

University of Oklahoma
School of Library and Information Studies



Master of Library and
Information Studies
Self-Study

March 2022



Required Information

School organized and maintained for the purpose of graduate education in Library and Information Studies

School of Library and Information Studies

Degree program being presented for accreditation by the Committee on Accreditation

Master of Library and Information Studies (MLIS)

The Master of Library and Information Studies (MLIS) program at the University of Oklahoma is a 36-credit hour graduate degree program which includes six required courses and six electives. The MLIS program is available on the University of Oklahoma campuses in Norman and Tulsa, and online. Courses are delivered online, in a blended format, and on-campus. In addition to coursework, to receive the degree students must successfully complete an end-of-program assessment for which they can choose a thesis or a non-thesis option. Non-thesis options have been the comprehensive examination or a portfolio. From the fall 2021 cohort and forward, the non-thesis option will be an e-Portfolio.

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The University of Oklahoma

Chief Executive Officer, University of Oklahoma

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Chief Academic Officer, University of Oklahoma

André-Denis Wright, Provost

Principal Administrator, Dodge Family College of Arts and Sciences

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Regional Accrediting Agency and Status

Higher Learning Commission
continued accreditation 2013. Next reaffirmation of accreditation in 2022-23.

Title and Version of the Standards Addressed in the Program Presentation

Standards for Accreditation of Master's Programs in Library and Information Studies (2015, revised 1/28/19)

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Glossary of Terminology and Abbreviations

AAU	Association of American Universities
ACM	Association for Computing Machinery
ACM CHIIR	Conference on Human Information Interaction and Retrieval
ALA	American Library Association
ALISE	Association of Library and Information Science Education
APR	Academic Program Review
ASIS&T	Association for Information Science & Technology
BAIS	Bachelor of Arts in information Studies
BSIST	Bachelor of Science in Information Science and Technology
Carnegie R1	Doctoral Universities – Very high research activity
COA	Committee on Accreditation
COVID-19	Infectious disease caused by the SARS-CoV-2 virus
DAVIS	Data Analytics, Visualization & Informatics Syndicate
DISC	Data Institute for Societal Challenges
ERP	External Review Panel
FAR	Previous term, now replaced by SRI Sponsored Research Incentive Distribution
FTE	Full Time Employee
G.A.	Graduate Assistant
GSC	Graduate Studies Committee
HLC	Higher Learning Commission
LIS	Library and Information Studies
LISTA	Library Information Science & Technology Abstracts
LLAMA	ALA Leadership & Management Association
MLIS	Master of Library and Information Studies
NSF	National Science Foundation
OAA	Office of Academic Assessment
OATS	Online and Academic Technology support office
OER	Open Educational Resources
OLA	Oklahoma Library Association
OLISSA	Oklahoma Library and Information Studies Student Association
ORS	Office of Research Services
OSCAR	OU Supercomputing Center for Education and Research
OTIS	One Time Instructional Funds
OU	University of Oklahoma
OU Online	OU's hub for online professional academic programs
PPF	Program Planning Form
PT	Part Time
RTF	Renewable Term Faculty, contract position
SBSC	Shared Business Service Center
School	School of Library and Information Studies
SES	Student Experience Survey
SIGIR	Special Interest Group on Information Retrieval
SLAB	School Librarianship Advisory Board
SLIS	School of Library and Information Studies
SLO	Student Learning Outcome
SRI	Sponsored Research Incentive Distribution
TEWG	Teaching Evaluation Working Group
<i>TracDat</i>	Program assessment management system

UL University Libraries
VMGO Vision, Mission, Goals, and Objectives
VPRP Vice President for Research and Partnerships

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School Librarianship Advisory Board
Special Planning Meetings
Strategic Planning and Employer Surveys
Strategic Plans
TracDat Assessment Reports
VMGO Versions

Introduction

Overview

This self-study analyzes the University of Oklahoma (OU) Master of Library and Information Studies (MLIS) program in relation to the requirements of the American Library Association (ALA) Committee on Accreditation (COA) *Standards for Accreditation of Master's Programs in Library and Information Studies* (Standards). The study identifies sources of evidence that indicate adherence to the Standards and summarizes activities by the School of Library and Information Studies (SLIS or School) faculty to improve the MLIS program through ongoing processes of collecting and analyzing data and applying data results to program planning and improvement.

The study also presents information about the context in which the School is situated and how external factors have impacted the MLIS program directly and indirectly. This information is provided to assist external reviewers in understanding the challenges and priorities of the School during the review period, and in relation to the MLIS program.

Context

The OU MLIS program is an academic program within SLIS, and the School is administratively located within the Dodge Family College of Arts and Sciences. While this self-study is focused on activities within SLIS, and particularly how they impact the MLIS program, we also acknowledge circumstances of the larger contexts that have influenced the School. The most important of these are the challenges faced by the university during the time period under review, 2014-2021. Also relevant for the past two years has been the global COVID-19 pandemic which has disrupted higher education and all aspects of student, staff, and faculty lives.

University of Oklahoma

Founded in 1890, the University of Oklahoma is a Carnegie R1 comprehensive public research university known for excellence in research, teaching, and community engagement. It serves the educational, cultural, economic, and health care needs of the state, region, and nation from three campuses: Norman, the Health Sciences Center in Oklahoma City, and the Schusterman Center in Tulsa. OU enrolls over 30,000 students and has more than 2,700 full-time faculty members in 21 colleges.

The Norman campus University Libraries has as its central location the Bizzell Memorial Library which has been designated as a U.S. [National Historic Landmark](#) due to an historic civil rights case. SLIS has been housed in the Bizzell library since the inception of the School in 1929. The university also has two large museums, the [Fred Jones Jr. Museum of Art](#), and the [Sam Noble Museum of natural history](#). Several large archives are also housed on campus. The libraries, museums, and archives on campus commonly host MLIS students through internships, graduate assistantships, and employment.

Administrative Changes During Review Period

The period under review in this self-study was a time of profound change for OU. There were threats and triumphs, waves of administrative turnover, and restructuring, particularly of the way the university is staffed. By 2020 and 2021, the university was emerging from significant difficulties having forged a new path forward based in university-wide strategic planning. This introduction will touch on a few of the difficulties that had a direct impact on SLIS. The beginning of chapter one gives more information about the 2020-21 strategic planning at all levels of the university.

Long-time OU President David Boren stepped down in 2018 and was briefly replaced by petroleum industry executive James Gallogly. Less than one year after taking the position, Gallogly retired and was replaced by the former Dean of the College of Law, Joseph Harroz on an interim, then permanent basis.

Kyle Harper became OU Provost in 2014 and stepped down in 2020. Jill Irvine served as the Interim Provost for the 2020-21 academic year. Through an external search, André-Denis Wright was hired as Provost from summer 2021 forward.

SLIS has an on-campus presence both on the Norman and on the Tulsa campuses. In Tulsa, the administrator that controls Tulsa resources for the School is the Dean of the Tulsa Graduate College. Long-time Dean William Ray stepped down in August 2016 and was succeeded by James Sluss. Dean Sluss is also currently serving as the Tulsa campus Interim President since the former Tulsa campus President stepped down in 2021.

The Graduate College also experienced administrative change. Following Dean Williams' retirement, Randall Hewes served as Interim Dean in 2016-17 and became Dean from 2017 forward. He additionally served as Interim Vice President for Research in 2018-19.

The School is not administratively situated within the University Libraries (UL), but it is important to note that after 30 years of stable leadership, the UL has had repeated changes in the Dean position. Rick Luce became Dean in 2012 and stepped down in 2018. Carl Grant then became Interim Dean until 2020. He was followed briefly by Interim Dean Darren Fox, and Interim Dean Karen Rupp-Serrano. New Dean, Denise Stephens (an OU MLIS alum), started in the position in summer 2021.

Financial Problems

Leading into 2018, the university faced very serious financial difficulties regarding its debt and continuing financial losses ([information here](#)). One strategy to slow costs that was implemented by the Provost's office from 2016 to 2021, was to consolidate empty faculty lines from departments into the Provost's office and fill fewer lines. This was meant to deliberately shrink the faculty size across campus while continuing to fund lines in areas deemed strategically important to the university. This contributed to the loss of several faculty lines in SLIS from 2016 through 2019. OU also encouraged faculty and staff retirements with retirement buy-out packages. Remaining faculty were urged to significantly increase their research activity, with short-term president Gallogly calling for a [doubling of research](#) in five years. This was generally taken by OU faculty to mean doubling research grant funding, and they responded accordingly, [setting OU records](#) for funded research over the next several years.

In addition to shrinking the faculty size, OU had [three rounds of staff layoffs](#) in 2018 and 2019, and swept staff positions when staff members resigned or retired. Many remaining staff positions were repurposed with positions removed from academic departments and centralized, particularly those staff positions dealing with finances. A centrally managed Shared Business Service Center (SBSC) was created to act as a clearing house for financial transactions. SLIS lost one full-time staff position when a long-time staff member retired in 2017. When another SLIS staff member retired in 2018, the position was filled with temps for over a year, and finally approved for a regular staff hire at 80% time. Eventually, SLIS was able to negotiate with the dean to restore this position to a full 100% FTE.

Scandals and Diversity, Equity, and Inclusion

Other threats the university faced were numerous, nationally reported, serious scandals. Several of these scandals were rooted in [racism](#) and ranged from racist chants that led to a fraternity being completely removed from the university, to blackface incidents leading to student expulsions, to use of the "N word"

by faculty in the classroom. OU has responded to the racially-charged incidents by creating an Office of Diversity, Equity, and Inclusion; establishing required diversity training for students, faculty, and staff; implementing diversity climate surveys to collect data; changing the undergraduate general education curriculum to require a specific diversity course; and otherwise working to raise student, faculty, and staff awareness of the ubiquity of racism and white privilege that are structurally infused into our society. Other scandals had to do with sexual misconduct allegations aimed at a retired university president and at some professors. See chapter four, Standard IV.1 for a discussion of improvement of the diversity climate within SLIS.

In an initiative to support one aspect of diversity and inclusion, in 2015 OU established the [Native Nations](#) Center. A variety of academic programs on the Norman campus include specialties in Native American topics. This center will serve as “a hub for study, engagement and research that connects students and tribal communities with the university’s exceptional resources” ([OU Foundation](#)). The university has also crafted this Land Acknowledgement Statement to publicly acknowledge that the university is situated on land that previously belonged to tribal nations:

“Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinai” Caddo Nation and “Kirikir?i:s” Wichita & Affiliated Tribes.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations.

Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people.

The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma’s 39 tribal nations. This acknowledgement is aligned with our university’s core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.”

Academics

University-level academic changes have been positive. Three changes that have been particularly impactful for SLIS have been changes to the academic fees for graduate assistants, growth of the undergraduate student body and efforts to improve freshman retention, and the launch of the OU Online initiative to grow online professional programs.

Since many MLIS students work as graduate assistants (G.A.s) around campus, changes to the fee structure have positively impacted them. G.A.s at OU receive a tuition waiver, but they still have to pay fees. Previously, the fees every semester were approximately equivalent to the tuition and this presented an economic burden to students who had to spend part of their stipend on paying fees. In an effort to offer more competitive G.A. compensation packages, the Dean of the Graduate College created a plan to move costs from fees into tuition so they would be covered by the tuition waiver. Graduate students without G.A. positions pay the same total amount as before, but G.A.s now pay much lower fees. One negative consequence of the movement of fees into tuition is that OU staff members who are pursuing degrees with the 50% staff tuition waiver now pay more than they were paying before.

Nearly every fall semester, OU has set a new record for the number of freshmen beginning their education at OU. The university has also significantly improved freshman retention through intense outreach efforts. This successful effort has been part of the plan to raise OU's national rankings. SLIS has a rapidly growing undergraduate student body that grew from around 35 majors at the beginning of this review period to 100 majors in fall 2021. This has impacted SLIS faculty's and staff's teaching and advising workloads. While much of the growth in SLIS has been due to an exciting new bachelor of science program, the growth of the undergraduate student body at OU more broadly has contributed to more undergraduates in all majors, including those in SLIS.

[OU Online](#) is a centralized hub that was developed for online professional programs. Most programs that are acknowledged as OU Online programs were specifically developed by departments to meet the OU Online opportunities which offered the potential for faculty or staff hires and financial awards. As an existing online program, the MLIS was in a different category and did not easily fit into the standardized OU Online rules for programs and students. At this time, the MLIS is not officially on OU Online program, although they do advertise the program on their website.

COVID-19 Pandemic

In early March 2020, the OU administration began to issue warnings and policies concerning the growing COVID-19 pandemic. First, they closed the university for spring break and announced that faculty, staff, and students should not attend class or report to work if they were sick, and until cleared by a medical provider. Faculty were encouraged to exercise flexibility with attendance policies. For the next several weeks, the situation and the university's rules changed rapidly. Initially, it was announced that after spring break all classes would be online for two weeks and all employees would work from home, then that was changed to until the end of the semester. For the next year and a half, the university did its best to strike a balance between the advice of healthcare providers, the requirements of the regents, and the wishes of parents and students. Non-essential staff in many departments continued to work at home until August 2, 2021. New instructional models were piloted for previously on-campus courses. Within SLIS, the majority of our courses were already online, so most SLIS faculty did not have to reinvent their classes the way that faculty did in many departments. There were, however, significant impacts in SLIS. For example, one faculty member had taken his family to Wuhan, China in spring 2020 for sabbatical research but spent his entire sabbatical quarantined in an apartment. Many MLIS students reported pandemic-related difficulties and the faculty and School worked with them on accommodations. SLIS staff had to transition multiple processes that previously required paper forms and original signatures to a digital format and tracking. In fall 2021, masks are still recommended on campus and all university employees must submit their vaccination verification before January 2022 or face termination.

Summary of the University

With the austerity measures that were put into place leading into and throughout the 2018-19 year, OU turned the corner on its financial difficulties. In 2019, both faculty and staff received across the board raises for the first time in many years. In 2020, OU released its new strategic plan, [Lead On, University](#) (discussed further in chapter one, Standard I.1). The new plan calls for hiring 150 new faculty members, and strategically hiring staff to support strategic plan initiatives. As described above, the university addressed racism on campus with a broad response including mandatory diversity education for faculty, staff and students. At this time, the pandemic is still in progress, but OU did not suffer in the way that many colleges and universities in the country did. Over the past seven years the university has faced and addressed several serious threats to its existence and reputation. At the time of this writing, OU is past many of these threats and is on an upward trajectory outlined in the new strategic plan.

Dodge Family College of Arts and Sciences

The College of Arts and Sciences was established in 1892 as the College of Liberal Arts and is the oldest and largest college at the university. In 2021 the college received a [transformational gift](#) and was renamed the Dodge Family College of Arts and Sciences. The college oversees 30 academic units, offers more than 60 undergraduate majors, and produces 55% of the total credit hours for the university. Nearly half, 48%, of full-time faculty employed by the university are in the college (see college quick facts linked [on this page](#)). The college was also in significant debt and faced with difficult cost-cutting decisions. Under new leadership from 2017 forward, the college quickly became debt-free under the management practices of Dean [David Wrobel](#).

In 2019 and 2021, the college invested substantial resources into completely renovating the SLIS Norman campus facilities. These repairs and renovations were badly needed, particularly in the SLIS basement faculty offices where mold had been an increasing problem in recent years, and the carpeting, as best could be determined from records, had been installed in 1977. The renovations removed the carpeting and underlying asbestos tile, and the flooring was replaced with wood-look vinyl planks. Walls and ceilings were painted and most furniture was replaced. Upstairs, the carpeting, furniture, and some blinds were replaced and large-scale painting was done. The SLIS conference room had technology updates to change distance technology from Polycom to Zoom. Other repairs to lights, wiring, ceiling tiles, and more were also completed. This extraordinary effort could not have been accomplished without the coordination and management by the SLIS staff, and certainly not without the financial support from the college.

School of Library and Information Studies

As previously mentioned, SLIS is an academic unit situated within the Dodge Family College of Arts and Sciences. SLIS is designated by the college in the professional programs category, along with the Anne and Henry Zarrow School of Social Work and the Department of Human Relations.

Overview of SLIS Changes

School Leadership: Director Cecelia Brown stepped down as director of the School in 2016. She was followed by current director Susan Burke who became acting director, then interim director, then in September 2017 became permanent director of the School.

Faculty Changes: The SLIS faculty body has experienced numerous changes. Early in the review period several faculty members left which created a shortage of instructors. The use of part-time instructors increased significantly to accommodate both this reduction of regular faculty and the increase in the student body and academic programs. The faculty governance structure in the School was also modified to accommodate fewer available faculty.

Perhaps more concerning for the long-term faculty composition of the School is that, since 2016, we have lost five tenured or tenure-track faculty for reasons including retirement, leaving for other jobs, and not receiving tenure. We received permission for six hires (one currently in progress), but only three of these are for tenure-track faculty, while three are for contract lecturers, referred to as Renewable Term Faculty. This will be a boon for teaching and School service, but will reduce the number of faculty in the School who are engaged in research activities.

Staff Changes: The staff of the School has completely changed since 2014. At the time of the last accreditation review, SLIS had 3 full-time, long-term staff members, all of whom have now retired. One staff position was swept by the university. One new staff member was hired in 2014 and has stayed. The other remaining staff position has experienced a great deal of turnover with the most recent new staff

member joining the School in fall 2020. In addition, SLIS previously employed four part-time student employees, but due to budget cuts, currently only has one part-time student working in the School.

Student Body Changes: The MLIS student body experienced a downturn on both the Norman and Tulsa campuses from 2010 to 2016. Beginning in 2017, the School saw significant student body growth on both campuses. Both the decrease and the subsequent increase in student numbers presented the School with numerous challenges related to faculty teaching loads and to factors affecting resources for the School such as tuition generation and credit hour production.

Planning, Policies, and Guiding Statements

Strategic Planning: From fall 2015 through fall 2017, the School engaged in a robust and in-depth strategic planning process, producing the first strategic plan for the School since the 1990s. Starting in fall 2020, the School began a new strategic planning cycle which culminated in a new strategic plan in May 2021, which the faculty voted to accept at the August 2021 faculty retreat.

Vision, Mission, Goals, and Objectives (VMGO): Beginning with the previous strategic planning cycle and continuing, the School revised the VMGO by writing a new vision statement, a new mission statement, and new goals and objectives for the academic programs. These statements will continue to be reviewed and revised on a regular basis as part of the School's ongoing, systematic program planning cycle.

Student Learning Outcomes (SLOs): In fall 2016, the School initiated the process of creating program SLOs for the MLIS program, and then established an ongoing, robust assessment process for the SLOs including how the results will be used to improve the academic program. The SLOs and assessment system are systematically reviewed and revised, if needed, by the SLIS faculty on an annual basis.

Academic Programs and Curriculum

The School is in the process of transforming from a small School focused on an MLIS program with a small Bachelor of Arts program, to an iSchool with a wide range of programs. At our last accreditation review in 2014, the School had these programs:

1. Master of Library and Information Studies (MLIS) offered in Norman, Tulsa, and "Electronic Delivery" (online)
2. Bachelor of Arts in Information Studies (BAIS) offered in Norman and electronic delivery
3. Minor in Information Studies

At this time, the degree offerings of SLIS include:

1. Ph.D. in Information Studies
2. MLIS offered in Norman, Tulsa, and electronic delivery
3. Bachelor of Arts in Information Studies/MLIS accelerated degree
4. Graduate Certificate in Archival Studies
5. Graduate Certificate in Digital Humanities
6. Graduate Certificate in Data Analytics for Information Professionals
7. BAIS offered in Norman and electronic delivery
8. Bachelor of Science in Information Science and Technology (BSIST) offered in Norman and Tulsa
9. Minor in Information Studies

The MLIS Program

As stated on the Required Information page of this report, “The Master of Library and Information Studies (MLIS) program at the University of Oklahoma is a 36-credit hour graduate degree program which includes six required courses and six electives. The MLIS program is available on the University of Oklahoma campuses in Norman and Tulsa, and online. Courses are delivered online, in a blended format, and on-campus. In addition to coursework, to receive the degree students must successfully complete an end-of-program assessment for which they can choose a thesis or a non-thesis option. Non-thesis options have been the comprehensive examination or a portfolio. From the fall 2021 cohort and forward, the non-thesis option will be an e-Portfolio.”

The MLIS program received continuing accreditation from the ALA Committee on Accreditation after our previous site visit in 2014. However, the COA subsequently changed the program's accreditation status to conditional in 2019 following several stages of requests for more information about an ongoing, systematic planning process and the systematic use of data to improve the program.

Program Changes

There was one major change to the MLIS course requirements during this time period. Previously, there was a guided elective category for research methods in which students could choose one of two LIS course options, or transfer in a research methods course from outside of the unit. The two LIS courses were combined into LIS 5713 Research and Evaluations Methods, and this became a required course in 2017. This changed the degree to six required and six elective courses.

The OU Graduate College requires master's students to complete an “end of program assessment,” but does not specify the design of the assessment. For the MLIS, students have long had three options: Thesis, comprehensive exam, or portfolio. From the fall 2021 student cohort and forward, the thesis will remain an option and non-thesis students will do an e-Portfolio. The comprehensive exam and long-standing portfolio design will still be an option for students who began the program prior to this change.

During the review period, SLIS added three graduate certificates that can be used by students to shape the degree to support their professional interests. These certificates are in Archival Studies, Data Analytics, and Digital Humanities. The certificate coursework is applied to both the MLIS and the certificate, so students can graduate with two credentials within the 36 hours required for the MLIS degree.

