wired connections. Laptops, tablets, and mobile devices typically connect via the UW–Madison's high-speed wireless network installed throughout the building and campus.

Application software: iSchool faculty and staff computers are configured with a broad range of software applications and utilities, including the latest Microsoft Office productivity suites, e-mail clients, browsers, security software, and remote management clients. The basic software package is largely standardized to optimize compatibility and sharing between iSchool computers and to minimize tech support load. However, in addition to the standard package, most faculty and staff have one or more individually licensed applications needed for their specialized work.

iSchool Network and Server Infrastructure

Network infrastructure: Network infrastructure is a critical resource supporting the iSchool's mission. In 2004, UW–Madison launched the 21st Century Network Project, which comprehensively upgraded campus networking infrastructure and established a permanent funding model and management plan to provide for continuous improvements in the future. By 2008, all major components of the campus upgrade were completed including an upgrade of data cabling in Helen C. White Hall to Category 6 gigabit Ethernet and installation of wireless access points throughout the building. Since then, the iSchool has enjoyed world-class network infrastructure, with continuous maintenance and upgrades funded centrally. UW–Madison has begun the process of assessing and planning for the next major campus network overhaul.

Server infrastructure: The iSchool's computing environment includes a set of local managed physical and virtual servers that provide shared storage, shared applications,

web publishing and e-portfolio services as well as security and network-management capabilities.

The iSchool's local server environment supports program needs, including:

- File sharing and backup for smooth administrative functioning.
- Application hosting for iSchool courses using databases, PHP, etc.
- Multi-site WordPress hosting for iSchool student e-portfolios.
- Print servers allowing convenient billable student printing in the computer lab.

Resources currently include physical servers running VMware ESXi / vSphere that form the platform for hosting several virtual servers that fulfill various program needs (Windows LAN server, Linux/Apache web servers, Linux database application server). Since the last program presentation, Helen C. White IT has completed the process of virtualizing all remaining physical servers. Helen C. White IT also utilizes a number of services and server technologies that are hosted by DoIT (UW Campus central IT) or by the campus Office of Information Security to support the iSchool's program requirements. These are typically custom console instances created for use by Helen C. White IT. Examples include:

- IBM Big Fix endpoint management console.
- VMware Workspace One endpoint management console.
- Spirion Identity Finder console.
- Qualys vulnerability scanner console.
- Cisco AMP Advanced Malware Protection console.

Campus IT Resources Available to iSchool Faculty, Staff, and Students

iSchool students, faculty, and staff take advantage of major IT services provided by campus through their campus NetID, including:

- Campus e-mail – UW Microsoft Office 365.
- Calendaring services – UW Microsoft Office 365.
- Learning management systems – UW Canvas.
- Zoom Teleconferencing (Acquired by campus in 2020, replacing BBCollaborate).
- Cloud storage – UW Box, 50GB of cloud storage.
- Cloud storage – UW Google Drive cloud storage.
- UW Research Drive – Campus-hosted storage for researchers.
- The Center for High Throughput Computing (CHTC) Campus-hosted scalable computing resources and services for UW-affiliated researchers.
- Bookkeeping/financial records – WISDM (Wisconsin Data Mart).
- Student records – MyUW.
- Google apps – Office Suite, e-mail, calendaring, website creation/hosting, surveys.
- Qualtrics survey software.
- ShopUW+ – UW's Integrated Procurement system.
- UW [Campus Software Library](#) – a broad range of software applications site-licensed by the UW and generally available to faculty, staff, and students at no charge. Applications include productivity, research, security, and utility software.

UW–Madison maintains a wide variety of facilities, such as traditional computer labs, tech classrooms, and digital media production labs, as well as support structures that are available to iSchool faculty, staff, and students around campus. The [Division of Information Technology](#) (DoIT) offers user support and classes for students and staff. L&S's [Learning Support Services](#) provide consulting related to online teaching, creating digital learning objects, digitization, and other multimedia production.

Independent Study and Media Production

The iSchool Laboratory Library, located within the iSchool, supports independent study for all students. During this accreditation period the library has enhanced both its group study spaces, individual study spaces and technology-enhanced group space. Early in the accreditation period the iSchool refurbished part of the library space to accommodate more independent study seating. The refurbishment also included moving several group study desks to more attractive positions close to windows. Finally, during this accreditation period the library created a media-enhanced space for group study. This reservable room includes a large screen which students can project to from their laptops or other devices. The room is frequently used for club meetings and group project meetings.

Media production facilities for students are provided by both the iSchool library and campus libraries. [The iSchool library provides](#) laptops, iPads, mini-projectors, and poster tubes for travel. In addition, faculty, staff, and students [can reserve use](#) of a projection screen, conference phone, camcorders, digital cameras, portable CD system, tripod, USB microphone, and a foot pedal. The iSchool library is also home to [the RADD digitization stations](#), which students can use for digitization projects, and the [Text Technologies Press](#), an antique printing press which students may employ for projects.