As a result of strategic planning and the development of strategic goals, SLIS faculty invested heavily into data science as a teaching and research area since the previous accreditation review. The addition of numerous data science classes and the development of the data analytics graduate certificate has opened this new specialty for graduate students interested in these skills.

Course Delivery

In 2014-16, SLIS collected data from students about their preferred course delivery format. Student opinions were supplemented with analyses of enrollment trends in online course sections versus on-campus sections. As a result of these course data plus data concerning dropping enrollment in the MLIS program, the faculty voted at the faculty retreat in August 2016 to move required, core MLIS courses to online delivery every fall and spring semester from spring 2017 forward. Most electives were also moved online, although some courses did remain in on-campus or blended formats.

Historical Background of the School

The School of Library and Information Studies at the University of Oklahoma was formally established in 1929, but the program began to develop in 1919 in response to the newly established Oklahoma Library Commission. The Commission found that it was unable to meet statewide needs for trained librarians and called on the state's professional librarians for assistance. Jesse Lee Rader, Director of the University of Oklahoma Library, presented an experimental non-degree program for the training of librarians at the University in Summer 1920, with two faculty and five students.

The summer program grew and in 1929, 40 years after the founding of the University of Oklahoma, the School of Library Science was formally established in the College of Arts and Sciences. Rader was appointed to serve as Director while continuing his duties as Director of the University Library. In 1930, the School received provisional accreditation as a senior undergraduate library school by the American Library Association Board of Education for Librarianship and, two years later, received full accreditation under the 1925 minimum standards for library schools.

In 1932, the summer program was expanded into a year-round program with emphasis on the education of librarians for small public libraries. Until 1948, the Bachelor of Arts degree in Library Science at the University of Oklahoma required 30 credit hours of specified courses in library science in addition to other University requirements. Changes were made in 1937, 1941, and 1948 involving course content; the provision of elective courses in the School was recognized by the College of Education and candidates for master's degrees in education were permitted to select library science as a minor.

In 1951, after 42 years of service to the University and the School, Mr. Rader retired, and Dr. Arthur McAnally was appointed Director of the University Library and the School. In 1953, Dr. McAnally and the School's faculty reorganized the School, retaining the bachelor's degree and adding a master's degree program. The new master's program received full accreditation from the American Library Association in 1956. This was followed by continuous full ALA accreditation until 1976.

Mr. Gerald Coble became the first full-time Director of the School in 1959. Mr. Coble remained with the School for five years, followed by Dr. Frank Bertalan, after an interim period of one year during which Mr. Melville Spence was Acting Director.

Although no major restructuring of the School took place between 1953 and 1971, there was constant internal change and improvement. The faculty grew in strength and number; by 1970, the number of full-time faculty had grown to eight, four with doctoral degrees. Course content was revised and new courses added. In 1970, a Curriculum Committee consisting of both students and faculty was appointed to perform a comprehensive evaluation of the School's curriculum. The committee developed a statement of goals and objectives and examined all courses based on those criteria. This process, aided by participation of other faculty and students, resulted in an entirely new program, instituted in 1972, in which required courses were upgraded to the graduate level. The School continued to cooperate with the College of Education by providing courses to meet state certification for school librarians. Also in 1972, the School was removed from the College of Arts and Sciences and the Director subsequently reported directly to the Provost. The move was designed to bring the School into direct contact with the University's chief academic officer.

Just prior to the beginning of the Fall 1974 term, Dr. Bertalan resigned, and Dr. Frances L. Carroll, a member of the faculty since 1962, was appointed Acting Director. The School instituted a continuing education program under her direction. The administration appointed Dr. James S. Healey from the University of Rhode Island as the Director of the School in 1975.

In November of 1975, the School submitted a self-study to the ALA Committee on Accreditation. In March of 1976, a four-member site team spent four days examining the School. In July of 1976, following the site team visit, the Committee on Accreditation voted not to reaccredit the master's program under the 1972 Standards. The University administration decided to continue the School and to seek reaccreditation. One of the immediate responses to the loss of accreditation was to replace the School within the administrative framework of the College of Arts and Sciences as the demands of the Office of the Provost precluded sufficient attention to the School. The move back to the College proved immediately beneficial. Funding levels and administrative action on School needs and requests improved. In 1978, the School regained accreditation. Funding for higher education was flourishing in Oklahoma. The faculty increased to ten members by 1981, and two joint-degree programs had been established—a master's degree with the College of Education (MLSc/MEd) and a master's degree with the College of Business (MLSc/MBA). The School also offered courses leading to specialization in the health sciences and law librarianship, and a sixth-year certificate program was available for professionals seeking to update their skills.

In August of 1982, Dr. Healey resigned and Dr. Sylvia G. Faibisoff was appointed Director. Dr. Faibisoff permanently assumed her responsibilities in July of 1983; she remained in the position through June 1988.

Dr. Robert D. Swisher, a faculty member since 1979, was appointed Acting Director in 1988 and became Director of the School in 1989. He focused on increasing the number of full-time faculty positions, increasing and stabilizing funding, and strengthening the Tulsa component of the master's program. The program was evaluated under the 1972 Standards for Accreditation in Fall 1992 and was reaccredited in January 1993.

In August 1993, Dr. June Lester joined the School as Director and served for two terms, through June 2000. During her tenure, delivery of MLIS courses was expanded via interactive video to five additional sites in Oklahoma, and the program was accredited under the 1992 Standards.

In July 2000, Dr. Danny Wallace was appointed Director and served through the Summer 2005 term, a time period that saw the addition of the Master of Science in Knowledge Management (MSKM) and Bachelor of Arts in Information Studies (BAIS) degree programs to the School's educational offerings. Under Dr. Wallace, SLIS faculty were hired in residence on the Tulsa campus for the first time, starting in 2003. While OU and SLIS had offered classes in Tulsa for decades, the [OU Tulsa Schusterman Center](#) campus was not built until 1999 and shortly thereafter the Tulsa graduate programs were consolidated to the campus location.

Dr. Kathy Latrobe, a faculty member since 1988, was appointed as an interim Director in Fall 2005. In July 2006, she began a four-year appointment as Director of the School. In 2007, the program was reaccredited under the 1992 standards.

In 2010, Dr. Cecelia Brown, a member of the SLIS faculty since 2001, was appointed as Director after a national search and served in the position through 2016. During this period, the MSKM program was discontinued due to lack of enrollment and withdrawn by the university in 2015. In 2014, the MLIS program received continuing accreditation under the 2008 standards.

Dr. Susan K. Burke, a faculty member since 2004, was appointed Acting Director in July 2016, Interim Director in January 2017, and became the Director of the School in September 2017. During this period, the School underwent significant expansion of academic programs adding a Ph.D. (Ph.D. in Information Studies), a second bachelor's degree (Bachelor of Science in Information Science and Technology, BSIST), an accelerated BAIS/MLIS program, and three graduate certificates (Archival Studies, Data Analytics for Information Professionals, and Digital Humanities). The Ph.D. program, Digital Humanities

certificate, and accelerated program were in planning prior to 2016, and the programs were implemented in 2016 and later. SLIS joined the iSchool consortium as an affiliate iSchool in 2018. In 2019, the ALA Committee on Accreditation reduced the OU MLIS from continuing accreditation to conditional accreditation due to insufficient evidence of an ongoing, systematic planning cycle and demonstrated systematic use of data to improve the program. SLIS began putting into place ongoing, systematic planning mechanisms starting with strategic planning from 2015-2017, the development and implementation of MLIS program-level student learning outcomes with an ongoing cycle of assessment that began development in 2016, and the next strategic planning process in the 2020-21 academic year. From 2019 through 2021 SLIS revised and improved the School's systematic planning cycle to address ALA's concerns. Also in 2019 to 2021, the college invested substantial resources into completely renovating the Norman campus SLIS offices, classrooms, and adjacent spaces.

The Self-Study Process

The accreditation site visit was originally scheduled for spring 2021, and in April 2019 OU sent the required letter to the ALA COA inviting the site visit team. However, on April 29, 2019, the ALA COA sent a letter informing the School that the MLIS accreditation was being changed to conditional, and that the site visit was being moved to spring 2022.

For the next eight months, SLIS worked on the plan to address the conditional accreditation and submitted the plan to the ALA COA in February 2020. The ongoing, systematic planning process created in response to the conditional accreditation began to be implemented immediately in fall 2019 and forms the foundation of this self-study.

In November 2019, SLIS faculty discussed options for a document server to support the self-study. It needed to be a cloud-based, password-protected site that would have long-term availability. The faculty voted to use SharePoint, an easy-to-use system that is already provided by the university. The SLIS director created the SharePoint self-study document archive site in August 2020 and graduate assistants, staff, and the director began uploading documents.

In fall 2020, the Assessment Committee and the SLIS director wrote the [plan for the self-study](#). It was presented to faculty for comments at the November 2020 faculty meeting, and to the SLIS Advisory Board at the December 2020 meeting. The plan was submitted to the ALA COA on March 28, 2021.

The SLIS director wrote the first drafts of the self-study chapters in order to pull together the data and the factual information for each standard. The chapters then went to editing teams who made significant edits and improvements to the chapters. Three of the chapters then went to Advisory Board members for comments. The editing teams varied slightly from what was submitted in the plan for the self-study. The final list of people who worked on the chapters is as follows:

Standard I: Systematic Planning

Beverly Edwards (Faculty), Yong Ju Jung (Faculty), Susan Burke (Director), Sarah Moran (Staff), Annika Lewis (Student), Megan Gentry (Student), Felix Wao (Director, Office of Academic Assessment), Beth Jones (Advisory Board)

Standard II: Curriculum

Beverly Edwards (Faculty), Betsy Martens (Faculty), Ellen Rubenstein (Faculty), Yong-Mi Kim (Faculty), Susan Burke (Director), Sarah Moran (Staff), Sarah Connelly (Staff), Annika Lewis (Student), Megan Gentry (Student), Laura Haygood (Advisory Board)

Standard III: Faculty

June Abbas (Faculty), Kun Lu (Faculty), Jiqun Liu (Faculty), Susan Burke (Director), Sarah Moran (Staff), Sarah Connelly (Staff), Annika Lewis (Student), Megan Gentry (Student)

Standard IV: Students

Betsy Martens (Faculty), June Abbas (Faculty), Ellen Rubenstein (Faculty), Susan Burke (Director), Sarah Connelly (Staff), Allison Richmond (Student), Annika Lewis (Student), Megan Gentry (Student), Elizabeth Szkirpan (Advisory Board)

Standard V: Administration, Finances, and Resources

Susan Burke (Director), June Abbas (Faculty), Sarah Connelly (Staff), Sarah Moran (Staff), Annika Lewis (Student), Megan Gentry (Student). Descriptions of the OU Libraries on the Norman, Tulsa, and Health Science Center campuses were submitted by those libraries and incorporated into Standard V.

All the SLIS faculty and staff were involved in the creation of the self-study, and the accreditation G.A.s were instrumental in the editing process and the development of the document archive. As a School, SLIS has pulled together to meet the challenge presented by over the MLIS accreditation concern.

Conditional Accreditation

As already mentioned, the ALA Committee on Accreditation (COA) placed the University of Oklahoma MLIS program on conditional accreditation in April 2019 following inquiries, warnings, and a notice of concern. Since the previous site visit in 2014, the COA has been concerned about two things:

1. An ongoing, systematic framework for planning and the assessment of student learning outcomes, including “documentation of how the elements of the program’s assessment framework feed back into specific points of program planning.”
2. “Evidence that the program applies the results of the evaluation of student achievement to program development.”

The following items are addressed in depth in the self-study, but an outline is given here to help the external review panel obtain an overview in a glance.

To address the COA concerns, first the School had to create an on-going planning and assessment cycle. These are the elements of the planning and assessment framework that were developed. Some of these activities are new, and some are long-standing activities that have been systematized through this planning framework.

1. Planning
 - a. Strategic Planning: New plan every 7th year, major update at the 3rd and 6th years. Annual updates at August faculty retreat. Monthly check-in at faculty meetings with progress towards annual goals derived from strategic plan.
 - b. Meetings of the faculty: Annual Planning Day retreat in August, Annual meeting of the faculty with the Advisory Board in December, monthly faculty meetings, special faculty meetings to address planning.
 - c. Regular meetings of the faculty committees, School Librarianship Advisory Board, OU SLIS Advisory Board.
2. Assessment and evaluation of student achievement
 - a. Program-level student learning outcomes were created for the MLIS program
 - i. Program-level student learning outcomes are assessed every fall and spring semesters in required, core MLIS courses.

- ii. Core course teaching teams meet in May to discuss their assessments and plan for course improvements.
 - iii. Teams report to the faculty at August Planning Day.
 - iv. Program-level student learning outcomes are also assessed in end of program activities (comprehensive exam, portfolio, e-Portfolio).
 - v. End of program activity assessments discussed in the Graduate Studies Committee and reported to faculty at August Planning Day.
 - vi. The SLIS director submits an aggregate SLO assessment report annually in September to the OU Office of Academic Assessment. This is the summary of the core course and end of program activity assessments.
- b. Institutional data are collected for review by faculty. These data include applications, admissions, degree completion, time to degree, number of graduates, student body size, credit hour production, student support through scholarships and graduate assistantships.
 - c. Indirect assessment is conducted through constituent surveys: graduating MLIS student exit survey, alumni survey, employer survey (which has been combined with the strategic planning survey).
 - d. Evidence of professional success of MLIS graduates such as employment outcomes and leadership positions of alumni is collected from alumni surveys and informal channels.

After the Plan to Address Conditional Accreditation was submitted in February 2020, the COA wrote that “the committee notes progress in the creation and execution of an appropriate assessment framework.”

However, we still needed to:

1. “Provide documentation of how the elements of the program’s assessment framework feed back into specific points of program planning.”
2. “Provide evidence that the program applies the results of the evaluation of student achievement to program development.”

Since this is the most difficult, but most important, piece of the self-study, following is a clear response to these items.

These elements of program assessment feed back into program planning at the following points.

The data from the SLO assessments informs planning:

1. Assessment of SLOs in core courses.
 - a. Instructors assess student outcomes using rubrics, and assess outcomes of the course structure with narrative assessments. They make incremental improvement in their courses such as improving assignments or instructions, adding new elements, and updating readings and content (student assessments feed into individual course improvements).
 - b. Core course instructor teams meet annually in May and discuss the student outcomes in their courses, and the changes they made or recommend for the future. As a team, some course improvements and updates are decided such as major assignments and new textbooks (agreements on course level improvements for all instructors to follow).
 - c. Core course teams present the results of their team meetings to the faculty as a whole at the August Planning Day (share outcomes information for planning purposes).
2. Assessment of SLOs in end of program activities.
 - a. Comprehensive exams first graded by individual faculty, then reviewed by three-member faculty reading teams. Outcomes evaluated with rubrics based on the SLOs.
 - b. Portfolios are assessed by a committee of two SLIS faculty and one LIS professional. The rubric is based on SLOs.

- c. The comprehensive exam and portfolio rubrics are submitted to the Graduate Studies Committee and are reviewed to identify problems that need to be addressed. The Graduate Studies Committee makes recommendations to the faculty as a whole at the August retreat and in monthly faculty meetings.
3. Reporting SLO outcomes.
 - a. The SLIS director compiles the outcomes of all the program-level SLO assessments for faculty to review at August Planning Day. SLIS faculty discuss whether the SLOs and assessment process are still functioning as expected.
 - b. The SLIS director reports the outcomes assessment results to the OU Office of Academic Assessment (OAA) through the *TracDat* system by the last Friday of September.
 - c. The director of the OAA reviews the information in *TracDat* and provides feedback to the SLIS director and faculty.
 - d. Faculty consider improvements to the SLO assessment framework, if improvements are indicated by the data or by the OAA feedback.

As can be seen from this summary of the process, SLO assessment is done by individual faculty, discussed by teams and committees, and discussed by the faculty as a whole. Improvements are made to instructors' individual course sections, to the team-taught courses at the team level, and potential improvements to the SLO assessment process are discussed by faculty at the annual August retreat. Expert feedback about the School's assessment process and use of data for improvement are given annually by the OAA. The *TracDat* annual reports and the OAA feedback forms are the best places to view in full the course and program improvements that have been implemented and the evolution of the SLO assessment framework over time. Both reports and feedback can be [found at this link](#).

Indirect data are collected with constituent surveys. The cycle is as follows:

1. MLIS student exit surveys are disseminated to graduates at the end of each semester (fall, spring, summer).
2. Alumni surveys are disseminated every July to the cohort that graduated two years previously.
3. Employer surveys are disseminated every three years as part of the strategic planning cycle.
4. The Accreditation Committee meets every November to review the results of the constituent surveys to identify issues (to analyze the data from the survey responses).
5. The Accreditation Committee presents the identified issues at the December faculty meeting for discussion and solutions (to apply the results of data analysis to improve the program).

The data-informed improvements implemented during this review period are discussed in all of the chapters under multiple Standards. Standard IV.6, which was identified as our accreditation problem, in particular has a summary of many of the places in the planning cycle where data were used to inform planning and program improvements. The following lists indicate some of the most impactful changes and where in the self-study they are discussed with the most detail. However, these are not the only places in the self-study where they are addressed.

Information from the constituent surveys was used during this review period in the following ways:

1. To improve the advising process. In Standard IV.4.
2. To improve career services for MLIS students. In Standard IV.8.
3. To add new and special topics courses to the curriculum and offer some courses more frequently. In Table II.10.

Other data-informed improvements to the MLIS program that were implemented during this review period are listed below. Some of these changes were based on data but implemented before the systematic structure described above was put into place. Therefore, they may be considered ad hoc.

1. Changed the MLIS admissions requirements based on falling numbers of applications, a review of the admissions requirements of other ALA-accredited programs, and data collected from surveys, interviews, focus groups, and advisory boards. In Standard IV.1.
2. Moved required MLIS courses online every fall and spring semester based on several semesters of survey data collected through optional questions on the student course evaluation forms, and on enrollment numbers in online versus on-campus course sections. In Standard II.1.
3. Improved the comprehensive exam process based on pass/fail rates. Added an optional oral defense and added faculty grading rubrics for consistent grading. In Standard IV.4.
4. Moved to a new end of program activity from the fall 2021 student cohort and forward, the e-Portfolio. The decision to move to a new activity was based on the logistics problems of a growing, online student body. The design of the e-Portfolio was based on data collected from other ALA-accredited programs and from surveys of graduates who had done the previous portfolio design. In Standard IV.4.
5. Improved core course content through the core course revision project. Core course teams reviewed their course designs and sought additional feedback from LIS practitioners and from SLIS faculty not on that course's team. This is intended to become a systematic process on a five-year rotation. In Standard I.1.3.
6. Changed the research methods class from a guided elective category with two choices to a single required course, LIS 5713 Research and Evaluation Methods. This was based on student data that indicated there was no advantage to having two separate but very similar courses. In Standard II.1.

In summary of the data-informed improvements to the MLIS program that will be discussed in detail in this self-study, these elements of the program were improved: admissions requirements, course format (online), required course structure changed to include a required research course, core course content improved through the SLO assessment process and core course revision project, courses added to the curriculum or offered more frequently to meet demand and due to constituent feedback, comprehensive exam process improved, non-thesis end of program activities changed to new e-Portfolio.

Summary of the Document

Every aspect of the School has transformed during this review period, from the composition of the faculty and staff, the academic programs offered, the physical space on the Norman campus, and the operation and governance of the School guided by an ongoing, systematic planning cycle.

Many of the changes were driven by strategic planning and a vision for the future of the School which aspires to a higher national ranking, full iSchool membership, a strong reputation for impactful research, and strong academic programs on all levels.

This self-study explains the ongoing, systematic planning process that SLIS implemented in response to the ALA COA concerns, illustrates the data collected and how the results of data analysis are used to improve the program, and gives numerous examples of improvements that were made based upon data results. The SLIS faculty believe that our efforts have fulfilled the expectations of the standards for accreditation, and that based on the evidence presented here, the ALA COA will find that we are in compliance. SLIS has accomplished the changes described herein through difficulties at the School, university, and global level, as explained in this introduction.