The iSchool's location in Helen C. White Hall offers excellent access to several resources housed downstairs in College Library:

- *InfoLab*: A general-access computer lab, the largest on campus, that provides access to video editing, high-resolution color printers, and poster printers as well as computers. The InfoLab also houses a small private computer lab that sometimes uses for instruction if the computer lab is already in use.
- *Design Lab*: Offers one-on-one and small group consultations to help with conceptual and aesthetic considerations as well as technical skills. Faculty, staff, and students have used the [Design Lab](#) for assistance in developing posters and other presentation materials.
- *Media Studios*: Shared classroom spaces for studio-style courses that integrate collaborative digital projects into coursework.
- *Equipment checkout*: Students, faculty, and staff may [check out](#) laptops, still cameras, video cameras, and projectors.

College Library also hosts additional private and group study spaces.

Students looking for training with particular media software can use free software workshops through the campus-based [Software Training for Students](#).

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

Table V.4 summarizes the student support, library, and IT staff of the UW–Madison iSchool. Job descriptions are available in [appendix V.4](#). Administrative staff are described earlier under Standard V.1.

Table V.4 Student Support, Library, and IT Staff

Student Support Staff	Name
iSchool MA/LIS and PhD Student Services and Alumni Relations Coordinator (Graduate Program Manager)	Tanya Hendricks-Cobb
MS/Information Program Manager (Academic Program Manager)	Jenny Greiber
iSchool Undergraduate Program Advisor	Stacy Harnett
Library Staff	Name
Public Services Librarian Library/Archives Manager	Carol Kaufman (interim)
Technical Services Librarian Associate Faculty Associate (60%)/Librarian (20%) (Teaching Faculty II)	Megan Adams
IT Staff	Names
Information and Instructional Technology Manager, Helen C. White IT Cooperative Information Technology Support (IT Director I)	Greg Putnam
Technology Support Manger, Helen C. White IT Cooperative User Support Supervisor	Will Maybock
Technology Support Lead	Position under approval spring 2022
Student Technology Support Staff	Hourly student assistants

iSchool Student Support Staff

The iSchool has two full-time student support staff and added a third in spring 2022. Tanya Hendricks-Cobb is the student services and alumni relations coordinator who serves campus and online MA/LIS students. Hendricks-Cobb recruits for the program,

participates in admissions, oversees distribution of scholarships, runs orientation, provides career services, provides referrals to other campus services, and assists students in crisis. Her services are more outlined extensively in other chapters. Hendricks-Cobb also serves as career advisor for iSchool PhD students seeking jobs in industry.

Jenny Greiber provides students services and career services to MS/Information students. But as a long-time staffer at the iSchool, Greiber is familiar with the MA/LIS program and can provide backup for Hendricks-Cobb. Both staff members share resources and coordinate activities.

In spring 2022, the iSchool hired Stacy Harnett, who will work with Hendricks-Cobb and Greiber but focus on the iSchool's new undergraduate program.

iSchool Library Staff

The iSchool Laboratory Library (room 4191) is staffed by two professional librarians holding library science degrees. Both positions also contribute to the MA/LIS curriculum by teaching for-credit courses. The iSchool librarian (position currently being hired) is responsible for public services, supervision of student assistants, management of the library's instructional initiatives, and teaching one to three credits per academic year. Collections Librarian Megan Adams works approximately 18 hours per week in the library, with responsibility for collection management and cataloging; she also teaches two courses every semester. The librarians' instructional contributions to the master's program gives iSchool students important opportunities to learn from active professionals and more easily involves students in library projects such as in-class collection-development activities or software training. The librarians are able to bring innovative practical thinking to the classroom based on their involvement in campus-wide library strategic planning, hiring, committees, and training opportunities. They also bring the latest LIS research to bear on their daily activities and interaction with other campus librarians.

Library staff also includes two half-time staff members, usually PhD students. One of these staff members lead e-reserves and, depending on skills, may assist with preservation activities. The other serves as the Online Teaching Assistant, supporting online instructors with instructional design and course building in Canvas.

Additionally, four or five iSchool MA/LIS students staff the front desk as student hourly employees. As part of the teaching mission of the library, student staff participate in as many aspects of the library programs and services as possible.

iSchool Library Support Services

iSchool Library staff support robust, convenient, and accessible access to resources, references, and workshops/services and services for online and on-campus students:

- *Resources*: The library purchases and maintains electronic resources, including databases, electronic journal subscriptions, and ebooks.
- *Reference*: Online research guides designed and maintained by library staff serve both campus and off-campus students, providing suggested resources, guidance on research and citation, and instructional videos. The [Careers Research Guide](#), for example, is designed to provide online students with an array

of ebooks that parallel the print materials available to campus students in the library's career subcollection and reading area. Library staff also provide reference services via e-mail, chat, and phone.

- *Workshops and services:* iSchool Library staff also work to make online students fully aware of UW–Madison library services for online students. In addition, the library provides instructional resources for online instructors in the iSchool.

To develop relationships, librarians and library staff interact extensively with online students during bootcamp, both formally and informally. This creates social bonds that promote later interactions. They help provide the curriculum with a variety of workshops. Instructors for the core classes that launch during bootcamp encourage consultation with library staff. The library staff also attends various social and networking functions with the online cohort that week. These points of contact have increased online-student consultations with iSchool Library staff.