Chapter 1: Systematic Planning

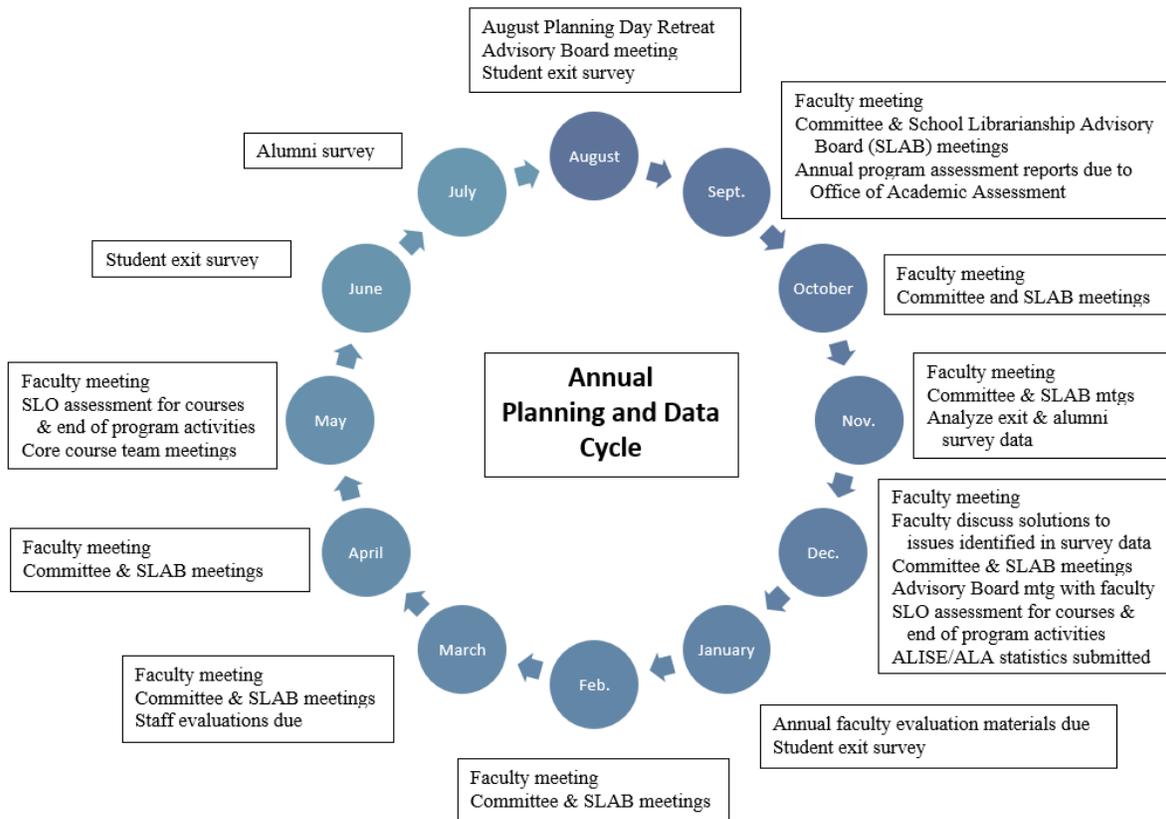
Standard I.1

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

Planning Cycle

During this review period from 2014 to 2021, SLIS developed an in-depth, ongoing, systematic planning process that built on long-standing practices in the unit, adding in elements of planning that have become standard in the LIS and academic fields such as strategic planning and the assessment of program learning outcomes. Figure I.1 displays the annual cycle of data collection and planning meetings that will be described in detail in this and subsequent chapters.

Figure I.1: SLIS Annual Planning and Data Cycle



Planning Context Introduction

At the start of this review period, the university was at the beginning of a great deal of administrative upheaval. From 2015 until now, there have been two new university presidents ([current president](#)), three new provosts ([current provost](#)), a new [College of Arts and Sciences dean](#), a new [Graduate College dean](#), a

new [Vice President for Research and Partnerships](#), and in Tulsa a new College of Arts and Sciences dean who is currently also the [interim president](#). The Norman campus University Libraries' dean stepped down and there were three interim deans and finally a [new dean](#) started the position in summer of 2021. The [current SLIS director](#) started in the position in 2016. Organizational charts for the university can be [found here](#).

By 2020, once the administrative landscape of the university was beginning to solidify, a massive, coordinated, university-wide systematic planning mandate began to be implemented. In summer 2020, the university produced its [first strategic plan in 30 years](#) called [Lead On, University](#) (a reference to the [lyric of the university chant](#) which states "Live On, University"). In February 2021, the VPRP released its [Strategic Research Verticals](#), aligned with the Lead On, University plan. The Graduate College also created a new strategic plan in 2020-21 (link not yet available). In fall 2020, the Dodge Family College of Arts and Sciences (hereafter referred to as the College of Arts and Sciences or the college) began a strategic planning effort requiring each academic unit in the college to create a strategic plan or update an existing plan. The final versions of new departmental plans were due to the college in May 2021, and the new college strategic plan is expected to be released in spring 2022 (link not yet available). SLIS had already scheduled a new strategic planning process to take place in 2020-21, so the college's requirement dovetailed nicely with the existing SLIS plans. SLIS submitted its draft new strategic plan to the college in May 2021. SLIS faculty discussed the draft and voted to accept it as the [new strategic plan](#) at August 2021 Planning Day.

Prior to this university-wide strategic planning push, SLIS began their first strategic planning process since the 1990s in the fall of 2015, resulting in a [strategic plan for the unit](#) completed in fall 2017 and covering 2017 to 2021. Around the same time, the College of Arts and Sciences engaged in strategic planning in 2016 and 2017, resulting [in this plan](#). In 2013, OU hired Dr. Felix Wao to create the [Office of Academic Assessment](#) and develop an infrastructure for systematic documentation of assessment activities for all academic programs as well as use of results for continuous improvement.

As can be seen in the above description, SLIS was situated in an academic context where strategic planning was not the norm at the department, college, or university levels. While SLIS had engaged in strategic planning in the 1990s, such planning had not been done since that time. As strategic planning has become a more central and expected process in academia, it has gained a foothold at OU. SLIS will benefit from the systematic strategic planning that has been established in the unit, and from the strategic planning culture that is becoming ingrained at the university. Following is more information about the different levels of planning and priorities at OU.

University

The university's planning is situated in a framework of responsibilities and aspirations that shape the work of all academic and administrative units on campus. These responsibilities and aspirations include the university's accreditation, its Carnegie R1 status, its aspirations towards Carnegie Community Engagement Classification, and the goal of membership in the Association of American Universities (AAU). OU is also committed to student retention and successful outcomes, both at the undergraduate and graduate levels, and much effort, particularly at the Provost's level, has gone into increasing student success over the last six years.

OU is accredited by the Higher Learning Commission (HLC), a regional accrediting agency that "accredits approximately 950 institutions of higher education in a nineteen-state region" ([OU Accreditation](#)). The most recent HLC site visit was 2012, and the OU 2012 self-study and numerous subsequent documents [are found here](#). The next comprehensive review for OU will be in 2022-23. As

mentioned above, the OU Office of Academic Assessment was created in 2013 with a [mission](#) to assist departments in creating assessment practices for academic programs “to enhance institutional effectiveness and maintain regional accreditation through the Higher Learning Commission.” SLIS has worked extensively with the Office of Academic Assessment to establish program-level student learning outcomes and a robust, reflective assessment cycle.

In 2011, OU received the Carnegie R1 Classification for “Doctoral Universities – very high research activity.” The previous Provost was also very interested in pursuing the Carnegie Community Engagement Classification, and support structures were set up at the Provost’s level to assist departments in increasing service-learning and engagement. Doing its part to work towards this institutional goal, SLIS submitted and was awarded a [service-learning](#) designation for the undergraduate capstone course and the bachelor’s and master’s internship courses. The university also aspires to become a member of the AAU, for which high levels of both research and educational success are required. In the 2020-21 required strategic planning for academic units, the college dean encouraged units to select aspirational peer units including some at AAU universities for benchmarking purposes, and SLIS submitted three departments to the college as part of this effort: University of Tennessee, University of Wisconsin-Madison (AAU), and University of Arizona (AAU). Reaching milestones such as AAU membership and the Carnegie Community Engagement Classification cannot be done only by the upper administration, but each unit must engage in deliberate actions to further these plans.

University-level planning also includes the [Academic Program Review](#) (APR), an “institutional self-study mandated for every degree-granting unit at the University of Oklahoma by the Oklahoma State Regents for Higher Education.” Each academic unit on campus undergoes the APR every seven years and the next SLIS APR is scheduled for the 2023-24 academic year. The SLIS self-study for the previous APR is located [here](#).

As mentioned earlier, OU released a strategic plan in 2020 to cover the next seven years. The Lead On, University plan addresses how the university intends to work towards AAU membership and spells out in great detail its commitment to community engagement, student success, and research goals. SLIS based the structure and numerous ideas in our new strategic plan on the OU plan, and also included ways in which we support the college’s priorities.

The university has numerous committees, boards, and other bodies that engage in planning. Particularly relevant is the [Faculty Senate](#). SLIS faculty regularly serve on the Faculty Senate and other university planning bodies and in this manner are involved in university-level planning activities.

Dodge Family College of Arts and Sciences

Within the college, the dean has a [staff and four associate deans](#) that work with him on planning. There are also a number of faculty committees involved in college planning. For example, the [Executive Committee](#) “will advise the Dean on policy, planning and budget issues,” as well as maintain the college’s [Faculty Bylaws](#). The Course and Curriculum Committee is involved in academic program planning through reviewing, commenting on, and approving course and program proposals and modifications. Other college committees [are listed here](#). SLIS faculty are members of college committees and contribute to planning efforts engaged therein ([complete list](#) of faculty service during the review period).

For the college’s 2020-21 strategic planning process, the strategic planning Steering Committee was comprised of the college’s operations team plus an academic data analyst from the college. There was also a strategic planning working group consisting of the College Executive Committee, five college staff, five undergraduate students, and four graduate students. The college held strategic planning workshops

for the Steering Committee, the Working Group, and college chairs and directors. The plan, called Pathways to Excellence (not yet available to link), aligns with OU's Lead On, University plan and the VPRP's Strategic Verticals. The college's plan "is designed to position the College at the leading edge of OU's efforts to meet AAU-level benchmarks, to achieve its potential as a leading public research university, and thereby receive consideration for AAU status" (from college's Background Planning Document March 24, 2021). The college plan outlines the following four signature initiatives:

1. "Becoming a nationally recognized leader in research and teaching related to America's indigenous peoples.
2. Addressing the health needs of our state and nation.
3. Establishing a student success center.
4. Advancing the study of water, natural resources and the environment."

In addition to these four initiatives, the plan emphasizes the dean's long-standing nine strategic hiring areas:

1. Crime, Incarceration, Justice, Reform
2. Data Science/Data Scholarship
3. Decision Making, Risk, and Crisis Management
4. Early Childhood
5. Environment, Health, and Society
6. Life Sciences
7. Native Peoples
8. Public Humanities
9. Quantum Technology

SLIS has requested, and been approved, several faculty hires in specialties on the dean's list. These include faculty specialists on data science and Indigenous Knowledge. See chapter three, Table III.7 for all tenure track hiring requests during this review period.

Graduate College

The Graduate College maintains the [Graduate Council](#) with a membership of administrators, faculty, and graduate student representatives. The Council engages in planning, graduate education policies, and course/curriculum approvals for graduate education, and ensures that graduate education practices at OU adhere to the standards and requirements of the Higher Learning Commission accreditation. The Graduate Council also includes subcommittees that work on various planning matters. The Graduate College's strategic planning process in 2020-21 utilized a strategic planning steering committee with subcommittees and included strategic planning focus groups and a survey of department chairs/directors, graduate liaisons, and administrators. Their strategic plan included a vision and mission statement and aligned with the structure and priorities of OU's Lead On, University plan. The plan itself emphasized graduate student and postdoc recruitment and success, and diversity, equity, and inclusion priorities (plan not yet available to link).

SLIS Governance Structure and Planning Cycle

Planning within SLIS fits within the administrative and faculty governance structure of the School. This section will discuss planning within this structural context. The administrative head of SLIS is the director and this is an elected four-year term. In their third year, directors may ask to be reappointed to a second four-year term. In this case, the college and the SLIS administrative committee do a more in-depth review of the director's performance including surveying several stakeholder groups to decide whether to reappoint for an additional term at the end of their four years. A director may be elected internally or

hired from an external search, but in either case the director position is subject to the four-year term. Therefore, an external hire, if not reappointed for another director term, will assume a regular, nine-month faculty appointment. Many aspects of SLIS governance are faculty governance and this is achieved through standing committees, ad hoc committees, and meetings of the faculty as a whole. Table I.1 displays committees responsible for various aspects of systematic planning. The School went through significant restructuring during the review period and that is reflected in the starting and ending dates of various committees in the following table.

Table I.1: SLIS Faculty Committees with Start and End Dates

	Started During Review Period	Ended During Review Period
Standing Committees		
Accreditation Committee (replaced Assessment Committee)	AY 2020-21	ongoing
Assessment Committee (became Accreditation Committee)	AY 2014-15	AY 2019-20
Committee A (Administrative Committee)	long-standing	ongoing
Strategic Planning Committee	AY 2020-21	ongoing
Standing Academic Program Committees		
Doctoral Program Committee	AY 2017-18	ongoing
Graduate Studies Committee (for the MLIS)	long-standing	ongoing
Undergraduate Studies Committee	long-standing	ongoing
Curriculum Committee (redistributed into the academic program committees for undergraduate, graduate, and doctoral)	long-standing	AY 2017-18
Ad hoc Committees		
Envisioning Committee (Strategic Planning)	AY 2015-16	AY 2017-18
Ph.D. Committee (designed Ph.D. program proposal)	long-standing	AY 2015-16
Communications Committee	AY 2015-16	AY 2016-17

The Assessment Committee was created in fall 2014 in response to the American Library Association (ALA) [External Panel Report](#) from our 2014 site visit which noted repeatedly that the School’s planning process was not systematic. After several years, this committee was replaced by the Accreditation Committee on the recommendation of the college dean and the head of the OU Office of Academic Assessment. As mentioned earlier, during this review period the School undertook its first strategic planning since the 1990s. From 2015-2017, this effort was spearheaded by an ad hoc strategic planning committee called the Envisioning Committee. When the next strategic planning cycle started in 2020, the SLIS director created a standing committee instead of an ad hoc committee. This will ensure ongoing and systematic engagement with strategic planning. This new committee is the Strategic Planning Committee.

Because there is a limited number of SLIS faculty to sit on committees, some committees were eliminated in order to make room for the new committees. The biggest change was breaking apart the Curriculum Committee and subsuming their work into the academic planning committees for the different levels of education: undergraduate, graduate (master’s), and Ph.D. The ad hoc Ph.D. program planning committee was disbanded when that program proposal was submitted. Then, when the proposal was approved and the Ph.D. program, a new committee was created to do ongoing work for that academic program, the Doctoral Program Committee. Also related to academic programs was the Admissions and Scholarships Committee, which reviewed admissions materials for MLIS applicants. This committee was disbanded on the recommendation of the dean and the work distributed to the School director, graduate student coordinator, and chair of the Graduate Studies Committee.

Planning Cycles

Figure I.1 displays the annual cycle of planning meetings and data collection, and illustrates the ongoing, systematic planning efforts of the School. The annual regular meeting cycle starts with an all-day planning retreat in August (Planning Day) the Friday before the start of classes. Regular faculty meetings of all faculty, one staff, and student representatives are held in September, October, November, December, February, March, April, and May. Faculty committees typically meet monthly but may meet more, or less, often depending on the work of the committee. The School Librarianship Advisory Board meets monthly during the academic year, and the OU SLIS Advisory Board meets twice yearly, in December and in the summer. Core course instructor teams meet annually in May. Table I.3 describes the cycle of constituent surveys, and Standard I.1.1 discusses in detail the SLO assessment cycle. Providing the overarching direction for the School is the strategic planning cycle. Examples of the use of data to improve the program are in Standard I.1.3 and I.6.

Strategic Planning

During this review period, SLIS committed fully to strategic planning as a continually engaged, systematic process. Strategic planning, along with a program-level student learning outcomes assessment cycle, formed the foundation of our response to ALA’s concerns that led to our accreditation being moved from continually accredited to conditionally accredited. As mentioned above, our first strategic planning cycle of the review period engaged in planning from 2015 to 2017 and resulted in a strategic plan that covered 2017 to 2021. Our second strategic planning cycle built on the previous plan, so used a shorter planning period of August 2020 through May 2021 and resulted in a plan covering 2021 through 2027. SLIS had submitted to ALA in our [Plan to Address Conditional Accreditation](#) that the School was moving to a three-year strategic planning cycle and intended our strategic plan to cover 2021 to 2024. However, after the Plan was submitted to ALA, the university entered the university-wide strategic planning effort discussed above and we were required by the college to submit a seven-year plan to match the college and university cycle. Table I.2 illustrates the ongoing cycle of strategic planning.

Table I.2: Strategic Planning Engagement and Cycle

Monthly	Annually	Third Year of Plan	Sixth Year of Plan	Seventh Year of Plan
Faculty meetings: review progress towards annual goals at each monthly meeting. Presented by Strategic Planning Committee	Strategic Planning Committee: Craft annual goals based on strategic plan, faculty vote to accept Planning Day: discuss strategic plan progress to date. Revise strategic plan if necessary	Strategic Planning Committee: In-depth review of plan for progress and suggested revisions. Discussion and vote by faculty.	Strategic Planning Committee: In-depth review of plan for progress and suggested revisions. Discussion and vote by faculty.	Strategic Planning Committee: Launch new strategic planning cycle with faculty envisioning sessions and involvement of stakeholder groups

After completing the 2017 strategic plan, SLIS was making significant strides towards the four strategic directions that were identified. However, the School initially failed to design a systematic process of ongoing engagement and discussion of progress towards the strategic goals. Therefore, our use of the

strategic plan was not satisfying ALA's requirements of ongoing and systematic planning. To alleviate this deficiency, in fall 2019 the faculty wrote annual goals based on the identified strategic directions and beginning in spring 2020 discussion of progress towards annual goals was added as part of the monthly faculty meetings. For August Planning Day, a standing feature was added to report on the previous year's progress towards the annual goals and strategic directions, and for the faculty to discuss annual goals for the coming year. After the August discussion, the Strategic Planning Committee writes the new annual goals and presents them to the faculty at the September faculty meeting for more discussion and a vote.

The strategic planning engagement as currently designed includes a standing Strategic Planning Committee with standing charges concerning ongoing engagement with the strategic plan, including but not limited to:

1. Presenting annual goals derived from the strategic plan, and progress towards those annual goals for faculty discussion
2. Reporting on progress towards strategic goals and directions at each faculty meeting (for example, tracking key indicators and assessing implementation of the strategic plan)
3. Proposing annual updates to the strategic plan for faculty discussion at August Planning Day

The Strategic Planning Committee is also charged with doing a significant review in the third and sixth years of the plan and starting a new planning cycle in the seventh year. The strategic plan will therefore undergo systematic, cyclical engagement including monthly at faculty meetings, annually at August Planning Day, at the third and sixth years for updates, and then start a new planning cycle.

Program-Level Student Learning Outcomes (SLO) Assessment

In numerous [letters](#) after the 2014 site visit, ALA asked for information about the student learning outcomes assessment process and how it was used to improve the program. In fact, the School did not assess program-level student learning outcomes prior to this. The Master of Library and Information Studies (MLIS) had program objectives, but no systematic assessment structure or process for using results for continuous improvement was in place. After the 2014 site visit feedback, the SLIS director at that time created an Assessment Committee ([minutes](#)) and for the first two years (2014-15 and 2015-16) the committee met several times with Dr. Felix Wao, director of the OU Office of Academic Assessment, to learn about various aspects of program-level assessment such as developing an assessment plan for a degree program which includes, among other things, articulating measurable and/or observable SLOs, and identifying appropriate direct assessments (and, where possible, indirect assessments) of each SLO. Dr. Wao's assessment structure is a four-step program assessment process to help departments gather assessment information/data annually. The steps include: (1) Articulating measurable student learning outcomes (SLOs), (2) Identifying appropriate direct assessment methods for each SLO and determining performance targets for each SLO, (3) Describing actual student achievement of each SLO in aggregate and, most importantly, (4) Documenting concrete recommendations based on student achievement and creating actions plans for addressing those recommendations as part of the continuous improvement of the curriculum and instruction.

Finally, in November 2016 the current SLIS director created [draft program-level SLOs](#) based on the course-level SLOs of the core, required MLIS courses. Beginning in December 2016 and for the next two and a half years, the SLIS faculty in faculty meetings, special meetings, and at the annual August Planning Day retreats debated the structure of the SLOs and eventually created [in-depth definitions](#) of the SLOs and put in place a robust assessment structure (described below) to facilitate the collection of data on student achievement of SLOs based on appropriate assessment mechanisms with the intent to use the outcomes of the process to make incremental and systematic improvements to the MLIS program.

The program-level SLO assessment cycle that is currently in place uses the core, required MLIS courses and the master’s program end of program assessments (comprehensive exams or portfolios) to assess student learning outcomes. Instructors of the core MLIS courses use rubrics to assess the program SLOs in key assignments, papers, or exams in their classes each fall and spring semester. The assessment also includes a narrative portion in which instructors answer questions about what changes they made in the course curriculum, why they made the changes, if the changes impacted student outcomes, and what changes they recommend for future course sections. Since these core courses are taught by different instructors, those instructors form a team for each course that meets annually in May to discuss their findings and make recommendations for improvements to the core courses for the next academic year. Core course teams report their annual meeting’s conclusions to the SLIS faculty at the August Planning Day ([core course assessment documents](#)).

Program-level SLOs are assessed in comprehensive exams and portfolios with the use of rubrics created by the Graduate Studies Committee. The aggregated results from the comprehensive exam and portfolio assessments are reported to the faculty at the annual August Planning Day for discussion and potential action. These aggregated results are also discussed within the Graduate Studies Committee (GSC) to consider for improvements in end of program assessments, since the GSC is in charge of comprehensive exams and portfolios ([end of program assessment rubrics](#)).

In summary, the MLIS program-level SLOs are assessed every fall and spring semester in core courses and in end of program assessments. The course assessments are discussed by faculty teams in May and course improvements are decided for the coming year. Then the SLO outcomes are presented to the faculty annually at August Planning Day ([minutes](#)) and discussed. The comprehensive exam and portfolio SLO outcomes are presented to the faculty at August Planning Day for discussion, and also used by the Graduate Studies Committee ([minutes](#)) to consider improvements to those activities, to the rubrics, or to the assessment process.

Constituencies Served by the MLIS Program

The terms “constituent” and “stakeholder” have overlapping definitions, and for the purposes of this report the terms are used interchangeably to refer to groups of people who are served by the program and impacted by the level of success achieved (or not achieved) by the MLIS program on numerous measures including student outcomes, faculty outputs, and measures such as successful accreditation.