Helen C. White Hall IT Cooperative Staff

The Helen C. White IT staff has offices in the iSchool Library. The Cooperative consists of Helen C. White IT Director Greg Putnam, Technology Support Manager Will Maybock, Tech Support Lead Sam Ranabhat (HCW IT), and student hourly employees.

IT Cooperative staff members manage iSchool teaching technology centrally using server-based remote-management software tools (e.g. BigFix Endpoint Management and Workspace One). Operating system software, applications, and utility software in all iSchool teaching locations and offices are continuously scanned (daily or weekly) to identify security vulnerabilities and available updates and are patched or updated to the latest available version automatically. The iSchool's major productivity and presentation software packages (Microsoft Office 365 and Adobe Suites) are supported by UW–Madison site licenses, and the latest versions can be installed whenever appropriate. Some specialized applications specific to particular courses (e.g. NVivo, oXygen) or research are individually licensed and are commonly updated in coordination with major classroom modernization grant cycles. They may also be updated on request of an instructor.

iSchool Technology Support Services

In partnership with campus IT support services, the iSchool supports robust, convenient, and accessible access to technology and software services for online and on-campus students. The library staff handle routine IT questions about technology in the computer lab, classrooms, and conference rooms, and Helen C. White IT staff members make themselves available whenever more extensive consultation is needed. The iSchool computer lab and Helen C. White IT staff also provide software and support for the creation of screencasts, videos, sound recordings, and other materials for online learning, and they facilitate synchronous online classes and lectures.

The iSchool library and faculty run numerous technology workshops, including a Technology Gateway proficiency exercise during the on-campus visit. These workshops are designed to expose all students to the basic academic technologies they will use for communication and classwork when away from campus. Similar support is provided to campus students during orientation week in August.

Accessibility Provisions

The iSchool works to improve the accessibility of facilities and resources in partnership with the university's [McBurney Disability Resource Center](#) and the [UW Office for Equity and Diversity](#). The space was reviewed by a Facilities Access Specialist at UW Facilities Planning and Management office in spring 2014 ([appendix V.9](#)).

Accessibility provisions in place for those with physical disabilities within Helen C. White Hall include elevator access to all floors, emergency evacuation procedures, travel routes accessible without the use of stairs, travel routes at least 36 inches wide, accessible entrances and circulation spaces (width, carpeting, threshold, automatic door opener, space for reversing wheelchair, obstacles that are cane detectable), emergency exits, and accessible controls for lights. The 2014 report noted the continued need for braille signage and replacement of doorknobs in room 4217 with levers ([appendix V.9](#)). Since that time, the iSchool has made doors for all classrooms ADA-compliant, and braille signs were made for all classrooms. An automatic door opener was added to make the women's restroom fully accessible. The official accessible men's restroom is located on the fifth floor because the small size of the fourth-floor men's room makes accessibility difficult. In addition, significant improvements were made in accessibility for the Helen C. White Hall parking garage with the clustering of and better signage for accessible parking stalls.

The iSchool consults with [Facilities Planning and Management](#) accessibility experts in design planning. For example, height-adjustable tables are available in most iSchool technology classrooms and the computer lab, and the library's circulation desk, furniture layout, and new conference room were planned in consultation with an accessibility design specialist.

The [McBurney Disability Resource Center](#) coordinates accommodations, services, and advocacy for students with physical and learning disabilities. The center provides many services, including captioning, notetaking, preferential seating arrangements, learning-skills training, and priority registration. They also help students with appropriate referrals for testing or other needs. McBurney offers training for faculty and staff and useful information on pertinent phenomena such as universal design.

All syllabi must contain a statement about accommodations. Per McBurney Center recommendations, students must become clients of the McBurney Center to arrange for academic accommodations.

Hours of Availability for Facilities and Support

- *HC White Building access*: Monday to Friday, 7 a.m. to 5 p.m. (plus extended library hours).
- *iSchool Administrative Office*: Monday to Friday, 7:30 a.m. to 4:00 p.m., prior to the pandemic. During the pandemic, hours have shifted with changing campus norms about working from home. Hours of operation have been modified periodically since March 2020 due to pandemic-related facility closures.
- *iSchool Library*: Monday to Thursday, 8:30 a.m. to 8:30 p.m.; Friday, 8:30 a.m. to 1 p.m.; Sunday, 12:00 p.m. to 6 p.m.

- *iSchool Computer Lab*: The same hours as the iSchool Library, minus 15 minutes at the start and end.
- *iSchool library services*: Information, reference, and technology assistance is available in the iSchool library and computer lab during all open hours.

In addition to the high level of services iSchool staff provide directly (discussed below), the UW Libraries provide chat, e-mail, and phone reference, and many campus libraries have late evening hours. The DoIT Help Desk also offers telephone help from 6 a.m. to 1 a.m. and LiveChat from 8 a.m. to 10 p.m. seven days a week.

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

V.13.1: The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements.