Table I.3: Stakeholder Surveys: Cycle, Respondents, and Types of Data

	Respondents	List of Respondents	Means of Data Collection	Schedule of Data Collection
Exit Survey	MLIS students who just graduated	Graduate College list verifying graduation	Open-ended and closed-ended survey questions	After every semester: fall, spring, summer
Alumni Survey	Alumni who graduated 2 years previously	Email list from OU Alumni Association	Open-ended and closed-ended survey questions	Every July
Employer Survey	Mostly Oklahoma librarians and employers	Distributed to listservs, social media, etc.	Open-ended and closed-ended survey questions	Once every three years as part of strategic planning

SLIS’s constituents and stakeholders fall into two main categories. The most direct stakeholders are the students and alumni. They have a direct stake in the robustness of the MLIS program, the curriculum, and

the health of the program's accreditation. Related to this group are the LIS professionals, particularly those in Oklahoma, who are employers of our MLIS graduates. Both current students and alumni are also LIS professionals and employers. The SLIS stakeholder surveys target these direct stakeholders. See Table I.3.

The second main category of stakeholders are those within the University including the university and college administrators who invest resources into the program and are invested in the program's success, and the SLIS faculty and staff who are directly involved in the administration and improvement of the MLIS program. These stakeholders are concerned with the MLIS admissions, retention, graduation rates, and future employment of program graduates. The "utility value" of the knowledge and skills gained in the program are of utmost concern.

Standard I.1.1

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

Annually at August Planning Day, the SLIS faculty review the program's vision, mission, program goals, and student learning outcomes. Additionally, the Strategic Planning Committee is charged with reviewing and drafting updates to the vision and mission of the School on a regular basis and making suggestions for faculty review. External stakeholders have the opportunity to comment on the SLIS vision, mission, and MLIS program goals and did so at the December 2018 [Advisory Board meeting](#) and the August 2019 [librarian focus group](#) in Tulsa.

The SLIS faculty engaged in a [full day retreat](#) in February 2016 to write the current vision statement, and this effort was part of the strategic planning process at that time. The vision statement is, "SLIS leads in the information field by engaging in rigorous research, advancing educational excellence, and making a significant impact on a culturally and technologically changing society." This ambitious vision statement reflected a School that, at the time, was contemplating great change and movement into the wider academic field of information science. In the years since this vision statement was written, we have made progress towards reaching it by becoming an affiliate member of the iSchool consortium, starting a Ph.D. program, increasing our external grant proposal submissions and funding ([see this grants tab](#) and chapter three, Table III.12), and developing a robust data science curriculum that enhances the MLIS program and the Bachelor of Arts program, and forms the foundation of the new Bachelor of Science degree and the Graduate Certificate in Data Analytics for Information Professionals. While we have moved the School towards this vision, faculty discussions at the 2019 and 2020 Planning Days led to a general agreement that the vision, written in 2016, needs to be updated. The new strategic plan, a result of the 2020-21 strategic planning process, has outlined a revision to the SLIS vision that the Strategic Planning Committee will use to propose a new vision in 2021-22 with the involvement of the SLIS faculty.

The SLIS faculty held a [special meeting](#) in January 2018 to write a new mission statement for the School. That statement is:

The mission of the OU School of Library and Information Studies (SLIS) is to:

- Educate socially responsible, innovative leaders for the information society
- Advance interdisciplinary knowledge and design creative solutions to information problems
- Contribute to the public good by engaging diverse communities through teaching, research, and service

In reviews at Planning Day retreats, faculty have annually affirmed their continued support for this mission. These aspirational statements encourage SLIS to address current concerns within the field and society through our research, teaching, and service.

The MLIS program goals and objectives were completely rewritten during this review period as part of the creation and implementation of program-level student learning outcomes (SLOs). The long-standing MLIS program goals and objectives were not written in such a way as to lend themselves to being assessed. In spring 2019 the faculty chose to use the American Library Association's [Core Competencies of Librarianship](#) as the [MLIS program goals](#), particularly the six competencies that align with our MLIS core required courses. We are aware that there are new draft core competencies that are expected to be implemented by ALA in fall 2021, and the 2021-22 charges for the Accreditation Committee include reviewing the new ALA core competencies and incorporating those changes into our MLIS program goals, including faculty discussion and vote.

During this review period, the faculty wrote program-level SLOs for the first time. The process of writing, revising, and expanding the SLOs took from late fall 2016 through spring 2019. The design of the ongoing review of the SLOs states that each August Planning Day the faculty will read through the SLOs and discuss whether they need updating based on outcomes of the assessment process. For example, the SLIS faculty may consider updates to the SLOs if the student achievement and outcome data suggest that there is a rationale for updating them. Core course teams evaluate outcomes at their annual May meetings and can also bring suggestions for updates to the August Planning Day when they report on outcomes and course updates.

Evidence documents for this standard include documents from [the special faculty retreat in February 2016](#) when the current vision statement was written, the December 2016 faculty meeting minutes, all the [faculty meeting minutes](#) from spring 2017 through the end of spring 2019, the [special faculty meeting of January 2018](#) when the current mission statement was written, the minutes of the 2019, 2020, and 2021 [Planning Days](#), the [Advisory Board minutes](#) from December 2018, and the [focus group minutes](#) from August 2019. Also pertinent is the SLIS [Vision, Mission, Goals, and Objectives](#) document.

Standard I.1.2

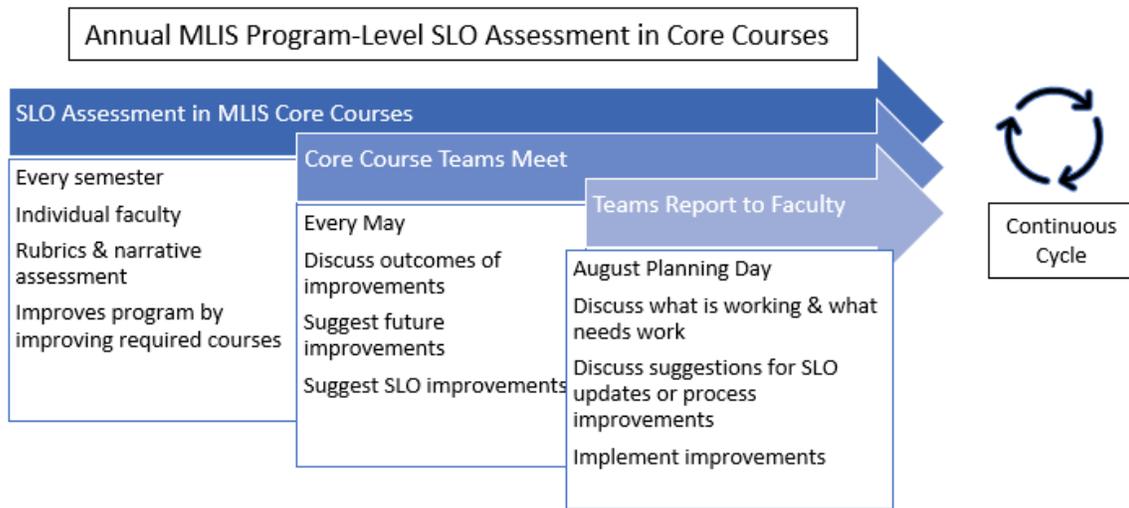
“Assessment of attainment of program goals, program objectives, and student learning outcomes;”

Faculty Direct Assessments of Student Learning

The MLIS program goals, objectives, and student learning outcomes (SLOs) are intertwined, and there are two main assessment mechanisms that are used to gather data for analysis. The first broad assessment mechanism is the SLO assessment of current students that are moving through the program. This assessment framework has three parts. First is the assessment of program-level SLOs in the MLIS core required courses using direct measures. Aggregate SLO assessments are gathered on students in their first semester of the program in the introductory course LIS 5033 and throughout their program in the other [MLIS core courses](#). The assessment procedures include [rubrics](#) with rankings of “does not meet,” “meets,” and “exceeds” (and similar language), and a [narrative assessment questionnaire](#). The most valuable assessment tool in this process is the narrative assessment that was added to the core course assessments starting in fall 2019. This narrative form tracks changes made by instructors to their courses, why they made them, and whether there were positive outcomes as a result of the changes. The results are used by instructors to improve their courses. Since multiple instructors teach each core course, these instructors then have a team meeting in May to discuss the assessment outcomes, course improvements, and suggestions for future course improvements. They might flag issues in the SLOs to suggest updating.

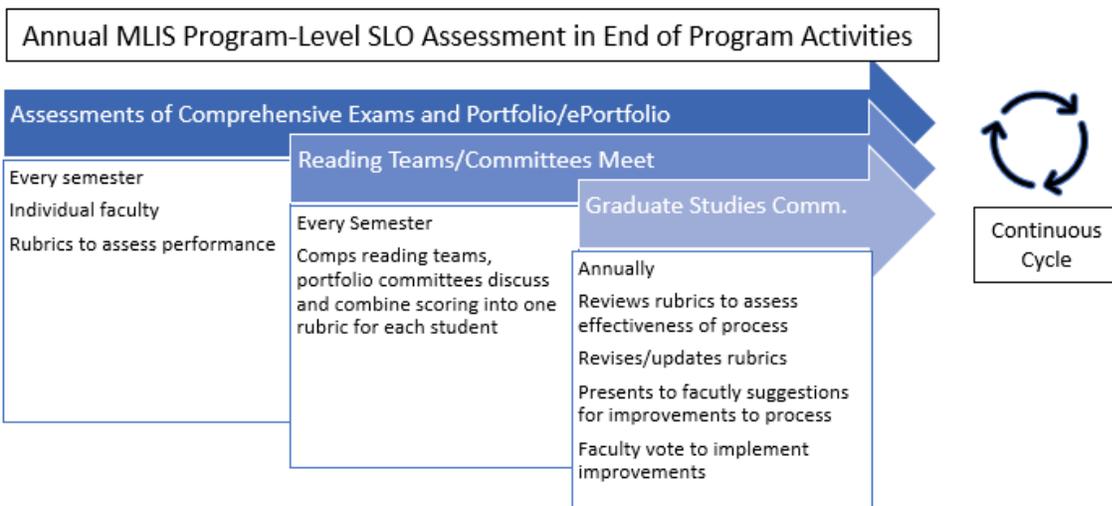
The meeting [minutes](#) of the annual core course teams in May summarize the changes in the core courses, and recommendations for future changes. These core course team meetings started in 2020 with some of the course teams, and then in 2021 all of the core course teams met and then reported on their process to the SLIS faculty at August Planning Day 2021. Since the core courses are required of all students, they form the knowledge foundation for the degree. Therefore, improvements to the core courses are improvements to the program.

Figure I.2: Annual MLIS Program-Level SLO Assessment in Core Courses



Secondly, students are assessed at the end of their degree with their end of program assessment activity (comprehensive exam or portfolio/e-Portfolio). The comprehensive exam is assessed first by individual faculty, then three-member faculty reading teams meet and collaborate on a single assessment rubric for each student. The portfolio process uses three-member committees to assess the student’s portfolio and presentation, then the committee completes one assessment rubric for each student.

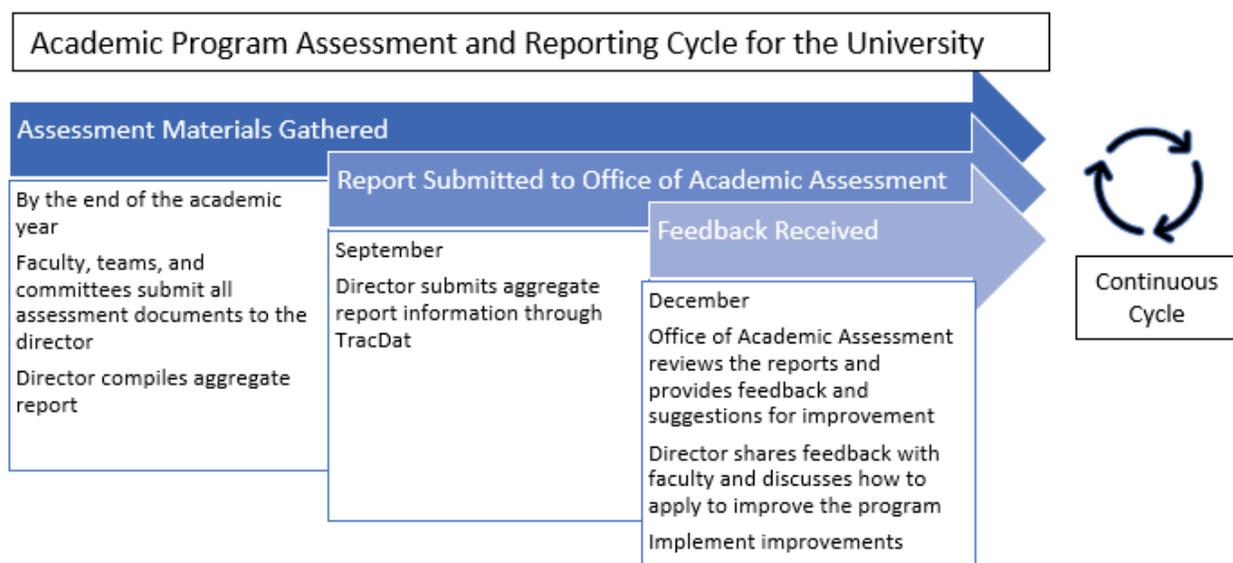
Figure I.3: Annual MLIS Program-Level SLO Assessment in End of Program Activities



The Graduate Studies Committee developed the [rubrics](#) for the comprehensive exam and portfolio, and they use the outcomes to improve the process and update the rubrics. Results are also used to improve the end of program assessment structure and procedures. For the fall 2021 cohort and forward, all non-thesis MLIS students will do a new e-Portfolio designed by the Graduate Studies Committee, and that process will include reading teams using rubrics to assess the quality of each e-Portfolio. The development of the e-Portfolio is discussed extensively in chapter four, Standard IV.4.

The SLIS director reports aggregate assessment data to the OU Office of Academic Assessment annually by the last Friday of September via *TracDat* (OU’s program assessment management system). All SLO assessment data are submitted to the director by the end of the academic year, and she compiles them into the aggregate report. The [annual TracDat reports](#) show how the MLIS assessment process and use of outcomes have evolved over time. The *TracDat* program allows the School and the Office of Academic Assessment to evaluate how the SLO assessment outcomes are being used and determine the improvements to the academic programs and assessment process over time. Every year around December the director of the Office of Academic Assessment provides detailed feedback to the program chairs and directors on Academic Assessment’s reviews of assessment reports ([annual feedback reports](#)). Feedback from Academic Assessment is used to improve departmental assessment processes and reporting.

Figure I.4: Academic Program Assessment and Reporting Cycle for the University



The [MLIS program goal](#) is to educate students who understand and can apply the core competencies of library and information studies as articulated by ALA. Our MLIS core courses align with six of ALA’s current core competencies, so student success in those courses demonstrates the attainment of our program goal. Our assessment performance target is 80% of students meeting or exceeding expectations. The [TracDat annual assessment reports](#) show that in nearly all program-level assessments, students are meeting or exceeding the 80% target. Through the narrative assessment process in the core courses, instructors continually improve the courses to enhance the quality of student learning and attain this program goal. See chapter two, Standard II.1 for a discussion of the alignment of courses with ALA competencies.

Indirect Assessments Through Surveys

While the first assessment mechanism targets current students, the second assessment mechanism examines outcomes of the MLIS program by surveying students who just graduated ([exit survey](#)), alumni two years after graduation ([alumni survey](#)), and more general surveys to the LIS professional community that hires our MLIS graduates ([employer survey](#)). These survey results assess the attainment of our MLIS program goals by collecting data about the success of our graduates. See Table I.3 for the survey cycle.

The [graduating student exit surveys](#) are sent in August, January, and June after the Graduate College confirms students' graduation in summer, fall, and spring semesters. The exit survey asks students what worked well in the program, what didn't work well, what they would have liked the program to offer, and other types of information that faculty can use for program improvement. The exit survey was revised in 2020-21 by the SLIS director to align some questions with the new alumni survey and to add questions about the diversity climate of the school.

The [alumni survey](#) had not been distributed in several years. In order to restart this important data gathering mechanism, the instrument and process were completely redesigned by the Assessment Committee and the director in 2018-19. The new process targets cohorts of students who graduated two years previously and disseminates the survey to that cohort each July. For example, the 2019 alumni survey went to 2017 graduates, the 2020 survey to 2018 graduates, etc. The alumni survey asks questions about alumni employment including job title, salary, and job duties. It also asks alumni about their preparation for LIS professional work, for curriculum suggestions, and other suggestions for program improvement.

SLIS also disseminates an [employer survey](#), but its instrument and process changed twice during this review period. The first completely rewritten survey was created by the Assessment Committee in 2015-16 and was based on examples of employer surveys from other schools, other disciplines, and industry. This survey was widely disseminated in spring 2016 on Oklahoma librarian email lists, the SLIS Facebook page, and sent directly to LIS professionals on the Advisory Board and other organizations that work with SLIS. The employer survey has typically been conducted every four years, but in 2020 when it was time to send again, SLIS was engaged in a strategic planning process that would include surveying LIS professionals. Therefore, the strategic planning outreach survey and the employer survey were combined. The previous lengthy employer survey was not used, but a shorter survey was created with open-ended questions that focused on future directions in the field, curriculum suggestions, and other items to help SLIS with program planning. These constituency surveys help determine SLIS's progress towards the MLIS program goal by providing feedback about recent graduates' preparedness for professional jobs, graduates two years beyond graduation and their employment, and employers' feedback about the MLIS program and curricular needs.

The revisions to the student exit survey, alumni survey, and employer survey also included a Likert-type question asking respondents how well graduates were prepared for the program's student learning outcomes. Table I.4 compares respondent opinions across these groups for surveys collected in 2021. As seen in the table, students who are graduating have a very high opinion of their preparation on these items. Alumni two years after graduation also have high opinions. Employers have much poorer opinions of graduates' preparation on these topics. The nature of the question is different for students and alumni versus employers, as students and alumni are evaluating their own preparation while employers are evaluating the preparation of other people. Notice that few employers responded to the last item concerning diversity, and only half of employers and alumni thought graduates were prepared well on this item. The higher opinions of graduating students on diversity may reflect the significant effort by the university to address diversity, equity, and inclusion on campus in the last two years, and efforts by SLIS

faculty to improve the diversity content of their courses. Table I.4 compares responses on SLOs 2-6. SLO 1 aligns with ALA Standard I.4, and Table I.6 in that section compares stakeholders on those outcomes.

Table I.4: Survey responses stating graduates were prepared “**very well**” for the following program learning outcomes. Comparison of Graduating Students, Alumni, and Employers.

Program SLOs 2-6	Graduating Students Sp 2021 f/N	%	Alumni 2019 Surveyed 2021 f/N	%	Employers Sp 2021 f/N	%
Ability to find, evaluate, and use information from multiple sources	18/20	90	8/9	89	11/16	69
Effective oral / written communication skills	16/18	89	7/9	78	9/16	56
Ability to analyze and provide solutions to information problems through appropriate technologies	18/19	95	7/9	78	6/15	40
Ability to evaluate existing research literature and to design appropriate research methodologies	15/19	79	7/9	78	7/16	44
Ability to address information needs and perspectives of diverse communities in a global society	16/19	84	5/9	56	2/4	50

*The N varies because not all respondents answered all questions

Constituents also provide oral feedback in a variety of ways. SLIS committees have student members, the MLIS student organization OLISSA sends a representative to each faculty meeting, the SLIS director attends the OU SLIS Alumni Association Board of Directors meetings, the OU SLIS Advisory Board meets twice per year, and the School Librarianship Advisory Board meets monthly during the academic year. Individual LIS professionals serve on student portfolio committees to grade student performance, supervise MLIS student internships and provide feedback through an end-of-internship survey, and provide informal feedback to the SLIS director on their observations of the abilities and needs of the MLIS graduates that they hire. At the [2021 Summer Institute](#) there was a session called “What Employers/Administrators Need from Librarians.” In it, the heads of a variety of academic libraries, public libraries, and school libraries presented on what they wanted to see from MLIS graduates. The overall consensus was that MLIS graduates had all of the necessary LIS technical knowledge and what they predominately screened for in interviews was soft skills and attitude.

Standard I.1.3

“Improvements to the program based on analysis of assessment data;”

Using the data collection mechanisms described in the previous section, improvements to the program are made on several levels: in the core MLIS courses, the end of program assessment activities, and in the MLIS program in general. The MLIS program goals and SLOs are listed [on the SLIS website](#). Following are some examples of data-informed program improvements.

Core MLIS Courses

There are three levels of review of data and potential improvements at the core course level. For the first level, instructors assess and improve the course each time they teach it. These assessments are documented with the program-level SLO assessments and the narrative assessment forms. The MLIS has

six program-level SLOs and each core course is used to assess two to five SLOs ([assessment forms here](#)). All SLOs are assessed in core courses. Core courses and SLOs are mapped in Table I.5.

An example of a course improvement implemented by an instructor comes from the LIS 5713 Research and Evaluation Methods class in spring 2021 for SLO 3 Scholarly Communication. Writing is one aspect of the program's Scholarly Communication SLO. This class has long had a literature review paper as the major assignment, and students previously did not submit drafts. However, the professor started requiring that students turn in a draft of their literature review paper for feedback before turning in their final paper in order to help students improve the quality of their papers. For its assessment in this class in fall 2020 (before the change), 15% did not meet writing expectations compared to 9% in spring 2021 after the implementation of the drafts. In her narrative assessment of this change, the instructor states, "students' final literature review papers were better than their drafts" ([from this report](#)). This course improvement contributes to program improvement by helping students build better writing skills. LIS 5713 also had a core course revision in spring 2018. Assessment of SLO 3 Methods and Analysis before the revision showed 74% of students met or exceeded expectations (spring 2017). After the revision, this improved to 86.9% (spring 2018, mid-revision), 100% in fall 2019, and 96% in fall 2020.

The second level of data review and improvement decisions for core courses is the Core Course Team meetings held each May where instructors share their SLO assessment outcomes, narrative assessment insights, and suggestions for course improvements. While instructors make improvements to the individual sections of their courses, broader improvements are agreed upon in the team meetings. An example of a team-level improvement comes from the decision of the instructor team for the MLIS introductory course (LIS 5033 Information and Society) to switch its textbook from Bawden's to Rubin's starting in spring 2019. The decision to change texts was both because the Bawden text was not being updated, and the Rubin text aligned better with the MLIS program goals and SLO 1 Core Knowledge of the Field. There was only one assessment of SLO 1 in 5033 before the change, in fall 2017, 92% of students met or exceeded expectations on this assessment. After the textbook change, in spring 2019 the rate of "meets or exceeds" dropped to 70.2% initially, then in the following two years was the same or better than under the previous textbook with six sections of 5033 reporting "meets or exceeds" SLO 1 in a range from 92.3% to 100% ([see TracDat reports](#)). Additionally, the minutes of the 5033 instructor team meeting from spring 2020 state, "Discussed that students like the Ruben book better than the Bawden book." In the May 2021 team meeting, the team agreed to move the class to the new, 5th edition of Rubin's book ([team meeting minutes](#) in this folder).

The third level of review for core courses is the Core Course Revision Projects, which were piloted from spring 2018 through spring 2019. The Core Course Revision Project is scheduled to repeat every five years, so will next occur in the 2023-24 academic year. These comprehensive reviews and revisions of the MLIS core courses included soliciting feedback from faculty who were not on that core course team, and from external professionals such as librarians and technology experts. All six core courses went through the revision process. One example of a significant change is from the required course LIS 5023 Management in Information Organizations that had its core course revision in spring 2018. In consultation with an academic library dean and a public library system administrator, the course was redesigned to use the ALA Leadership & Management Association (LLAMA) competencies as a foundation for the class ([document](#)). Making these major improvements to the management course is part of SLIS' response to feedback from alumni and employers from the employer survey, numerous strategic planning surveys, the 2017 strategic planning focus group, and meetings by the SLIS director with heads of libraries and library systems in the state, through which practical administrative and management knowledge was identified as insufficient in new MLIS graduates. This was discussed in the [2019 Biennial Narrative Report](#). Another major revision to 5023 in 2020 and 2021 was a focus on contingency planning for library managers, a change which resulted from the pandemic changes to library operations (see

[narratives 2020 and 2021](#)). The SLO development process helped re-focus SLIS faculty on diversity and SLO 6 Diversity was added to the suite of SLOs later in the process. The SLO 6 was first assessed in 5023 in fall 2019 and only 65% of students met or exceeded expectations. Student performance on this SLO improved going forward with 71.4% in spring 2020, 97.3% in fall 2020, and 88.1% in spring 2021 meeting or exceeding expectations. Diversity was not an expressly mentioned improvement in the course team meetings or narratives, but clearly addressing diversity topics improved through the other course improvements such as contingency planning, working in teams, and course guest speakers.

End of Program Assessment Activities

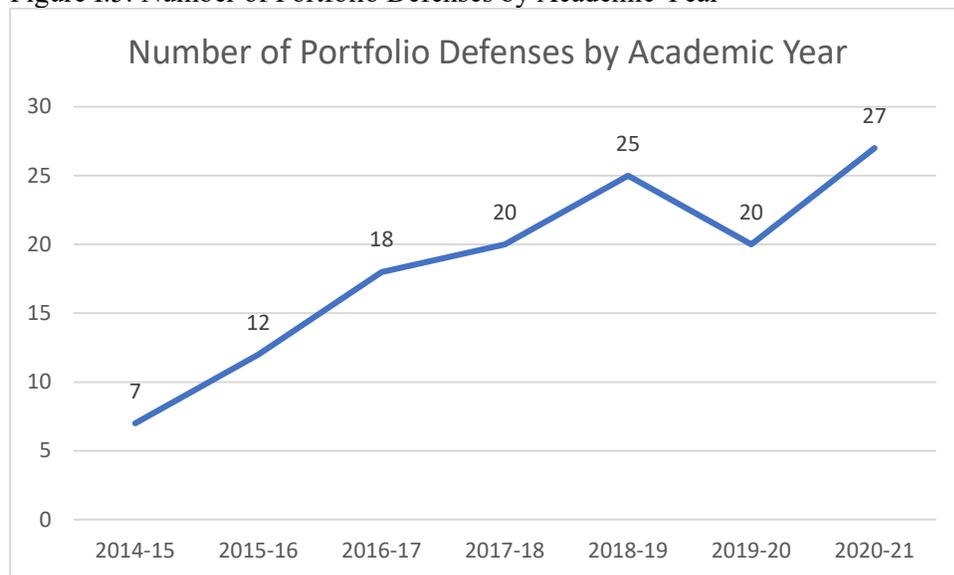
MLIS students can choose the thesis option or the non-thesis option for their degree. Very few students choose the thesis option. For about two decades, non-thesis students have had the choice between comprehensive exams or portfolio. During this review period, the SLIS faculty made major data-informed changes to both the comprehensive exam and the portfolio structures.

During the previous review period, SLIS had moved the MLIS comprehensive exam from an in-lab timed event to a take-home paper. With this switch, the oral defense option for students who failed the written portion of the exam was removed. By fall 2016, students had begun failing the written comprehensive exam at a startling rate (see Table IV.15). While typically 10% or fewer students failed, we saw these concerning failure rates: spring 2015 = 26.7%, fall 2015 = 23.8%, fall 2016 = 35.7%. This was problematic because if students fail the exam a second time, they are dropped from the program without receiving their degree. Faculty discussed potential solutions and decided to reinstate the oral defense option starting in spring 2017. After this change, failure rates returned to the historical range. This was detailed in the [2017 Biennial Narrative Report](#). In addition to reinstating the oral defense, the Graduate Studies Committee created a comprehensive exam [grading rubric](#) for faculty to use from fall 2017 forward. This standardization of grading through the use of a rubric also likely contributed to the change in pass/fail rates. A table with all comprehensive exam outcomes from 2014-2021 is [found on this web page](#).

The portfolio was initially introduced as an option for school librarianship students around twenty years ago because they had to complete a portfolio as part of their application for state certification. For many years, few students chose portfolio, even most school librarianship students chose the comprehensive exam. However, over the course of this review period, the number of students selecting portfolio as their option increased significantly (see Figure I.5).

The long-standing portfolio design was very time consuming for faculty and included an oral presentation defense in front of a committee. The oral defense was previously required to be in-person but increasingly became a mixture of in-person and through Zoom as our program moved more online and accommodated more distance students. The structure of the portfolio became untenable due to the time commitment and the move to online. Therefore, from spring 2020 through spring 2021, the Graduate Studies Committee designed a new e-Portfolio. From the fall 2021 cohort going forward, all non-thesis students will complete an e-Portfolio. Students have typically been very satisfied with their portfolio experience, so the data used for this program change was about feasibility due to numbers of students and the time commitment, rather than student outcomes and student feedback. A detailed discussion of changes to the end of program assessment options and the process of the new e-Portfolio design can be found in chapter four, Standard IV.4.

Figure I.5: Number of Portfolio Defenses by Academic Year



Using Survey Data for Program Improvement

SLIS conducts numerous surveys of stakeholders, and in 2019 put into place a systematic process for reviewing the survey data, identifying issues to address, and deciding on solutions to implement. This systematic process has two parts. First, every November the Accreditation Committee reviews the data gathered by the previous year's stakeholder surveys including graduating MLIS student exit surveys, the alumni survey, the *Library Journal* survey, and employer/strategic planning surveys if applicable. From these data, the committee identifies issues to be addressed. The second part of the process occurs at the December faculty meeting where the committee presents the identified issues and the faculty discuss potential solutions to be implemented. An example of this process is from November/December 2019 when the survey data indicated that MLIS student advising was not working effectively. For example, in the fall 2018 and spring 2019 exit surveys, while 45% of students rated faculty advising as "very good," qualitative comments pointed to a variety of disappointing advising experiences such as not knowing who their advisor was, not interacting with their advisor at all, or feeling like their advisor was uninterested in helping them. The solution, which was identified and then implemented in spring 2020, was for an advising assignment to be added to the required MLIS introductory course (LIS 5033) for which students need to meet with their advisors to create and submit their [Program Planning Form](#) to the SLIS office. This systematic process was introduced in the [Oklahoma Plan to Address Conditional Accreditation](#). Data related to the implementation of this advising assignment are discussed under Standard I.6. In short, we will not be able to assess the impact of this advising assignment until the students who started the program in spring 2020 graduate, which for most of them will be 2022 and forward.

Standard I.1.4

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

This section concerns communication of planning and processes to constituents of the program. Constituents can be divided into two major categories. One is tied broadly to the School and to the SLIS faculty professional activities. Constituents in this category include the College of Arts and Sciences and the university, both of which fund the School and expect returns from that funding in the form of student body and enrollment numbers, student retention and graduation, faculty professional activities, successful accreditation efforts, and related School outcomes.

More applicable to this accreditation review is the other category of constituents directly related to the MLIS program. Constituents in this group include students, alumni, employers, regional MLIS professional organizations, and national MLIS professional organizations including but not limited to ALA and the Committee on Accreditation.

Communication

SLIS communicates with the college and university through submissions to the [college's monthly newsletter](#) and the [Provost's weekly newsletter](#), through annual faculty and staff evaluations, and the annual evaluation of the director. Requests for resources based on planning also communicate School needs to the college and university, including requests for faculty and staff positions, the formal budgeting process, and special requests such as renovations to the SLIS facilities. Annually, the School submits its program-level assessment report to the Office of Academic Assessment through *TracDat*, and this report includes information on how the school has used assessment results for continuous improvement of student learning, curricula of academic programs, and instruction.

SLIS uses its [website](#) and [Facebook](#) account to communicate to students and to the professional community, including information about planning. The front page of the website has announcements that are changed out regularly. These include upcoming new and special topics courses, faculty position openings, and news of interest to the community. The website also contains [information for prospective students](#) such as program and application requirements, and [for current students](#) about advising, end of program assessments, and curriculum. Policies, forms, and more are also easily found on the website. The [About SLIS](#) section of the website contains the vision, mission, MLIS program goals, and MLIS student learning outcomes. It also reports [student achievement data](#) such as pass rates for the comprehensive exam and portfolios, alumni employment information, amount of scholarship money dispersed each year, and more. Information about accreditation actions is posted to Facebook because that disseminates widely and quickly to students, alumni, and followers of SLIS. Facebook is also used as a means to solicit survey and focus group participation for data gathering.

SLIS compiles and emails a weekly digest for students with information about opportunities, classes, and other interesting and useful announcements. Information about program deadlines are emailed directly to students. SLIS also maintains a jobs listserv, to which many students and alumni subscribe. Students serve on faculty committees and participate in program planning actions. The student organization [OLISSA](#) also sends a representative to each faculty meeting to report to the faculty what OLISSA is doing, and report back to their members news from the faculty. One faculty member per year is assigned as the OLISSA faculty advisor. OLISSA additionally has a listserv for disseminating information.

SLIS communicates to the LIS profession through the website and Facebook site as described above. LIS professionals also participate in planning with SLIS by serving on the Advisory Board, the School Librarianship Advisory Board, and other committees such as the Digital Humanities Graduate Certificate Steering Committee. All SLIS faculty attend the December Advisory Board meeting. In December 2020, half of the meeting focused on strategic planning and the other half on the accreditation [Plan for the Self-Study](#). The SLIS director attends the OU SLIS Alumni Association Board of Directors meetings and

reports on School planning, processes, and student outcomes. SLIS also assigns a faculty liaison to the University Libraries and assigns a liaison to the state chapter of Beta Phi Mu. The School submits annual statistics to ALISE and ALA and submits regular and special reports to the ALA Committee on Accreditation.

Strategic Planning

The strategic planning process and cycle was described earlier in this chapter. Constituents were involved in the planning process in the following ways. For the first strategic planning cycle during this review period (2015-2017), the planning committee met with the OU SLIS Alumni Association Board of Directors to solicit suggestions, and widely disseminated online surveys to students, advisory board members, alumni, and other external stakeholders. Finally, they held a townhall meeting at the annual conference of the Oklahoma Library Association to introduce the draft strategic directions and request feedback. The [completed plan](#) was posted on the SLIS website ([documents from this committee are here](#)).

The next strategic planning cycle, 2020-2021, involved constituents differently. Two students served as members on the Strategic Planning Committee. The chair of the committee interviewed several area LIS leaders, and the planning ideas were discussed with the OU SLIS Advisory Board as a focus group. A broadly disseminated online survey was sent to students, alumni, and posted on the SLIS Facebook page. The SLIS faculty voted to accept the new strategic plan in August 2021. [An overview of the new plan](#) is posted to the website and the [full plan is available here](#).

Alignment with College and University Missions and Goals

The university has a succinct [mission statement](#): “The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.”

The College of Arts and Sciences has a very lengthy mission statement that is part of the [college’s By-Laws](#). The middle of the mission states:

“In accomplishing its broad mission, the College has two primary purposes: 1) to foster scholarly inquiry and the generation of knowledge, and to see that knowledge generated in the course of research and instruction is made available to enhance the quality of life in our society; and 2) to help students attain an understanding of the complex world in which we live: its physical and biological structure; its political, economic and social institutions; its intellectual and spiritual inheritance; and its philosophy and literature.”

Both of these statements revolve around excellence in teaching, research, and service. The SLIS mission statement, articulated in section I.1.1., is also built on teaching, research, and service. All three missions reference the broader society, and SLIS does so by incorporating several elements of the ALA [core values of librarianship](#) including social responsibility, the public good, and diversity. Other important key concepts in the SLIS mission are leadership, innovation and creativity, and interdisciplinarity.

SLIS has taken many actions to align the School with college and university priorities. Addressed in this chapter are the service-learning courses to support the previous Provost’s interest in the Carnegie community engagement classification, and the identification of aspirational peer departments at AAU institutions to align our aspirations to those of the college and university. Also related is the increased number of SLIS faculty proposals and awards for external funding to support the university’s goal of doubling external research funding, part of positioning the university for AAU membership. For example,

in 2021, seven out of eight full-time SLIS faculty members (87.5%) either received an external grant award or were continuing work on an ongoing externally funded grant, compared to four out of eleven (36%) in 2014 ([see spreadsheet](#)).

The new SLIS strategic plan is based on the structure and ideas of the Lead On, University plan and our faculty search requests fall into the framework of the college dean's strategic hiring areas. The faculty search that was just approved for the specialty area Indigenous Knowledge will support one of the college's signature initiatives from their new strategic plan. The following excerpt from the SLIS strategic plan articulates very clearly how the SLIS plan aligns with college and university priorities:

Our intent is to build on our existing strengths by growing our enrollment and our faculty, by bolstering our capacity for strategic collaborations inside and outside the University, and by expanding our diversity, inclusion, and equity initiatives considerably beyond our current community-focused efforts. This requires extending our earlier strategic directions to encompass the following goals for our unit, which are to:

- A. *Support and Promote Excellence, Inclusion, and Innovation in Education for the Information Professions***
- B. *Become a Strong, Sustainable, and Inclusive Intellectual Center for Research, Practice, and Applications Involving the Organization and Uses of Knowledge, Information, and Data***
- C. *Expand Community Understanding and Engagement Through Impactful Informational Initiatives***

These three strategic directions or goals align with the University of Oklahoma's "[Lead On, University](#)" Four Pillars as follows:

- i. Become a Top-Tier Public Research University (**SLIS Goal A, SLIS Goal B**)
- ii. Prepare Students for a Life of Success, Meaning, Service, & Positive Impact (**SLIS Goal A, SLIS Goal C**)
- iii. Make OU's Excellence Affordable & Attainable (**SLIS Goal A**)
- iv. Become a Place of Belonging & Emotional Growth for All Students, Faculty, Staff, & Alumni (**SLIS Goal C**)

Our **Unit Goal B** also aligns with the VPRP Strategic Framework for Enhanced Research's emphasis on convergence of knowledge and perspectives across disciplinary lines, especially in the [Strategic Verticals](#) iii. The Future of Health and iv. Society & Community Transformation as well as the Core Capabilities of Data Science/Artificial Intelligence/Machine Learning and Social Sciences & Humanities.

Our **Unit Goal B** positions us to further develop collaborative research initiatives that address the College of Arts and Science's strategic priorities, such as Data Science/Data Scholarship; Decision Making, Risk, and Crisis Management; Environment, Health, and Society; Native Peoples; and Public Humanities. In addition, our goals conform to the following new college Key Performance Indicators (KPI's) and can support relevant metrics for these:

- i. Research/Scholarship/Creative Activity: Measuring faculty performance as an AAU-level aspiring public research university, + scale of research operations (e.g., postdoc and research faculty), scholarly publications & awards. (**SLIS Goal B**)
- ii. Teaching and Mentorship: Measuring faculty performance in training our undergrad students. (**SLIS Goal A.2**)
- iii. Undergraduate Education: Measuring success, e.g., through prestigious awards, time-to-degree, retention, diversity, equity, inclusion, and access. (**SLIS Goal A.2**)

- iv. **Graduate Education:** Measuring graduate education success through prestigious awards, time-to-degree, retention, diversity, equity, inclusion. (SLIS Goal A.1, SLIS Goal A.3)

(For this SLIS Strategic Plan excerpt, “Unit Goal” was changed to “SLIS Goal” for clarity).

Program Goal’s Alignment with OU and College

The goal of the MLIS program “is to educate students who understand and can apply the [core competencies of library and information studies](#) as articulated by the American Library Association.” This is in direct alignment with the mission of the university “to provide the best possible educational experience for our students” and with the college which “strives to foster free inquiry and thought, to engender in students the ability to think critically and to communicate effectively, to prepare students for careers and professions, and to encourage students to accept public service and civic responsibilities within their communities.” The MLIS program goals encompass foundations of the profession, organization of information, technology knowledge and skills, reference and user services, research, and administration and management. The student learning outcomes include core knowledge of the LIS field, critical thinking, oral and written communication, technology, research, and diversity. With an MLIS program based on these goals and SLOs, graduates of the program have a strong foundation in the field and are prepared to enter into the LIS profession and grow into successful professionals. Of course, once they graduate and become employed in the field, they will be expected to continue to learn and develop their professional skills. LIS professionals tell us that they expect, and find, our graduates to have a strong foundation and then it is up to the graduate to be willing to continue to expand their knowledge and skills on the job, as is expressed in the lifelong learning core competency of librarianship.

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:”

During this review period, the SLIS faculty articulated program-level student learning outcomes (SLOs), designed rubrics to assess the quality of student work, and created the ongoing cycle of assessment illustrated in section I.1.2. Before this process, the MLIS had program objectives that were assessed with indirect measures only through exit and alumni surveys.

The initial categories of the MLIS SLOs were derived from the course-level SLOs in the core MLIS courses ([documented here](#)). Since these courses are required of all students, it made sense to expect that when students graduate from the program, they can demonstrate mastery of the core knowledge and skills of the field. The end of program assessment activities, comprehensive exam and portfolio, are built around the core courses and were also selected as activities used to assess the SLOs. The SLO categories initially derived were: Core knowledge, intellectual skills, scholarly communication, technology skills, and methods and analysis. Diversity was added as a category later. From these basic headings, the faculty later built out [lengthy descriptions](#) of each SLO to aid in a shared understanding and the consistent assessment of student attainment. In March 2017, the faculty met with Dr. Wao from the OU Office of Academic Assessment to create a process for program assessment ([document here](#)). The [map of ALA standards to SLOs](#) and direct and indirect data collection was created in April 2017. During the 2018-19 academic year, the faculty addressed one SLO per faculty meeting to work on building out the descriptions and coming to an agreement of what the SLOs encompassed.

The plan for assessment of SLOs made sure that each SLO is assessed in at least two places, and each core course and end of program activity assesses at least two SLOs. Table I.5 maps the SLOs to the places in the curriculum where they are assessed, based on the rubrics developed for assessment in each core course and in the end of program activities. These are not the only places in the curriculum in which these SLO concepts are introduced or reinforced. For example, the LIS 5713 Research and Evaluation Methods class covers core knowledge of the LIS field, intellectual skill (critical thinking), and diversity topics. However, those SLOs are not assessed in that class.

Students do not take the core courses in the same order. While LIS 5033 is expected to be completed in the first semester and LIS 5713 in the last semester, this isn't always the case for every student. Therefore, the concepts from the SLOs are introduced and reinforced throughout the core. In Table I.5, the places where the SLOs are assessed in the core courses are shaded in blue, and the places where they are assessed in the end of program assessments are shaded in green. It can be seen that more SLOs are assessed in the portfolio than in the comprehensive exams. The new e-Portfolio is expected to assess all six SLOs, although that rubric and process are still in development. It makes sense for the end of program assessment to assess all of the SLOs as students exit the program to measure their final level of learning. The thesis is not listed in the table as no students have completed a thesis since the SLO assessment was introduced.