Administrative Process Evaluation and Planning

Faculty promotion documentation

During this accreditation period, UW–Madison emphasized updating all departmental policies related to tenure and promotion of faculty. Beginning in 2015, all departments had to resubmit new tenure guidelines and procedures that met basic campus criteria and referenced up-to-date campus policies. Campus provided a customizable template. The iSchool again updated its tenure and promotion guidelines and procedures in May 2020 to account for changing field norms for dissemination of research ([appendix III.3](#)).

In 2016, driven by a change in the UW System Board of Regents policy, all departments had to create and submit new post tenure review policies and procedures. These were based on a template provided by campus but could be customized. The iSchool submitted its post tenure review documentation in September 2017 ([appendix III.3](#)).

In 2020, the campus required all departments to submit updated policies and procedures for promotion to full professor. In spring 2021, the iSchool submitted its full professor documentation. The document was revised slightly in 2021 to accommodate clarification about timing of promotion to full professor and post tenure review provided by campus ([appendix III.3](#)).

Form Reform

In 2014 to 2015, the iSchool Assessment Committee undertook a project with the iSchool professional administrative staff to review and improve the major forms used

by faculty, staff, and students, including for enrollment, travel, and funding. The project resulted in new versions of forms with updated language that reduced confusion.

Budget Reporting Changes Driven by Campus that Benefit the iSchool

Campus regularly updates budget reporting rules and processes. Many of these changes make processes more efficient or allow for faster data flow. Examples of changes in this period include:

- Student Hourly and Supplies & Expenses had been on 101 (college) funds. These funds were combined and changed to a new 131-485106. College units submit an annual budget projection by account code groupings of how these funds will be spending during the upcoming fiscal year.
- In 2018–2019, L&S created a “profit” 131-485107 fund for revenue-generating programs that previously had separate profit accounts. Net revenue after expenses paid are swept to this funding string at the end of each fiscal year, which makes it easier to use program profit. These funds may be used for non-salary purposes, for salary of various employee types, or some combination. Each year, the iSchool creates a budget for this fund and submits it to the college (done in March each year as part of annual fiscal budget build).
- L&S developed cost accounting procedures in FY21 to reimburse \$300 per credit to 101 courses (e.g. campus MA/LIS courses) attended by 131 revenue-generating program students. This helps ensure that traditional campus programs are not inadvertently subsidizing new revenue programs ([appendix V.5.1.8](#)).
- During this period, campus budget offices began to require annual budget builds for all 131 revenue-generating programs (MA/LIS, MS/Info, certificates) submitted to college as part of annual fiscal budget build ([appendix V.5.1](#)). End of year summaries are provided for 131 programs ([V.5.3](#)).
- Funding follows effort for administrative staff. Most administrative staff can now be paid on multiple funding strings to account for their effort across different iSchool programs.
- In summer 2020, the summer course accounting was simplified. Baseline charges were eliminated which results in more revenue to departments including the iSchool. Departments now all receive \$300 paid credits minus instructional costs for all summer courses. Fund accounting is also now managed by L&S, where it used to go through the Division of Continuing Studies.
- The academic and university staff budget model for 101 funds changed in FY21. It is now semi-delegated, and units are able to retain unspent dollars when staff positions turn over. Previously those dollars reverted to L&S ([appendix V.5.1.7](#)).

Title and Total Compensation Project

TTC has been a campus-wide project to modernize title, pay, and benefits programs. The iSchool fully participated in the TTC program. [According to the TTC project website](#), the goal is “to develop new systems that will help us continue to attract and retain the best people.”

The TTC Project created:

- Clear, consistent, and relevant job titles and descriptions,
- Market-based pay and benefits structures to reward and retain employees,
- More explicit frameworks for career development.,

As the project website describes, it had been more than 30 years since UW–Madison completed an extensive compensation review. The benefit of TTC is that staff have relevant and market-informed titles and pay ranges. Further, staff can more easily compare their jobs and titles to those across campus and at other organizations. This will help the iSchool attract and maintain excellent employees, address any salary inequities that may exist, and clarify career development opportunities for staff.

Instructor Onboarding

In 2020, the iSchool staff created a task force to evaluate and improve the instructor onboarding process. The group included the iSchool associate director, the department administrator, the iSchool librarian, the online program TA, the online program coordinator, and a continuing education specialist. The group systematized and documented a process that had previously been held only in memories, identified gaps in instructional support, and simplified the onboarding process.

The group's work and output was described earlier in Standard V.9.2. The iSchool continues to seek to improve procedures to ensure oversight and onboarding for instructors.

Financial Resource Requirements

As part of larger strategic planning processes, outlined under Standard I, the iSchool considers which resources it has and which are needed to fulfill goals. A summary of resources and opportunities and constraints for generating more is prepared annually and captured in the spring iSchool Advisory Council meeting materials. These are often shared with faculty and staff at an iSchool plenary meeting.

Library Services Assessment

Every few years, the iSchool library staff collects data on satisfaction and use of iSchool library and services. The library fielded user surveys in 2016 and 2020. Analysis of data on student and staff priorities for services helps the iSchool library staff prioritize use of resources. Expressed need for more electronic resources has influenced library collection development decisions. Data from exit interviews and the graduates survey captured in the iSchool Assessment Report may also inform library services. For example, the Assessment Report data suggested a need for structures to support connections with students during COVID-19 restrictions. Library staff responded by creating library tea times virtual social hours.