Table I.5: Program-Level SLOs Are Assessed in the Curriculum (Based on Assessment Rubrics)

SLOs	5033 Intro	5023 Mngt	5043 Org	5053 Info Behav	5063 Technlgy	5713 Research	Comps	Portfolio	New e-Portfolio
Core knowledge									
Intellectual skill									
Scholarly communication									
Technology									
Methods & Analysis									
Diversity									

The MLIS program’s SLO 1 Core Knowledge is defined as, “Graduates demonstrate advanced knowledge of LIS theories, principles, and practices. Core knowledge is reflected in the ALA Accreditation Standard I.2.” This SLO encompasses ALA Standard I.2 and each of the sub-sections under Standard I.2 as described under Standards I.2.1-I.2.8 below.

One of the student resource pages on the SLIS website [divides the MLIS courses into categories](#) to help students who are planning their programs. The groupings of courses on that page are useful for illustrating where in the curriculum the following standards are taught.

Standard I.2.1

“The essential character of the field of library and information studies;”

The introductory MLIS course, LIS 5033 Information and Society, covers the broad foundational structure of LIS, thereby introducing students to the essential character of the field. Each of the other core courses covers a piece of the essential character of the field including management, organization, information seeking, technology, and research.

Standard I.2.2

“The philosophy, principles, and ethics of the field;”

The courses that address this standard the most are the core courses LIS 5033 Information and Society and LIS 5023 Management in Information Organizations. Electives that cover philosophy, principles, and ethics include LIS 5283 School Library Administration and LIS 5173 Diversity Fundamentals.

Standard I.2.3

“Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;”

In addition to librarianship broadly defined, the major specializations that students can pursue within the MLIS include School Librarianship, Archival Studies, Data Analytics, and Applied Technology. Archival Studies and Data Analytics are further supported by graduate certificates. We additionally have a multi-disciplinary graduate certificate in Digital Humanities. Graduate certificates are [described here](#).

The School Librarianship specialization has a [dedicated web page](#) and is overseen by the School Librarianship Advisory Board. In the 2020-21 academic year the board worked to ensure that courses for school librarians adhere to the new standards from the ALA/AASL/CAEP for school librarianship. This included a discussion with faculty at the 2020 August Planning Day. See the 2020-21 [School Librarianship Advisory Board annual report](#) for details about the excellent work the Board is doing to keep the curriculum aligned with the expectations of the field for school librarians.

The Archival Studies specialization was designed around Society of American Archivists’ principles by a tenured faculty member whose major expertise is in archives. He is currently serving as an associate dean but continues to teach the two foundational courses for the archives program, which are also required courses for the Archival Studies graduate certificate. Many of the electives in archives are taught by an adjunct who is a University of Oklahoma archivist. In addition to coursework, he employs multiple MLIS students in the archives as student workers, G.A.s, and interns to work on his several large, funded grant projects. These students learn hands-on, practical skills to help them prepare for careers in this specialty. He has designed and taught numerous special topics courses for the program. One additional elective is taught by the state archivist from the Oklahoma Department of Libraries.

Over the past ten years, SLIS has built a robust suite of applied technology and data science courses. Our bachelor of science and bachelor of arts degrees are built around these courses, and most technology and data science courses are “slash-listed” for both undergraduate and graduate enrollment. The School has a small number of master’s students whose professional goals are to work in data science or technology fields, and they typically select all of their MLIS electives from the technology and data science lists. Other MLIS students, especially those interested in academic libraries, also take technology and data science electives, particularly courses in web design, database design, and data analytics. Our collection of data science and technology courses is not built on the policy statements from professional organizations, but has evolved from the expertise of our multiple tenured and tenure-track faculty specialists in these areas.

Standard I.2.4

“The importance of research to the advancement of the field's knowledge base;”

Standard I.2.4 is aligned with SLO 1 Core Knowledge and with SLO 5 Methods and Analysis “Evaluate existing research literature and have the ability to design appropriate research methodologies.” The further definition of SLO 5 includes the ability to critically evaluate LIS research and professional literature, understand the importance of research in the field, and apply qualitative and quantitative methods. This standard is covered most specifically in the core course LIS 5713 Research and Evaluation Methods. Students in this course learn how to read and critically analyze LIS research literature, write a literature review, write research questions, and design a methodology for a proposed research study. Students are also introduced to research activities in the core course LIS 5053 Information Seeking and Use. Students who wish to conduct independent research can take a Directed Research independent study course or select the thesis option for the MLIS.

Standard I.2.5

“The symbiotic relationship of library and information studies with other fields;”

Library and information studies is an interdisciplinary field and the introductory course (LIS 5033) addresses the relationship of LIS with other fields. Students come to the master’s program with previous degrees from a broad range of subjects and faculty who teach in the School have degrees from many other fields. It is common for readings and concepts in MLIS courses to come from education, sociology, psychology, computer science, and other fields. Our research methods core course (LIS 5713) is social science research methods based in sociology. The school librarianship specialization is steeped in knowledge from the field of education, and graduates seeking school librarianship certification must have a teaching certificate unless they pursue an alternative certification route. The MLIS program offers courses cross-listed with education and multidisciplinary digital humanities courses cross-listed with History, History of Science, and Women’s and Gender Studies. In recent years, the number of students pursuing dual master’s degrees, which is the MLIS plus a second master’s, has increased. These include dual degrees with Museum Studies, History of Science, English, Communication, and more. Graduates, particularly those who go on to become academic librarians, may become subject specialist librarians and serve in subject liaison roles with academic departments. Some academic libraries pursue collaborations to place embedded librarians in academic departments, and school librarians commonly collaborate with teachers, sometimes co-teaching with them. Some of the MLIS electives are heavily informed by the disciplines they represent, for example, LIS 5133 Biomedical Bibliography and Reference Materials, LIS 5163 Biomedical Databases, LIS 5143 Government Information, LIS 5970 Health Informatics, LIS 5970 Consumer Health Information, and some additional special topics courses in popular culture and comics/graphic novels. The field of LIS is wrapped around the information environment and is therefore infused with the essence of other disciplines. As those disciplines affect the content of our field, so does our field affect the way they access, organize, and store their information for preservation and access.

Standard 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;”

Standard I.2.6 is reflected in SLO 6 Diversity “Graduates are able to effectively participate in the ongoing active identification of and respectful responses to various information needs and perspectives of diverse communities in a global society, particularly those of marginalized or otherwise underserved individuals, groups, and populations.” SLIS has been striving to include diversity more broadly into the curriculum and into the School. LIS 5173 Diversity Fundamentals in LIS is a major revision of the Multicultural Librarianship course which the School has offered since the 1990s. In addition to this class which focuses entirely on services for diverse groups, diversity topics are covered in several of the core courses: 5023,

5033, 5043, 5053 and 5713. We have a public librarianship course in development that will feature services to people experiencing homelessness as well as other underserved groups. MLIS students are very interested in diversity and social justice, and many choose these topics for their course papers and projects. Recently, we added diversity climate questions to the exit survey, alumni survey, and strategic planning/employer survey. Tracking these responses over time will help us ascertain where we can make improvements regarding diversity in the program. The university is extremely invested in improving diversity, equity, and inclusion on campus and changes in the wider campus climate will also have an impact within the School.

Standard I.2.7

“The role of library and information services in a rapidly changing technological society;”

In addition to being included in SLO 1, Standard I.2.7 is also represented in SLO 4 Technology: “Graduates are able to analyze, design, and provide solutions to information problems through appropriate technologies.” SLIS has a thriving technology focus and around half of SLIS faculty are specifically engaged in teaching courses in this area. Particularly benefitting students preparing for careers in technology fields and academic librarianship, technology skills are now part of all LIS careers. The core course LIS 5063 Fundamentals in Information Technology gives students an introduction to many types of technology skills including web design, databases, office tools, and data analytics. Interested students can choose from a growing suite of electives in technology and data science to develop more advanced skills.

Standard I.2.8

“The needs of the constituencies that the program seeks to serve.”

A number of elective courses are relevant to this standard. LIS 5253 Community Relations and Advocacy, LIS 5173 Diversity Fundamentals, LIS 5123 Reader’s Advisory, LIS 5503 Information Literacy and Instruction, LIS 5513 Information Sources and Services, and LIS 5970 Community Health Information are some of the courses that stand out. LIS 5183 Information Resources and Services for Children, LIS 5193 Information Resources and Services for Young Adults, LIS 5970 Programs and Services in Library and Information Centers, and LIS 5970 Makerspaces in Theory and Practice are some additional courses that are focused on the needs of particular constituencies. The core course LIS 5033 also introduces the needs of constituencies.

Standard I.3

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

As previously mentioned, the MLIS program goal ties six of the eight ALA core competencies to the MLIS core courses. The ALA competency “Continuing Education and Lifelong Learning” is not tied to a specific core course but is infused throughout the curriculum. An example of where this competency is measured is in the end of program portfolio ([portfolio handbook here](#)) which requires students to articulate their professional career plans including continuing education, with these statements:

- Statement of goals for continuing education
- Self-assessment of participation in professional, organizational, and other service activities
- Statement of professional goals
- Self-assessment of student’s leadership potential

ALA's "Continuing Education and Lifelong Learning" competency also encompasses this statement, "The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services." The SLIS goal that ties to the ALA competency "Reference and User Services" is fulfilled by the core class LIS 5053 Information Seeking and Use and several electives including LIS 5503 Information Literacy and Instruction, LIS 5513 Information Sources and Services, LIS 5123 Literature and Methods for Reader's Advisory Services, and LIS 5173 Diversity Fundamentals in LIS. In these courses, students develop the skills to support patrons' lifelong learning through library services including bibliographic instruction. In its overview of the LIS field, LIS 5033 also introduces continuing education and lifelong learning. Required courses for school librarianship students specifically incorporate the teaching roles of school librarians.

Service to the Profession

Students have a variety of opportunities to engage in service within and outside of SLIS. Within the School, most faculty committees including the Graduate Studies Committee, the Strategic Planning Committee, and the Accreditation Committee include student members. Students also engage in active leadership roles in the OLISSA student organization. The School Librarianship Advisory Board partnered with OLISSA and several Oklahoma library organizations to plan and implement the 2021 virtual [Summer Institute](#), a one-day free conference for students and librarians that included presentations, job advice from library employers, and a Career Connections event. The School occasionally offers students the opportunity to work at conference booths, predominately at the Oklahoma Library Association conference, but also sometimes at national conferences. For example, SLIS sent a student to the Joint Conference of Librarians of Color to run our booth. SLIS also participate in ALA's Student to Staff and students compete for the opportunity to attend the ALA conference through this program.

SLIS is a partner site for the IMLS-funded WGBH Boston's grant project on digitizing historically significant media broadcasts. In 2018 SLIS had two grant-funded MLIS student fellows who worked with the Oklahoma Educational Television Authority to select historically significant broadcasts for digitization, digitize them, create bibliographic records, then file the digitized broadcasts into the American Archive of Public Broadcasting. The two student fellows presented several posters and talks at regional and national conferences about their work with the grant. IMLS has just funded the second part of WGBH's project and SLIS will have another student fellow in 2022.

The previous SLIS director became the volunteer librarian at Oklahoma County's Juvenile Justice Center Library in 2014 and over the years she and a team of student and librarian volunteers built, organized, and maintained the collection with monthly visits. Over a dozen MLIS students have volunteered for the project. This volunteer group was awarded the prestigious Ruth Brown Memorial Award from the Oklahoma Library Association in 2018 for their work. The library was also awarded ALA's Coretta Scott King Book Donation Grant in 2016.

MLIS students have served as senators on OU's Graduate Student Senate and occasionally have the opportunity to serve on college or university committees. SLIS students are hired as graduate assistants (G.A.s) in various units across campus, many in the University Libraries (UL), where they learn hands-on professional skills. For example, in fall 2021, 30 SLIS graduate students hold graduate assistantships on the Norman campus with 12 in the UL, eight in SLIS, and the rest in different departments and administrative offices. Six of these G.A.s are doctoral students and 24 are MLIS students. The OU Tulsa Schusterman Library commonly hires up to five MLIS students annually as G.A.s and SLIS hires one Tulsa G.A. per year.

Students also learn hands-on professional skills in our elective internship course. Internship projects for MLIS students include digitizing resources, creating finding aids for digital archival material, library cataloging, library instruction, and more. Our new service-learning internship includes a requirement of self-reflective essays by the student at the beginning, middle, and end of the internship to help them think about the impact of their roles and how their internship work contributes to the library, archive, or other information center where they are doing their internship.

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.”

Standard I.4.1

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

The MLIS program objectives are:

- Demonstrate advanced knowledge of LIS theories, principles, and practices. (SLO 1)
- Demonstrate an ability to evaluate, critically analyze, and synthesize information from multiple sources. (SLO 2)
- Demonstrate effective oral and written communication skill. (SLO 3)
- Employ technology to analyze, design, and provide solutions to information problems. (SLO 4)
- Critically evaluate research and literature in the LIS field; - Demonstrate application of quantitative and qualitative research methods to systematic inquiry in LIS. (SLO 5)
- Use cultural competency to interact appropriately with people with diverse backgrounds, beliefs, and identities. (SLO 6)

The cycle of data collection, analysis, and use of outcomes was detailed earlier in the chapter in section I.1.2. The SLO assessment outcomes show that the program is successful in attaining 80% or more of students meeting or exceeding the SLOs in core MLIS courses and end of program assessment activities. We have a vast amount of data on the SLO assessment in core courses ([TracDat](#), [core course assessment documents](#)). According to the alumni surveys, around 80% of alumni report finding employment in the LIS field within one year of graduation. For some, this is within the same library in which they were working before or during their MLIS program. For others, it is a new position. The following table shows a summary of the survey results. As required by ALA, graduates’ employment results are publicly documented on the [SLIS website](#).

Table I.6: Alumni Survey Self-Report of Employment Status

	2019 survey (2017 grads) N=25	2020 survey (2018 grads) N=22	2021 survey (2019 grads) N=10
Working in LIS field within one year of graduation	80%	77%	80%

2019 survey had “check all that apply format” so data is extrapolated from answers. From 2020 forward, this is a stand-alone question for better clarity of responses (survey improved).

In the alumni survey, respondents are asked “in what area does your work primarily focus?” Using a word cloud, the past two years of responses show the most common jobs to be in Adult Services, Management, and Youth Services (see Figure I.6). “The goal of the Master’s in Library and Information Studies is to educate students who understand and can apply the core competencies of library and information studies as articulated by the American Library Association.” These employment results illustrate that we are achieving the MLIS program goal of successfully preparing professionals for the LIS field.

Figure I.6: Word Cloud of Employment Results from Alumni Surveys (2020 and 2021)



The MLIS program goals and objectives/SLOs are listed on the SLIS website in the [About SLIS/Goals and Student Learning Outcomes](#) section. As described earlier in the chapter, the development of the current goals and objectives/SLOs by the SLIS faculty took about two and a half years. During that time students were involved in the planning by serving on the Assessment Committee and contributing to committee discussions. SLIS hired a G.A. knowledgeable in assessment practices to assist faculty in developing assessment rubrics for their core courses, and she also participated in doing the initial assessments to develop the procedures. The Advisory Board was asked to review and comment on the new vision, mission, goal, and objectives/SLOs at the December 2018 Advisory Board meeting. The Board approved of the new SLOs, although they felt some were written more clearly than others. They also recommended that the SLIS faculty consider writing the vision and mission statements to be more assessable. Faculty discussed the Board’s comment at Planning Day and came to the conclusion that the vision and mission statements are meant to be aspirational rather than assessable.

The MLIS graduating student exit survey, alumni survey, and employer/strategic planning survey all ask respondents to rate on a Likert-type scale whether graduates from the program are successfully achieving the American Library Association Core Competencies (our program goals), the ALA accreditation standard I.2 SLOs, and our MLIS program-level SLOs. A comparison of responses for the ALA standard I.2 items is shown in Table I.7 with 2021 responses from the graduating student exit survey, alumni survey, and employer survey. These data suggest that in most cases, the closer the respondents are to the program, the more likely they are to say that the program prepares them very well for the knowledge specified in the statement. As in Table I.4, employers are evaluating how well other people are prepared, and rate their preparation lower than what graduates and alumni rate themselves.

Table I.7: Stakeholder’s views on how well MLIS provides knowledge on following statements from ALA I.2. Table represents “Very Well” answers.

	Graduating Students Spring 2021 f/N	%	Alumni 2021 (2019 grads) f/N	%	Employers January 2021 f/N	%
The essential character of the field of library and information studies	17/20	89	6/9	67	8/16	50
The philosophy, principles, and ethics of the field	17/19	89	8/9	89	13/15	87
Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations	14/19	74	6/8	75	6/12	50
The importance of research to the advancement of the field's knowledge base	15/19	79	7/9	78	7/16	44
The symbiotic relationship of library and information studies with other fields	10/18	56	6/9	67	3/15	20
The role of library and information services in a diverse global society, including the role of serving the needs of underserved group	14/19	74	5/9	56	5/16	31
The role of library and information services in a rapidly changing technological society	16/19	84	7/9	78	8/15	53
The needs of the constituencies that a program seeks to serve	15/19	79	6/9	67	2/15	13

Slight variance in total N within each group as not every respondent answered every question in the set.

In addition to the direct interactions of stakeholders with the development and evaluation of the objectives/SLOs, these groups provide feedback on the success of the MLIS program in multiple ways. Students have the opportunity to evaluate their courses and the university has recently piloted a new student course evaluation instrument called the [Student Experience Survey](#) designed to solicit feedback that is more useful for faculty and departments for program improvement. SLIS participated in this pilot for the spring and summer 2021 courses. Many survey questions are directly relevant to our MLIS SLOs as shown in Table I.8. With the survey question displayed in the table, students can give feedback to the instructor with their self-assessment of program learning outcomes (indirect measures). Not every course addresses all of these items and this can be seen in these example responses for one MLIS core course from spring 2021 ([student course evaluations](#)).

In addition to course evaluations, students complete other surveys for SLIS and OU as discussed in this chapter. Within SLIS, this is the graduating student exit survey in which students evaluate the program. For OU, students participate in the institutional surveys such as the annual OU Student Satisfaction Survey deployed every spring semester and the Diverse Learning Environment Survey, deployed for the first time in fall 2020 to capture student perceptions regarding the institutional climate. The OU Graduate College has just begun using the Student Experience in the Research University ([SERU](#)) survey, although results are not yet available. Students who take internships complete an evaluation of their internship experience. Direct measures of student achievement also include successful theses, number of internships, internship site supervisor evaluations of student performance, documentation of independent study courses, and student participation in professional activities such as conference presentations.

Table I.8: Survey Question: This course helped me develop (further) these skills: (choose all that apply)

Survey Question Item	MLIS Program SLO	Example Student Responses LIS 5023, Sp 2021 N=12
Discipline-specific skills	SLO 1 Core Knowledge	66.7%
Problem-solving / Critical thinking	SLO 2 Intellectual Skill	91.7%
Creative thinking	SLO 2 Intellectual Skill	41.7%
Communicating my ideas to others	SLO 3 Professional & Scholarly Communication	100.0%
Writing skills	SLO 3 Professional & Scholarly Communication	66.7%
Analysis	SLO 5 Methods and Analysis	75.0%
Independent Research	SLO 5 Methods and Analysis	33.3%
Understanding other perspectives	SLO 6 Diversity	41.7%

From the Student Satisfaction Survey (new student course evaluation instrument)

Alumni and LIS employers provide feedback to SLIS on the effectiveness of the program through the alumni survey, the strategic planning and employer surveys, by sitting on the Advisory Board and the School Librarianship Advisory Board, evaluating student performance in internships, and by sitting on portfolio committees. The OU SLIS Alumni Association Board of Directors also meets quarterly and the SLIS director attends the meetings to hear from the board about issues, report School activities to them, and ask for feedback on matters of interest. The OU SLIS Advisory Board meets twice per year and the SLIS faculty attend one of those meetings. The makeup of that board changes in response to the needs of the School, and members are on two-year staggered terms. In recent years the Advisory Board has provided feedback on the curriculum (strongly recommending internships for students without library work experience), on the vision and mission statements and MLIS SLOs, on the Plan to Address Conditional Accreditation and the Plan for the Self-Study, and on the most recent strategic planning questions.

Stakeholder impact on the MLIS program is seen in curriculum changes that were pursued as a result of stakeholder feedback. For example, the leadership course had not been offered after a faculty member left OU, but feedback from library directors that graduates needed more administrative and managerial skills led to the course being added back into the regular rotation. This feedback also led to many positive changes to the required management class, described in the [core course revision report](#). More public and academic librarianship courses were added after many comments on stakeholder surveys suggested this was a hole in the curriculum. At this time, special topics courses in these areas include Programs and Services in Library and Information Centers, Academic Librarianship, Public Librarianship, and a proposed STEM Programming for Children and Youth course.

Employer feedback on the program is typically mixed. Two strong sentiments that have come out repeatedly are first that the School needs to work more closely with professional librarians in the area, and second that soft skills are enormously important for graduates to get hired and be successful in the field. This feedback has been fairly consistent from a variety of sources such as informal comments, Advisory Board discussions, Alumni Association Board of Directors discussions, and recently in the January 2021 employer/strategic planning survey and the “What Employers/Administrators Need From Librarians” session at the 2021 Summer Institute. Faculty have discussed these issues at numerous meetings. The soft skills aspect is difficult to teach, particularly in online classes. Many soft skills are perceived as being personality traits that are not teachable. Nevertheless, we have employed a 20-year library veteran and long-time administrator of a large library system in the state to develop a class for summer 2022. The

class is on public librarianship and will contain a significant focus on soft skills needed for public services in a public library such as being able to communicate with many kinds of people, being approachable, and working well with others. After the class is taught, we can work with the instructor to evaluate how the soft skills training went and that will help us plan for addressing this concern of employers of our graduates. In order to develop closer working relationships with the libraries and library professionals in the area, we submitted a proposal to the College of Arts and Sciences to create an [MLIS Program Coordinator](#) position for the School. This position was approved for a search in 2021-22 and recently filled. The job will include outreach and relationship building with LIS institutions and professionals in the state. Our current coordinator of internships has already been working on building relations with institutions to establish internship locations for our students. The MLIS Program Coordinator will add to the work already done to help the School create additional professional ties. The new program coordinator will begin the position in July 2022.

The MLIS program and School are also evaluated by external evaluators during the MLIS accreditation by the ALA Committee on Accreditation and the university's internal Academic Program Review (APR). The ALA review is far more involved with regular check-ins such as the Biennial Narrative Reports and annual program statistics. As the readers of this report know, our MLIS accreditation was reduced to conditionally accredited related to systematic planning and use of data for program improvement. The SLIS faculty have made a sincere effort to address these shortcomings as this self-study will show. The upcoming APR in 2023-24 will include the review of all the academic programs offered by the unit, many of them new since the previous review. Both the ALA review and the APR review are important evaluations of whether the programs are successfully meeting higher learning standards.

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 planning and decision-making cycles, data collection and analysis, and achievement of the School's and program's mission, goals, and objectives were covered in great detail in this chapter, particularly in the beginning of the chapter in the sections on planning cycles and strategic planning, with graphics and tables illustrating the ongoing cycles. Sections I.1.1. and I.1.2 are also relevant to standard I.5 with assessment cycles displayed in graphic form.

Evidence documents of the ongoing planning and the collection and analysis of data include [faculty meeting minutes](#), [August Planning Day minutes](#), standing and ad hoc committee meeting year end reports with [minutes and annual charges](#), [Advisory Board](#) and [School Librarianship Advisory Board](#) minutes, [annual program assessment submissions](#) to the OU Office of Academic Assessment (OAA) in *TracDat* reports and the [feedback](#) from the OAA on our processes, outcomes, and use of the data. Planning and use of data are also documented in [reports](#) to the ALA Committee on Accreditation including biennial narrative reports, Plan to Address Conditional Accreditation, Conditional Progress Report, and special reports. Also included in the SharePoint document archive is the SLIS self-study for the [Academic Program Review](#) in 2015-16. Numerous [special planning meetings](#) happened during the review period as well, and these are also documented. Examples are the retreat to create a new vision statement in February 2016, the special meeting to create a new mission in January 2018, a special focus group with librarians concerning the conditional accreditation in August 2019, a special faculty meeting to discuss the Plan to Address Conditional Accreditation in November 2019, and a variety of special faculty meetings as part of strategic planning ([first strategic planning](#), [second strategic planning](#)).

Examples of how data are used to improve the program include the multilayered process of improving the core MLIS courses based on SLO assessment and narrative assessment by individual faculty and teams, described earlier in the chapter. Core courses are continually improved through this cyclical process. Survey data from a variety of surveys including graduating student exit surveys, alumni surveys, and employer/strategic planning surveys are reviewed annually in November by the Accreditation Committee and solutions to identified issues are discussed and planned at the December faculty meeting. MLIS student advising was significantly updated as a result of this process in 2019. In 2020, the identified issue was student concern about job seeking, and this resulted in two useful sessions being planned into the 2021 Summer Institute, the “What Employers/Administrators Need From Librarians” and the “Career Connections” event.

The School’s mission revolves around teaching, research, and service which are the cornerstones of tenured and tenure-track faculty positions. Data attesting to SLIS faculty’s pursuit of these activities form the basis of chapter three of this self-study. Tables there show that during this review period, SLIS faculty have engaged in research (Table III.12), grant funding (Table III.11), and professional service ([see this table](#)). Teaching data can be found in both chapters two and three. These data indicate the attainment of the School’s teaching mission.

The MLIS program goal is to graduate students capable of performing professional LIS jobs. Alumni survey data show that over three-quarters of MLIS students are employed in the LIS field within one year of graduation (Table I.5). The word cloud (Figure I.6) of alumni’s primary work responsibilities shows our graduates engaging in foundational LIS practices, particularly in management and patron services. These data indicate that we are successfully achieving our program goal.

Our MLIS program objectives/program-level SLOs reflect knowledge in the field, critical thinking, oral and written communication skills, technology skills, research methods, and cultural competency. The successful achievement of these objectives is shown in our robust, ongoing SLO assessment cycle detailed in numerous places in this chapter.

Standard I.6

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

Figure I.1 at the beginning of the chapter illustrates the systematic annual cycle within which the faculty conduct evaluations and assessments, meet to discuss and analyze data, and make and implement plans to improve the program based on the results of the data.

During this review period, program-level SLOs were created and implemented for the first time. This lengthy development process lasted from fall 2016 through spring 2019. The final (current) version of the SLOs was completed in 2019 and faculty discuss every August Planning Day how well the SLOs are working and if there is an evidence-based reason for revising them. The core course teams can also bring concerns about the SLOs to the August Planning Day discussion. The SLOs are assessed in the core courses and end of program assessments (comprehensive exams, portfolios, new e-Portfolio). Program improvements from SLO assessment are predominately improvements to core courses and to the end of program assessments. The program is evaluated and improved in numerous other ways in addition to the SLO assessments, as described in detail in the chapter.

This chapter contained numerous examples of the results of evaluation used to improve the program and plan for the future. Following are two additional examples. The first illustrates an instance where

constituents' feedback contributed to improved systematic strategic planning processes. The second is an example where the data analysis cycle identified an issue, and the faculty decided on and implemented a solution to make an improvement to the MLIS program. Two sources of data are being used to track the outcomes of that change.

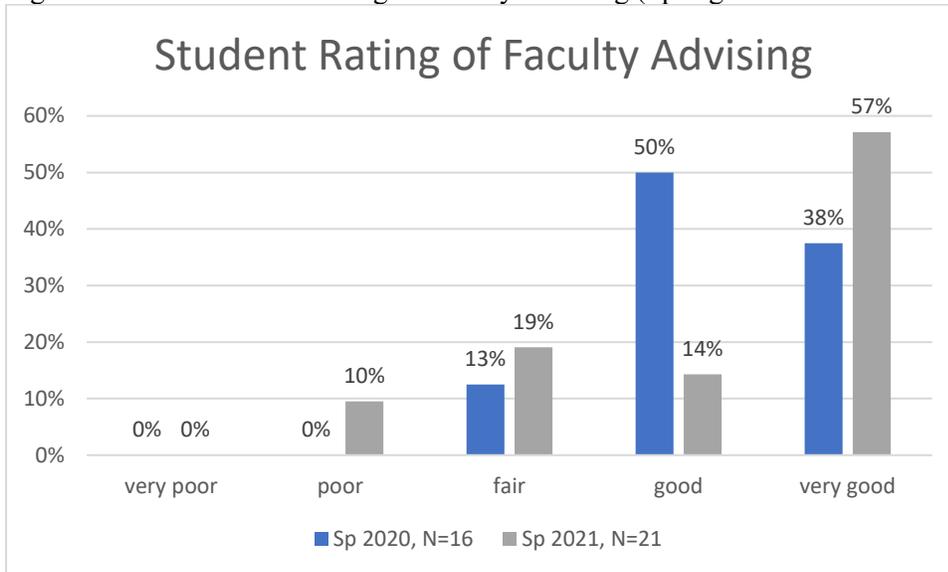
An example of the impact of program constituents on the improvement of planning for the future comes from the [August 2019 focus group](#) with Tulsa area librarians about the recent accreditation change for our MLIS from continually accredited to conditionally accredited. The director sought feedback from the focus group about ways to improve systematic planning. The conversation turned to strategic planning and our use of annual goals to track progress towards identified strategic directions. While SLIS had established a strategic plan to run from 2017 to 2021, we had not been setting formal annual goals that we were tracking, although we did have identifiable annual goals that were not written down or codified. After the focus group, the director immediately wrote up the [annual goals for recent years](#) and wrote draft annual goals for the [2019-20 academic year](#) based on the strategic plan, and brought them to the October 2019 faculty meeting for discussion, input, and approval. Then, in December 2019, SLIS sent its Plan to Address Conditional Accreditation to an external consultant and she recommended that progress towards the annual goals be discussed at each monthly faculty meeting to keep the strategic plan at the forefront of our decision making and progress towards annual goals an ongoing and systematized process. We implemented that system starting in the spring 2020 faculty meetings and [continuing](#).

From fall 2021 forward, the creation of the annual goals based on the strategic plan became a standing charge of the Strategic Planning Committee. That committee will lead the report and discussion at each faculty meeting of progress towards achievement of the goals which demonstrates a use of evaluation data to systematically improve the program. These suggestions and actions are documented in the [August 2019 focus group transcript](#), the [feedback](#) from the external reviewer, the tables and working documents for establishing [annual goals](#), the [faculty meeting minutes](#) from February 2020 forward, and the Strategic Planning Committee [charges for the 2021-22](#) year.

An example of using data to track the outcomes of a planning decision comes from the improvements to the MLIS student advising that were implemented in spring 2020. This advising problem and solution were introduced in section I.1.3, and this section further details the School's actions. As mentioned earlier in this chapter, in November 2019, the Assessment Committee reviewed the results of the alumni and MLIS exit surveys to identify problems, which we do systematically every November. The problem that stood out had to do with lack of engagement between students and their advisors. Some comments from the 2018-19 exit surveys included, "I didn't even know who my advisor was until graduation"; "I planned my own classes"; and "I hardly interacted with my advisor." Most respondents gave positive comments about the advising they received. But since some students had poor experiences, the Assessment Committee members felt that advising needed to be improved. Before spring 2020, MLIS students were not required to work with their advisors, although each student has a faculty advisor assigned to them upon admittance to the program, and students are given their advisor's name in their acceptance letter. Some students were not interacting with their advisors at all and this was resulting in poor program planning. The director and SLIS office staff had noticed that too many students were reaching their final semester with core courses still to be taken, which violates the MLIS program written policies. The committee presented this information to the faculty at the December faculty meeting (the review of survey results in November and presentation to faculty in December is a regular cycle) for discussion and problem solving. The faculty voted to add an advising assignment to the introductory course LIS 5033 that students take their first semester. The assignment requires students to work with their advisors to complete a program planning form that estimates which courses they will take each semester for the duration of their program. This was implemented in spring 2020, so we expect to see changes from this cohort forward. The first semester during which some students from this cohort might graduate is spring

2021. According to completion data from the Graduate College, MLIS students take two and a half years to complete their degrees on average. Few finish within a year. Therefore, most of the cohort that started in spring 2020 will not graduate until spring 2022 and later.

Figure I.7: MLIS Student Rating of Faculty Advising (Spring 2021 and 2022 Exit Surveys)



In Figure I.7, a comparison of student opinions of faculty advising from spring 2020 to spring 2021 shows that opinions of advising improved (data from graduating student exit surveys). The full effect of the advising change will not show up for another year or more since, as explained above, MLIS students, on average, take two and a half years to graduate.

While Figure I.7 shows students’ opinions about faculty advising, SLIS is also tracking more direct measures on this issue. The SLIS director has used the students’ Program of Study forms (submitted to the Graduate College at the end of their program) from spring 2019 forward to track the percentage of students who enter their end of program assessment (comprehensive exams or portfolio) semester with core MLIS classes not yet completed (with the exception of Research Methods which they are supposed to take in their last semester). These data will indicate whether the addition of the advising assignment actually did reduce the number of students taking core courses late in their program. In fall 2021 there was a precipitous drop in the percentage of students taking core courses in their final semester. This suggests that the combination of the required advising assignment applied in spring 2020, and the addition of extra sections of core courses, were contributing to the intended result of nearly all students completing their core courses earlier in their programs. See Table I.9. More semesters of data are needed before it can be determined if this is a trend.

Table I.9: Program Planning Form Analysis for Core Courses Not Completed in End of Program Semester

	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021
Total N in final semester	30	27	42	32	48	27
n core unfinished	8	7	8	8	19	2
% core unfinished	26.7%	25.9%	19.0%	25.0%	39.6%	7.4%

Summary

This chapter has detailed the ongoing, systematic cycle of data collection, data review, and use of results to improve the School and MLIS program that was developed during this review period. It lays out the robust system for engaging program constituents including students, alumni, and LIS professionals/employers in the planning and assessment cycle. It shows how SLIS planning is tied to the broader context of the College of Arts and Sciences and the university, and aligns with the college and university priorities. It also gives numerous concrete examples of how data were used to improve the program during this period.

Chapter 2: Curriculum

The MLIS is a [thirty six credit hour program](#) that consists of six required courses and six electives. It is available under two official university program codes: 650 is the traditional degree and prospective students self-select the Norman or Tulsa campus as their designation during the application process; 651 is the online degree code and is also available for applicants to self-select. There is no difference between the 650 and 651 degrees and students in either degree code can take a mixture of online, blended, or on-campus courses. Because there is no difference in requirements, both the 650 and 651 programs share one official [program of study](#) form. However, applications to the traditional degree and the online degree are tracked separately as can be seen in the enrollment data in Table IV.9, and in the [application yield data](#). The yield data show that from 2020 forward, more and more applicants have selected the online program instead of the Norman or Tulsa programs. While students can do the degree fully online, they are no longer able to do the degree fully on-campus since the required MLIS courses are only taught online except the required technology course which is offered both online and on-campus. Very few courses are offered only on the Norman campus, and those that are are predominately for the undergraduate majors, but are slash-listed to allow some graduate enrollment. Therefore, Tulsa students have available to them all but a very few of the courses offered to the Norman students.

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.”

Introduction

The MLIS curriculum has been the focus of intense effort throughout the review period. This chapter describes how the current curriculum has been developed through systematic planning and the application of the results of data collection and analysis. Existing courses have been improved and updated, new and special topics courses added, and systematic data collection and analysis have been used to inform these changes. The chapter also describes our decision-making processes and how they are informed by the continuous cycle of planning and improvement based on data.

Goals and Program Learning Outcomes

The MLIS program is based on goals and program learning outcomes intended to ensure that our educational offerings meet the needs of our students and their future employers. Our MLIS program goals are tied to professional competencies in the field and intended to support and promote excellence, inclusion, and innovation in education for information professionals. Our intention is to educate an increasingly diverse graduate student body towards understanding, achieving, and applying the core competencies and foundational principles of librarianship as articulated by the American Library Association (ALA).

During this review period, SLIS went through a detailed process to develop program-level student learning outcomes (SLOs), which is described in section II.5 of this chapter and in chapter one Standards I.1.2, I.1.3, and I.2. These newly created SLOs replaced the previous MLIS program objectives, which were also based on the ALA core competencies. In addition to creating the SLOs and a plan for assessing

them, the SLIS faculty replaced the previous MLIS program goals with a structure more aligned with the [ALA Core Competencies of Librarianship](#). The new MLIS goals are stated as follows:

The goal of the Master’s in Library and Information Studies is to educate students who understand and can apply the core competencies of library and information studies as articulated by the American Library Association. In order to achieve this goal, our six required core master’s courses align with six of the eight ALA core competencies as follows:

1. Foundations of the Profession - LIS 5033 Information and Society
3. Organization of Recorded Knowledge and Information - LIS 5043 Organization of Information
4. Technological Knowledge and Skills - LIS 5063 Fundamentals of Information Technology
5. Reference and User Services - LIS 5053 Information Seeking and Use
6. Research - LIS 5713 Research and Evaluation Methods
8. Administration and Management - LIS 5023 Management in Information Organizations

The ALA is in [the process of updating their core competencies](#), which have not been updated since 2009. SLIS will review and update our MLIS program goals to reflect the revised core competencies once ALA releases their final update.

The core MLIS courses are based on the theoretical foundations and principles of practice. Legal and ethical issues are presented to students in the introductory course, Information and Society (LIS 5033) as well as in the core course Management in Information Organizations (LIS 5023). These topics are also covered in a variety of other courses as outlined in Table II.1. Professional values are first introduced in the LIS 5033 course and are included in numerous courses.

In addition to the six required core MLIS courses, students complete six elective courses, which are intended to be used to form a specialization and provide additional in-depth knowledge and expertise. Courses beyond the core courses are both theoretical and practical, engaging students with professional practitioners through coursework that includes interviews, observations, and job shadowing. These courses commonly include hands-on elements, for example, developing a Virtual Learning Commons to support 24/7 access to resources, or digitally archiving a small collection of items and creating all the relevant metadata.

As mentioned above, the MLIS program goals and core courses cover six of the eight core competencies defined by ALA. Table II.1 shows the relationship of the goals to other courses in the curriculum. In this table, courses are only matched with one program goal, the main goal to which they apply. However, many courses contribute to more than one of the program goals. Also note that the ALA core competency relating to collections, while not aligning with one of the core courses, is well represented in the elective courses offered for the MLIS, while the core competency relating to life-long learning is infused throughout the curriculum.

Table II.1: Course Alignment with Program Goals Based on ALA Competencies

Program Goal, Core Competency	Course Alignment
Foundations of the Profession	LIS 5033 Information and Society LIS 5173 Diversity Fundamentals in LIS LIS 5233 Oklahoma Information Environment LIS 5343 Archival Concepts and Traditions
Organization of Recorded Knowledge & Information	LIS 5043 Organization of Information LIS 5403 Cataloging and Classification LIS 5413 Indexing and Abstracting

	LIS 5443 Collection Development and Management LIS 5463 Archival Representation and Use LIS 5473 Document and Records Management LIS 5563 Archival Appraisal LIS 5653 Preservation of Information Materials LIS 5970 Digital Curation
Technological Knowledge and Skills	LIS 5063 Fundamentals of Information Technology LIS 5453 Digital Collections LIS 5613 Dynamic Web Development LIS 5623 Advanced Data Analytics LIS 5633 Web Design and Implementation LIS 5643 Introduction to Data Analytics LIS 5673 Introduction to Information Visualization LIS 5683 Database Design for Information Organizations LIS 5693 Information Retrieval and Text Mining LIS 5723 Cybersecurity Essentials LIS 5970 Makerspaces: Theory and Practice
Reference and User Services	LIS 5053 Information Seeking and Use LIS 5123 Literature and Methods for Readers' Advisory Services LIS 5133 Biomedical Bibliography and Reference Materials LIS 5143 Government Information LIS 5163 Biomedical Databases LIS 5183 Information Resources and Services for Children LIS 5193 Information Resources and Services for Young Adults LIS 5213 Social Informatics LIS 5253 Community Relations and Advocacy LIS 5503 Information Literacy and Instruction LIS 5513 Information Sources and Services LIS 5523 Online Information Retrieval
Research	LIS 5713 Research and Evaluation Methods
Administration and Management	LIS 5023 Management in Information Organization LIS 5203 Leadership in Information Organizations LIS 5223 Project Planning and Management LIS 5283 School Library Administration

Course descriptions for all regular courses are publicly available on the [OU General Catalog website](#), and [current syllabi are found here](#). Older syllabi are archived on the School internal server and available upon request.

For the convenience of students and advisors, the SLIS website offers a [student planning page](#) where the courses are grouped into the following categories: Archives; Collection Management; Data Science; Health; Independent Study Courses; Focus on People, Reference, and Users; Other General Electives; Technology for Information Studies; and Youth Librarianship. A condensed version of the groupings is also used in the course [rotation schedule](#).

Systematic Planning and Curriculum Input from Constituent Groups

SLIS receives curriculum suggestions and feedback from multiple formal and informal channels. Through formal channels students, alumni, and employers give feedback via graduating student [exit surveys](#),

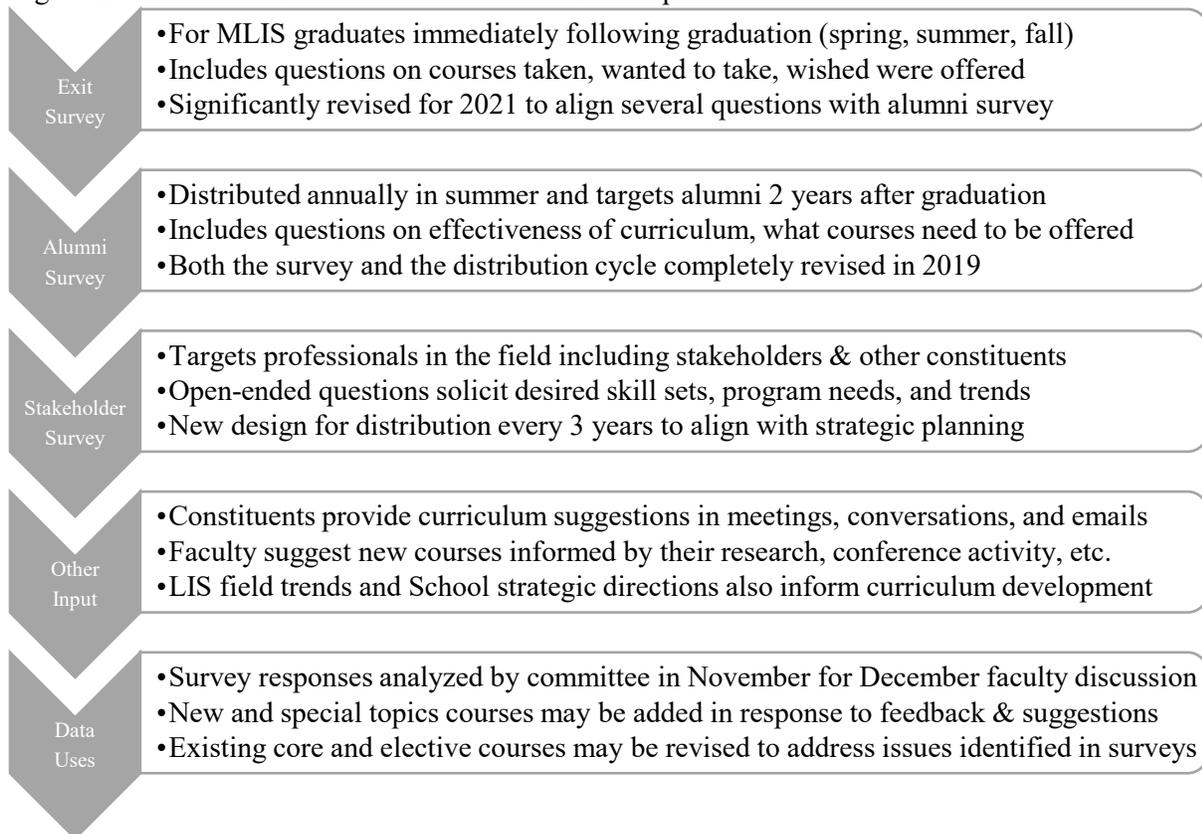
[alumni surveys](#), and [employer/strategic planning surveys](#). All of the aforementioned surveys are disseminated in a systematic, cyclical manner and distributed at strategic times to optimize participation. The graduating student exit survey is sent out after the end of each semester to graduates of that term, the alumni survey is distributed annually in the summer, and the employer/strategic planning surveys are sent out every three years (see chapter one, Standard I.1.2 Indirect Assessments Through Surveys).