V.13.2: The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online

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

Library Planning and Evaluation

The Library and Information Technology Committee is the primary governance body for the iSchool's library and computer lab facilities. It consists of faculty, library, and information technology staff, and it typically meets each spring semester to provide input on planning and new initiatives.

In addition to input provided by the Library and Information Technology Committee, library staff meet regularly with each faculty member to discuss plans and priorities for instruction, collection development, and collaborative projects. This communication has resulted in guest lectures in courses, ideas for selection, and suggestions for collection management priorities and space allocation.

Both iSchool librarians are also members of campus-wide library committees, including committees on reference, instruction, cataloging, and collection development. They have access to campus-wide library data on services, collections, and other issues. This arrangement promotes the library decision-making process in alignment with UW–Madison Libraries' strategic goals and policies.

The iSchool uses several tools to assess the degree to which library programs and services help support program goals. These include the biennial survey, event attendance tracking, and informal feedback from student library employees and other students.

The library's biennial survey is a key formal assessment tool, inviting input on needs and desires from all faculty, staff, and students. The survey was conducted in 2016 and 2020. It is an online survey accessible to all students. In 2016, it received 109 entries; in 2020, it received 53. For results of the library biennial survey appendix

The library instructional staff track attendance at events to gauge interest in topics and determine whether times are convenient for possible attendees. For example, based on attendance tracking, library staff now prioritize working with faculty to develop instructional courses that support particular assignments and are timed to coincide with class meetings. Attendance histories have shown that library instruction planned in conjunction with a class assignment and scheduled during, directly before, or directly after the class are more attended than library workshops not associated with a class or other event.

Finally, informal feedback is an important source of assessment data. Library staff meet regularly with faculty and staff on the Library and Information Technology Committee and via other committee work. These meetings provide regular opportunities for feedback on library services. MA/LIS students who work in the library play an important assessment role by transmitting the preferences and requests of their student peers to librarians during monthly library staff meetings.

Library Renovation Project

The iSchool undertook a significant renovation of the iSchool library space during this accreditation period as reflected in the 2018–2019 strategic priorities ([appendix I.3.4](#))

The process began in 2015 with then-iSchool librarian Bhasin leading brainstorming and conversations with library architects. The questions in the 2016 biennial library user survey also informed library renovation planning ([appendix I.9](#)).

In 2017, the iSchool began a fundraising effort to raise gift funds to support the identified library renovation needs ([Jottings spring 2017](#)). In 2018, the first phase of the project began with the moving of stacks containing bound periodicals at the northeast corner of the library to create an open space with lake views for more casual seating for studying, socializing and eating. The carpet in this area was replaced by wood flooring ([Jottings fall 2018](#)), and some new furniture was purchased.

The renovations continued in 2019 with the replacement of very old couches and seating and the installation of ID card-based access to the main library doors. The move to ID card access replaced an old unreliable physical lock and made off-hours access by students more convenient, admittedly at some privacy cost since ID card access data is collected by the UW Police Department.

Information Technology Evaluation and Planning

Information technology planning and evaluation is a collaborative effort between iSchool leadership, iSchool Committees with a technology emphasis (e.g. Library/IT Committee, Distance Education Committee, Academic Technology and Student Support Committee), and the Helen C. White IT Cooperative, led by Helen C. White IT Director Greg Putnam. In addition, the iSchool Academic Technology and Student Support Committee is charged with discussing academic technology needs and opportunities.

The Helen C. White IT Cooperative maintains IT planning documents, including a comprehensive life cycle inventory of iSchool computing resources (appendix). The IT Cooperative staff review the life cycle inventory with the iSchool director and associate director before making final purchase decisions.

The Helen C. White IT Cooperative also maintains grant schedules and projected timelines for planning lab and classroom renovation projects, known as Instructional Lab Modernization (ILM) grants. They regularly apply for campus facilities grants to upgrade IT or classroom facilities.

Recent ILM grants are summarized below:

- *Room 4207 – Bunge Room*: A 2021 classroom renovation project began in 2020 with the development of an ILM grant proposal. Helen C. White IT planners gathered input from faculty and staff via discussion in plenary meetings; focused questions to faculty, staff, and student representatives; and focused discussion in the Academic Technology and Student Support Committee meetings and in one-on-one conversations. The proposal was submitted in December 2020 and approved and funded in February 2021. The project was completed in time for the fall 2021 semester.
- *Room 4160 – iSchool Computer Lab*: The iSchool Computer Lab was last upgraded in 2018. The 2018 lab renovation project began in 2017 with the development of an ILM grant proposal. Helen C. White IT planners gathered input

from faculty and staff via discussion in plenary meetings, discussion in the Academic Technology and Student Support (ATSS) committee meetings, and in one-on-one conversations with faculty and staff about needs. The proposal was submitted in December 2017 and approved and funded in May 2018. Construction was completed in summer 2018.

- *Room 4191 —: iSchool Cat Lab technology-enhanced classroom:* The iSchool “Cat” Lab was last upgraded in 2016. The 2016 classroom renovation project began in 2015 with the development of an ILM grant proposal. Helen C. White IT planners gathered input from faculty and staff via discussion in plenary, discussion in ATSS meetings, and in one-on-one conversations with faculty and staff about needs. The proposal was submitted in February 2016, approved and funded in May 2016, and construction was completed in summer 2016.

To prepare ILM grants, Helen C. White IT Director Putnam meets with iSchool director and associate director to discuss technology budgets and planning and collects input from relevant iSchool committees on which he sits. Helen C. White Hall IT staff also consult with faculty and staff regularly on lab renovation grants and projects, seeking input, requirements, and requests.

Helen C. White IT staff work collaboratively with the iSchool leadership to establish purchasing priorities that will maintain a sustainable and permanent process of technology renewal for the school. For desktop, laptop, and instructional computers, this generally means working to maintain a five-year renewal cycle. Similar consideration is given to server, network, and other technology needs.

Helen C. White Hall IT staff are also members of college- and campus-level technology committees, such as the College of Letters and Science Technology Leadership Committee (TLC), the UW–Madison Information Security Team (MIST), and the Information Technology Coordination Committee (ITCCC), through which they collect valuable information about college and campus plans, trends and coming changes that need to be incorporated into the iSchool’s technology planning process. This arrangement serves the function of information flow and helps to ensure that iSchool IT is aligned with campus initiatives and priorities.

Enterprise technologies (VPN software, Google accounts, Zoom, etc.) are planned and assessed at the campus level by an IT executive committee composed of the CIO, the vice provost for learning, and campus IT academic technology leadership. System-level purchases (e.g. the Canvas course-management system, Office365, Box, Zoom, etc.) are also planned and evaluated through a UW System–level executive committee composed of campus CIOs. iSchool faculty serve or have served on college-level IT committees (e.g. Professor Smith on the L&S IT committee) and campus-level IT committees (e.g. Smith, Downey, Eschenfelder) that influence these decisions. Professor Smith will be the next chair of the campus IT committee.

Other Facilities Planning and Evaluation

Input on facilities comes from many sources, including the iSchool staff, the Helen C. White IT Cooperative, the Library and Information Technology Committee, and the Academic Technology and Student Support Committee.

Each year during the summer, senior administrative staff review office space and furniture needs as they consider staffing and office space for the coming academic year. Administrative staff stay abreast of what is happening in the building and bring the question of needs for different learning spaces to plenary meetings and the annual retreat.

The Library and Information Technology Committee informally monitors shifting use patterns on the floor in light of possible new courses and collaborations with other departments. The Academic Technology and Student Support Committee advances questions or proposals related to teaching related technology needs.

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

Evaluation of administrative, fiscal, and financial support policies happens within the iSchool as part of the ongoing planning and evaluation cycle. In these cases, changes are reported in the iSchool Annual Assessment Report as administrative evaluation projects. In other cases, changes to administrative or financial systems at the campus level or within L&S require changes for all departments in the college, including the iSchool. Often these top-down changes improve administration of the program.

Budget Evaluation and Decision-Making

The iSchool must participate in annual L&S budget planning and reporting exercises that support budget planning and review throughout the year. This required reporting and oversight process is a significant part of the budget evaluation and planning in the iSchool.

A spreadsheet called the Budget Status Reports (BSR) is maintained by the by L&S budget office to track department 101 finances (appendix). In addition the L&S budget office creates annual reports of 131 program profitability and ongoing balances ([appendix V.5.3](#)). Whenever the iSchool forwards requests with financial repercussions to L&S, the iSchool must justify the request by referencing the most current BSR as well as information on revenue generated from revenue generating programs. The BSR is updated regularly and posted on a shared Box account accessible to the iSchool director, associate director, and department administrator.

The iSchool must provide separate annual planning budgets to L&S for its 131 revenue-generating programs (online MA, MS/Information, UX certificate, Analytics certificate) and its continuing education budgets (appendix). Revenue program (131) planning budgets are due to L&S each March during the annual budget build process. Revenue program (131) budget reconciliation starts after the spring semester concludes and takes most of the month of June. Reconciliation from a budget perspective is completed by the fiscal year end ([appendix V.5.1](#))

L&S provides reports on revenue program revenues to the iSchool ([appendix V.5.3](#)). Revenue reports are provided in early fall after the close of the fiscal year. More up-to-date information on revenue can be obtained by iSchool leadership at any time through the campus web-based financial tracking system [WISER](#).

Information about gift funds from the UWF are available through a web system accessible to the director, the department administrator, and the past chair Kristin Eschenfelder, who remains involved with major gifts. Information on fund activity and balances can be obtained at any time through this system. Some gift funds' incomes are regularly used for scholarships, travel, or other regular expenses, and available income is almost always spent out. Other funds are less often used and require periodic review of available funds. Reports can be created showing fund balances and recent expenditures to assist with planning for spending. For example, to find funds to help with the conversion of room 4222 in Helen C. White into offices and a research lab, in spring 2021 the director reviewed current gift fund balances to find appropriate funds from which to draw resources to support the project.

Budgetary decision-making in the iSchool draws on the above-described budget documents and financial information systems. Budget decision-making groups and processes include weekly meetings of the director, associate director, and department administrator, as they regularly discuss fiscal projections and review of current budget numbers. When major budget issues arise (e.g. budget cuts, decisions about large expenditures), the Budget Committee analyzes the budget and makes recommendations to the director and the Executive Committee. The iSchool Executive Committee makes final decisions about large budgetary issues. Decisions about creating new programs to generate additional revenue are discussed and debated by the entire faculty and staff at plenaries and retreats and voted on by the Executive Committee.

2020–2021 Office Space Crunch: Decision-Making Process and Evidence

With the hiring of new faculty starting in 2020 and 2021, hiring of new staff, and expansion of the PhD program, the iSchool began to run out of space. School leadership started a process to plan for adequate office space for the new faculty and PhD students. Because of university encouragement to work from home, no new offices were prepared in fall 2020. Beginning in fall 2020, the available office space usage in Helen C. White would not allow all new faculty hired in 2020 and 2021 to have private offices and would not provide sufficient PhD student desk space. Decisions needed to be made about offices: who would have private offices, potential office sharing, possible use of remote offices in a different building, or conversion of other spaces into offices.

To begin these conversations, Director Sunny Kim created a space task force in 2020 comprised of faculty and staff to discuss concerns related to changes to office space and collect survey data about pre-pandemic use of office space and preferred use of office space (appendix). In 2021, the task force continued and developed recommendations based on the collected data, maps of all current iSchool spaces, and further consultations with faculty members in other offices on campus, with the iSchool's academic associate dean about available offices in other buildings, and with L&S Facilities Planning and Management about renovation possibilities for existing Helen C. White spaces.

The task force communicated its recommendations in April 2021 through a memo distributed to all faculty and staff and a presentation and question-and-answer session in the April plenary attended by all faculty and staff. The Executive Committee

endorsed the recommendations in April ([April EC minutes](#)). In May, Director Rubel and Department Administrator Ushman communicated with faculty who would move offices or receive newly assigned offices so that faculty could move their materials over the summer ([appendix V.11.1](#)).

The spring 2021 task force discussed the pros and cons of different options. Director Alan Rubel led the task force to recommendations in summer and early fall 2021.

The task force recommended converting some existing spaces into offices rather than move some faculty into remote offices or require office sharing. In particular, the task force recommended conversion of room 4290 (Triangle Room) into PhD and faculty offices. It recommended conversion of room 4222 (UX lab) into PhD desk space. The task force also recommended that senior faculty with offices elsewhere on campus (Eschenfelder, Downey) give up their Helen C. White private offices. The iSchool Executive Committee approved these recommendations in summer 2021 ([appendix C.2](#)).

Move to Performance Management and Development Program (PMDP)

One example of a top-down change that has improved program administration is the campus adoption of an online performance management system for all non-faculty performance reviews. is a web-based system that streamlines and tracks performance management conversations between employees and their managers or supervisors with the aim of increasing equity in how employees are evaluated on campus.

The adoption of PMDP harmonized employee reporting and supervisor feedback practices, making it explicit that employees could set their own performance goals. It also enforced a timeline for submission of employee performance reports and provision of supervisor feedback. It also systematized a means for employees to provide explanations to any supervisor feedback. PMDP enhances the onboarding process for new employees by documenting a “30-day conversation” between the supervisor and employee. This introduces the PMDP timeline and process to new employees and provides opportunity for meaningful conversation and goal setting at the outset.

While the iSchool has long required employee annual reviews and engaged in regular informal supervisor/employee conversations, use of PMDP has made it easier for iSchool HR to ensure that all annual reports have been submitted and that all supervisor reviews have been completed. Beginning in 2017, most iSchool performance reviews were done through the PMDP system and appear in PMDP formats.

Enrollment Planning

In making decisions about how to allocate resources to support academic program teaching, the iSchool leadership team monitors admissions data for its programs, course enrollment numbers, summary reports of credit hours produced and revenues produced provided by L&S each year, as well as general opportunities and constraints of the LIS educational field.

In general, [enrollments for the campus MA/LIS program](#) have been difficult to predict, but the online MA/LIS program has shown a clear upward trend ([see appendix IV.1.2.4](#) and [appendix IV.1.2.5](#)). Prior to 2017, the faculty had expressed a goal to

keep enrollment predominately campus-based with a target of 75 campus students starting each year and 25 online students starting each year.

The decrease in campus MA/LIS enrollments led leadership to propose that the iSchool expand admissions to the online MA/LIS program and increase its tuition to account for rising costs. In December 2017 the Executive Committee approved expanding the target online MA/LIS admissions from approximately 30 to 40 new students per year ([appendix C2](#)). The new targets became 60 new campus students a year and 40 new online students a year.

In terms of overall trends, [enrollment numbers for the campus MA/LIS program](#) had been trending upward until 2019-2020, when they began to decline. The overall average for the period is 63 new campus MA/LIS student per year (see [appendix IV.1.2.4](#)). This number is compatible with the stated target of 60 campus students per year. Enrollments for the online MA/LIS show a general upward trend (also with a blip in 2019-2020) The number of online program enrollees rose to 55 in 2020, which exceeded the target enrollment ([appendix IV.1.2.5](#)). In 2018, the Executive Committee approved a modest increase in the tuition of the online MA/LIS program to account for expansion of online program enrollments.

The 2017 enrollment goal was to keep the MA/LIS program predominately campus-based with a majority of new enrollees being in the campus program. But, the unpredictability of campus program enrollment, the larger changes in demand nationally, and the limits on international recruitment imposed by the non STEM OPT status of the MA/LIS program CIP code (25.0101), requires that the school remain flexible and adaptable. It may be that in the future the target enrollment numbers will need to change again and the balance between online and campus MA/LIS students will shift.

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

The iSchool's continuous assessment and evaluation efforts of administration, finances, and resources drive decision-making to improve the program and allow for strategic planning. Roughly every five years the faculty and staff update the high level strategic goals of the iSchool ([appendix I.3](#)) to keep them aligned with University level strategic directions. Specific strategic priorities, or action items that align with the iSchool strategic goals, are created at the fall and spring plenaries. Strategic priorities are subject to operational and cost constraints. In planning for the future, the iSchool's ongoing evaluation and assessment efforts inform the implementation and/or revision of strategic priorities ([appendix 1.3.4](#)).

The iSchool Assessment Report is produced on an annual basis as a record of the iSchool's assessment process over the academic year ([appendix VI.4.1](#)). The assessment process supports continual assessment and improvement centered on student achievement of PLOs and strategic priorities. The Assessment Committee discusses interim results of data analysis. The full faculty discuss the draft annual report at the August retreat or plenaries ([appendix VI.2.2.1](#), [VI.2.2.2](#)). The Assessment Committee

and faculty then propose changes to the program at that time based on the discussions of the data.

The information gleaned from assessment efforts, as documented in the Assessment Report, has promoted several target areas for improvement, specifically in resources, administration, and finances.

A goal in 2020–21 was to find ways to make students feel more supported during COVID-19. The iSchool fully adopted campus-level flexibility guidelines for the pandemic and emphasized increased flexibility for students in particular classes, offered flexible modality for typically in-person events (e.g. orientation). Most notably, the iSchool deviated from normal policies on instructional modality and program modality (i.e. letting students move between on-campus online programs more easily and/or offering recorded lectures for on-campus courses). This flexibility required an increase in IT resources and administrative support. In assessing the status-quo IT infrastructure and administrative resources and what was needed to support increased flexibility in modality, the iSchool was able to provide additional support and accommodations to support student success during a time of crisis.

Another goal in 2020–21 was to collect data on faculty, staff, TA, and PhD student space use, space needs, and the desire for flexible work opportunities. The goal was to further develop a plan for use of existing office space and to develop plans for refurbishing underutilized spaces in the iSchool for faculty and research group use. In addition, it was necessary to develop plans to refurbish the front office area. This goal was actualized through the convening of the Space task force. Following the task force's recommendations, the Triangle Room is currently under construction, and plans are being made with the architect for the front office reconfiguration. Adjusting the iSchool physical space will meet the needs of faculty, staff, and students for research, outreach, and teaching and learning goals.

During the pandemic, faculty and staff were required to work at home for a period of time per university policy. As work resumed in person, faculty and staff were expected to return to campus in accordance with newly established Remote Work Agreements per university and college policy. Individual units on campus were required to develop a policy within the college guidelines for allowing employees to work remotely. The iSchool determined employees could work remotely up to two days per week as part of the internal policy ([appendix V.18](#)). In developing this policy, iSchool administration assessed unit needs and resources to inform how and to what extent remote work can be effectively supported.

The assessment of the 2021 online program bootcamp was done via a web student survey and informal feedback ([appendix I.11](#)). Based on the data, the iSchool aims to make changes to bootcamp in 2022 to keep it online for 2022. Assessment of program needs, staffing, and resources align with this effort. Other programmatic revisions, based on assessment findings, that support staffing and instructional resources include incorporating the recommendations of the MA/LIS revision task force into proposed curricular changes ([appendix VI.1.6](#)). These changes will allow for a more predictable carousel of courses that will alleviate administrative burden in delivering

the curriculum. In addition, the proposed curricular revisions will create a clearer path to degree which will support advising efforts. The iSchool is moving to a more sustainable model of advising to support staffing resources and increase student success.

The iSchool is fiscally responsible and continues to allocate resources in a strategic way. The college instituted a profit account where all revenue generated from summer and surplus from 131 programs is gathered. This account can be used to the department's discretion within college and university policies. It has allowed for more flexible resource allocation and reinvestment of profits into all areas of the academic enterprise of the iSchool. L&S provides regular updates to both 101 and 131 revenues available (Appendices [V.5.4](#), [V.5.3](#)) and information on gift fund balances is available as needed ([appendix V.6](#)). Spending decisions are made after assessing these available resources and the current and future needs of the iSchool, represented by strategic priorities ([appendix I.3.4](#)). Input from the Finance Committee is often sought before the Executive Committee approves major expenditures. The iSchool is financially healthy and committed to using resources supported by assessment and evaluation efforts to make strategic, well-informed decisions.