Recommendations for necessary curriculum changes from formal and informal feedback are reviewed and assessed by the faculty members, and the final decision on the curriculum changes are implemented as appropriate in following semesters and academic years. Examples of formal suggestions from the alumni survey that have been addressed include adding coursework in specific skill areas. One suggestion was to provide a more concrete understanding of some of the most common ILS platforms used in libraries. To meet this need, an in-depth look at several ILS systems is being included in the cataloging course (LIS 5403). Figure II.1 shows the systematic process of data collection, evaluation, and changes to curriculum.

In the previous graduating student exit survey, students gave curricular feedback indirectly rather than directly. Beginning with spring 2021, the MLIS exit survey was revised in order to solicit more direct curricular feedback by modifying these questions:

- New Survey: If you were revising the SLIS curriculum to better prepare graduates for LIS careers, what skills, technologies, or courses/subjects would you want to add (or delete) from the curriculum?
- Old Survey: What do you feel you need more education and/or training in order to do?
- Old Survey: If you were the SLIS Director, what changes would you make?

Figure II.1: Curricular Feedback from Constituent Groups



The alumni survey and process for disseminating it were significantly revised during the review period and the new survey was disseminated in 2019, 2020, and 2021. Notice that the curricular question from the new alumni survey aligns with that from the new exit survey. This way, responses can be compared. The previous alumni survey was not disseminated during this review period.

- **New Alumni Survey:** If you were revising the SLIS curriculum to better prepare graduates for LIS careers, what skills, technologies, or courses/subjects would you want to add (or delete) compared to when you completed the degree?

A new employer survey was designed and disseminated in 2016, then the employer survey concept was rolled into the strategic planning survey and that combined survey was disseminated in January 2021.

Curricular questions were:

- 2021: What do you see as the new and emerging trends in the LIS field, and what can SLIS do to position our graduates to meet the needs of employers/institutions?
- 2021: What are the most important emerging skills that employees need in LIS workplaces?
- 2021: Do you have suggestions for how these current programs can be improved? (Including, but not limited to, new course suggestions)

One suggestion derived from survey responses was the need for more support for students to make career connections. Although not directly related to curriculum changes, SLIS recognized the importance of this and has addressed the suggestion by creating a [Career Connections subpage](#) for the SLIS website, a virtual Career Connections workshop during the Summer Institute 2021, and supported an in-person job fair at the Oklahoma Library Association conference, July 2021.

The School Librarianship Advisory Board, which meets regularly, makes suggestions for new courses and course revisions and has currently recommended curricular changes in two core courses to better align the MLIS curriculum with the new ALA/AASL/CAEP Standards for School Librarian Preparation (2019). At the time of this writing, the suggested changes from the School Librarianship Advisory Board have been submitted to the Graduate Studies Committee for discussion and review. More information about the recommended core course changes is included in section II.4 in this chapter. The summary of the committee's action for the academic year and copies of the meeting minutes along with the annual reports can be [found here](#) along in their annual reports.

Informally, LIS professional practitioners and employers of our MLIS graduates give recommendations verbally and in email to the director and to faculty. One example of how informal suggestions and feedback have impacted the curriculum is when a library employer suggested the need for graduates to have skills in designing library programs from idea to delivery and in shifting programs and services to a virtual format. In response, SLIS offered a special topics course, Programs and Services in Libraries and Information Centers, in the summer of 2021.

Additional curriculum changes that have been made based on this constituent feedback are discussed in section II.5 of this chapter.

Graduate Studies Committee's Role in the Curriculum Process

The Graduate Studies Committee (GSC) is a standing committee in SLIS and oversees matters pertaining to the MLIS. Membership consists of three full-time SLIS faculty and two MLIS students. At the beginning of the 2017-18 academic year, due to a decrease in the number of SLIS faculty (see Table III.4 in chapter three), the Curriculum Committee was disbanded and curricular matters were rolled into the

program committees for the different student levels: the Undergraduate Studies Committee, the Graduate Studies Committee, and the Doctoral Program Committee. Therefore, the GSC is now the committee of record for MLIS curriculum decisions. The process for approval of new MLIS regular courses begins with the GSC (as described in more detail in section II.5 New and Special Topics Courses).

In addition to the MLIS course decisions, the GSC engages in issues related to the student end of program assessments including administering the question design and selection process for the comprehensive exam every fall and spring semesters, updating processes and designing new processes such as the new e-Portfolio, which will start in fall 2021, and creating and piloting [rubrics](#) for the assessment of the portfolio and comprehensive exam to help ensure a common assessment across all readers. They also consider student petitions for various academic issues such as approval of credits earned from other institutions for possible application to the MLIS degree.

The GSC has standing charges that they address annually, and each year new annual charges are also assigned to the committee. The charges can be [found here](#) with the annual reports, which include a summary of the committee’s actions for the academic year and copies of the meeting minutes. Actions concerning courses and curricula can also be found in the [faculty meeting minutes](#) since the program committees bring items to the faculty for discussion and vote.

Table II.2: MLIS Core Course Title and Description Updates

Course Number & Titles	Old Description	New Description
<p>LIS 5023</p> <p>Old Title: Management of Information and Knowledge Organizations</p> <p>New title: Management in Information Organizations</p>	<p>Theories, processes, behaviors, and issues that allow knowledge-based institutions to transform themselves into ones that organize and share knowledge in an effective, efficient manner; leadership, motivation and organizational communication; management of knowledge workers; and ethical and legal aspects of managing information and knowledge organizations.</p>	<p>Introduction to managerial principles and practices for information organizations such as libraries and archives, emphasizing financial administration, legal and ethical practices, organizational communication, operational efficiencies, personnel development, and planning processes.</p>
<p>LIS 5033</p> <p>Old Title: Information and Knowledge Society</p> <p>New Title: Information and Society</p>	<p>Acquaints students with the nature of knowledge and information; national and global organizational information infrastructure; the role of information and knowledge professionals in the knowledge society; information policy; economics of information; information industries; legal and ethical considerations in information and knowledge systems.</p>	<p>Introduction to conceptual foundations of the information society, including the nature of data, information, and knowledge; the evolution of national and global organizational information infrastructures; ethical, legal, and social considerations for LIS professionals.</p>
<p>LIS 5043</p> <p>Old Title: Organization of Information and Knowledge Resources</p> <p>New Title: Organization</p>	<p>Organization of internal and external sources of information; information services and tools; basic concepts of information storage and retrieval systems; design and structure of information systems; identification and organization of knowledge resources</p>	<p>Introduction to the organization of internal and external sources of information, information services and tools, basic concepts of information storage and retrieval systems,</p>

of Information	such as expertise, skills and competencies; knowledge organization methods such as classification, cataloguing, taxonomies and metadata; search strategies and information retrieval.	and design and structure of information systems. Students will become familiar with organization methods such as classification, cataloging, taxonomies and metadata, and how the organization of information is connected to information retrieval.
LIS 5053 Old Title: Information Users in the Knowledge Society New Title: Information Seeking and Use	Information use by people in various roles, situations, and contexts, individually and in groups. Information behavior and the influence of learning and cognitive processes; value systems; and situational, psychological, sociological, and political perspectives. Application of study of user information behavior to textual, graphical, and visual representation of knowledge. Includes both theoretical models and practical methodologies for study of uses and for user-centered design of information and knowledge systems and services	Information seeking and use by people in various roles, situations, and contexts, individually and in groups. The course examines information behavior through psychological, sociological, and political perspectives, examining theory and applying it to practical, real-life information environments.
LIS 5063 Old Title: Information and Communication Technology New Title: Fundamentals of Information Technology	Introduction to the theory and application of information and communication technologies including hardware, software, systems analysis and the nature and functionality of networks; social, technical and organizational influences on the use and users of information technology.	The fundamentals of information technology concepts and applications. The course covers emerging technologies to meet society's rapidly changing information needs, and applying these in solving various information problems.
LIS 5713 Old Title: Research Methods Course combined with LIS 5733 Evaluation Methods New Combined Course Title: Research and Evaluation Methods	Old LIS 5713: Methods of investigating library and information problems; evaluating research studies in library and information science; developing original research designs. Old LIS 5733: Methods of evaluating library and information center policies, processes and procedures; use of evaluation in planning for continuous quality assessment and improvement.	Methods of investigating library and information (LIS) problems; use of evaluation in planning for continuous quality assessment and improvement of LIS policies, processes, and procedures; development of original research designs; evaluation of research studies in LIS.

One of the recent charges for the GSC has been to update the titles and descriptions of the core classes (see Table II.2). They did so in 2019-20 and brought their recommendations to the faculty for discussion and vote. The new titles and descriptions were applied the next academic year. In 2020-21, they were

tasked with examining long-standing special topics courses and deciding whether to put those forward to become regular courses. They solicited faculty feedback and brought their recommendations to the faculty for a vote. They were also tasked with updating the titles and descriptions of several elective courses.

Curriculum Revisions

At the beginning of this review period, the MLIS consisted of five required courses, one guided elective research methods category, and six elective courses. The current required research class was created when Research Methods (LIS 5713) and Evaluation Methods (LIS 5733) were combined to form Research and Evaluation Methods (LIS 5713). These courses previously formed a guided elective category for which students selected either Research Methods or Evaluation Methods. These courses were combined into a single required course in 2015-16 (change applied in 2017 forward) as it was determined that the content between the courses was mostly the same, and students simply selected whichever one was being taught in the semester in which they needed to enroll.

When SLIS developed the MLIS program SLOs and assessment procedures, this was accompanied by in-depth revisions of the core courses and the creation of core course instructor teams that meet annually in May to discuss course improvements to be implemented the following year. The core course revision projects included an in-depth review of the courses by the core course teams, an additional faculty member not teaching that course, and one or more external LIS professional practitioners reviewing the course content and making recommendations for improvement.

Each fall and spring semester that a core course is taught, the program-level SLOs are assessed using rubrics that were created by the core course teams. From fall 2019 forward, these assessments were accompanied by a narrative assessment that documents what changes the instructors made, why they made them, if the changes were successful, and recommendations for future changes. The rubrics and narrative assessments are reviewed by the team at the annual May team meetings and changes to courses are planned for the following semester. For example, during the team meeting for LIS 5023, the instructors determined that there should be additional scaffolding to support the development of the final strategic plan throughout the semester. Scaffolds were added throughout the course. Another change the instructors made was with the final project. Instructors felt that it would be a better learning experience as a small group project based on shared interests in a particular library or archive type, and the course now includes self-selected teams for the final project. Finally, as a result of the COVID19 pandemic, additional activities and content were included to increase the emphasis on contingency planning as a key part of overall planning. The rubrics, narrative assessments, and core course team meeting minutes are [available here](#).

The aggregate SLO assessment data is reported to the faculty as a whole at the August Planning Day, and annually to the [OU Office of Academic Assessment](#) by the last Friday in September. These data are entered into *TracDat*, an assessment management system used to report program assessment outcomes. *TracDat* reports are [available here](#).

As noted above, in the 2019-20 academic year, the Graduate Studies Committee revised the titles and descriptions of the MLIS core courses, except for the research methods course, which had had a title and description change a few years earlier.

Some elective courses were modified or deleted during the review period as indicated in Table II.3. Additionally, the Leadership course (LIS 5203) had a description change but not a title change. The Competitive Intelligence course (LIS 5553) was deleted when the faculty voted that it was no longer relevant after our Knowledge Management master's program was discontinued. The university flagged

LIS 5413 (Indexing and Abstracting) and LIS 5213 (Social Informatics) for deletion as they had not been taught in five years. Indexing and Abstracting was subsequently offered but did not generate enough student interest to offer it, so SLIS have agreed to delete the course. A new faculty member with expertise in Social Informatics is teaching LIS 5213 in spring 2022 and the course has healthy enrollment so it will remain in the curriculum. Health Informatics, a special topics course, has also struggled to reach sufficient enrollment. It is being offering it in spring 2022 for the first time in several years and received good enrollment.

Table II.3: MLIS Elective Course Title and Description Updates

Course Number & Titles	Old Description	New Description
LIS 5173 Old Title: Multicultural Librarianship New title: Diversity Fundamentals in LIS	Awareness of and sensitivity to multicultural heritages; diverse information needs of multiethnic populations; information needs assessment and analysis; program and service planning.	Awareness of, and sensitivity to, diverse groups and multicultural heritages; information needs of multiethnic and diverse populations; information needs assessment and analysis; program and service planning.
LIS 5183 Old Title: Books and Materials for Children New title: Information Resources and Services for Children	Course covers childhood development and information needs of children; children's information behavior, learning, and reading; contemporary children's literature; digital media and technology; early literacy, information literacy, and 21st-century trends in children's services.	Course covers childhood development and information needs of children; children's information behavior, learning, and reading; contemporary children's literature; digital media and technology; early literacy, information literacy, and 21st-century skills; selection/evaluation of information resources; information services for children; and 21st-century trends in children's services.
LIS 5193 Old Title: Books and Materials for Young Adults New title: Information Resources and Services for Young Adults	In-depth criticism of young adult material; seminar involving thematic/issue approach to reading guidance; contemporary trends; recent literature; young adult's information literacy and critical thinking skills; and selection/evaluation.	Covers developmental characteristics and information needs of young adults; young adults' information behavior, learning, and reading; contemporary young adult literature; digital media and technology; information literacy and 21st-century skills; selection/evaluation of information resources; information services for young adults; and 21st-century trends in youth services.
LIS 5643 Old title: Introduction to Data Mining New title: Advanced Data Analytics	Introduction to the theory and application of big data analytics including various big data analytical tools and models, different forms of information, and statistical understanding of and applications to different big data methods and interpretation of statistics within the chosen model.	Application of data analytic theories and models to solve real world problems using various unsupervised and supervised models. Topics include cluster analysis, association rule mining, random forest classifier, neural networks, and naive Bayesian classifiers

Semester schedules showing courses were taught, instructor names, and the number of students enrolled [are here](#).

Course Formats

From spring 2017 forward, all of the core, required MLIS courses are offered online every fall and spring semester, and many of the electives were also moved online. This was a data-informed decision to improve students' ability to access the courses needed to complete their degrees in a timely manner. Prior to this change, the core required courses were taught as on-campus courses for two semesters, then taught online for two semesters. SLIS collected data from a variety of sources to inform the decision.

1. Students were surveyed about their preferences for online, on-campus, and hybrid courses in Fall 2014 and Spring 2015. Around one-half of master's students preferred online courses, about one-quarter preferred on-campus, and one-quarter preferred hybrid (a class with both online and on-campus components). [Report here](#).
2. In Drs. Martens' and Brown's 2015 IMLS-funded planning grant research with focus groups, interviews, and surveys of over 100 public library staff members, library directors, and other stakeholders from Oklahoma and Arkansas, respondents cited geographic constraints that made traveling to campus for on-campus courses difficult, and lack of easy access to online courses as barriers to pursuing the MLIS degree. [Report here](#).
3. At the July 2016 OUSLIS Alumni Association Board of Directors meeting, online course scheduling was discussed with the alumni board members. Numerous anecdotal accounts were shared by board members of their colleagues who were taking online MLIS programs from other universities because the University of Oklahoma's MLIS online program was too difficult to schedule.
4. In July 2016, three years of data for online compared to on-campus course enrollments were analyzed and it was verified that online courses consistently have higher overall enrollments and higher average enrollments compared to on-campus courses. [From these data](#).
5. In August 2016, OU SLIS faculty were surveyed on their teaching preferences. Most faculty members preferred teaching online, while a smaller number preferred on-campus courses and others preferred hybrid formats. [Table here](#).

These data informed the decision to offer all required core courses online each fall and spring semester beginning in Spring 2017, while continuing to offer electives classes in a variety of formats: online, on-campus, and hybrid. The intention is to make scheduling easier for students who want or need to do their programs fully online.

At this time, most MLIS courses are taught asynchronously online while most of the archives courses are offered in blended formats. Technology courses are offered in a mixture of online, on campus, and blended. The pandemic in 2020 and 2021 spurred the creation of new course formats that are likely to continue beyond the pandemic, since OU faculty now have university-provided access to professional Zoom accounts. In spring 2021, OU Classroom Management announced the following as acceptable formats for teaching:

- TRAD – fully in person, 800 minutes per credit hour required (unless independent study, etc.)
- SYNC – fully synchronous on VIDC/Remote, 800 minutes per credit hour required
- WEB – fully asynchronous online/WEB, no times/days listed
- BLDS – Blended w/SYNC, one day must be in person, in classroom, remaining days on VIDC/Remote, 800 minutes per credit hour required
- BLDW – Blended w/WEB, one day must be in person, in classroom, remaining instruction online

A promising course format option is “SYNC,” which is a class that meets synchronously on a regular schedule, but through Zoom. This will allow SLIS to reach distance students with a more face-to-face feel. Ideally, some optional SYNC meetings in asynchronous courses could provide a more personal connection and is being considered by some SLIS faculty for their classes. Courses scheduled as asynchronous are prohibited from requiring any synchronous sessions, but they can be offered as optional to students. During the pandemic, most MLIS classes were offered as usual in the spring, summer, and fall of 2020 and spring of 2021 since they were already normally taught online. Courses which had initially been scheduled to be blended or on campus moved to online with some SYNC. In fall 2021 and spring 2022 some of the SLIS faculty will be using the SYNC option to teach through Zoom. For example, in fall 2021 two courses, Biomedical Bibliography and Reference Materials (LIS 5133) and Archival Concepts and Traditions (LIS 5343), were delivered through SYNC.

Standard II.2

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

The MLIS curriculum is broad-based and allows students to tailor their plans to prepare for the professional goals of their choice. The six core courses include a broad introduction to the field, management and administration, organization of information, information seeking behavior, a foundation in technology, and social research methods. Within these core courses, students learn theoretical foundations and practical applications concerning physical and digital information resources, people-oriented aspects of the field including employees and information center users, technology skills needed for professional success, and management of information and information organizations.

This standard lists specific topics of concern to the MLIS degree and Table II.4 matches the concepts from the standard to the courses which address those concepts. Some courses appear in multiple categories as appropriate.

Table II.4: MLIS Courses Mapped to Topics Listed in Standard II.2.

The MLIS curriculum encompasses:	Courses covering these concepts
information and knowledge creation, communication, identification, selection, acquisition, organization, and description	LIS 5033 Information and Society LIS 5043 Organization of Information LIS 5053 Information Seeking and Use LIS 5253 Community Relations and Advocacy LIS 5413 Indexing and Abstracting LIS 5443 Collection Development and Management LIS 5463 Archival Representation LIS 5473 Documents and Records Management LIS 5503 Information Literacy and Instruction
storage and retrieval	LIS 5043 Organization of Information LIS 5403 Cataloging and Classification LIS 5523 Online Information Retrieval LIS 5970 Information Retrieval & Text Mining

preservation and curation	LIS 5043 Organization of Information LIS 5343 Archival Concepts and Traditions LIS 5463 Archival Representation LIS 5653 Preservation of Information Materials LIS 5970 Digital Curation
analysis, interpretation, evaluation, synthesis, dissemination	LIS 5063 Fundamentals of Information Technology LIS 5623 Advanced Data Analytics LIS 5643 Introduction to Data Analytics LIS 5673 Introduction to Information Visualization LIS 5713 Research and Evaluation Methods
use and users	LIS 5023 Management in Information Organizations LIS 5053 Information Seeking and Use LIS 5123 Literature and Methods for Readers' Advisory Services LIS 5133 Biomedical Bibliography and Reference Materials LIS 5143 Government Information LIS 5163 Biomedical Databases LIS 5503 Information Literacy and Instruction LIS 5513 Information Sources and Services
management of human and information resource	LIS 5023 Management in Information Organizations LIS 5203 Leadership LIS 5443 Collection Development and Management LIS 5183 Information Resources and Services for Children LIS 5193 Information Resources and Services for Young Adults LIS 5283 School Library Administration LIS 5443 Collection Development and Management LIS 5473 Documents and Records Management

Standard II.2.1

“The curriculum: Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;”

This standard maps to the MLIS program goal “Administration and Management” and falls under the program level SLO 1 “Core Knowledge.” Syllabi for the courses in the following discussion are [available here](#).

The introductory course on Information & Society (LIS 5033) establishes a foundational understanding of librarianship as a service-based profession that provides information relevant to and requested by specific communities, an understanding which is further enhanced in other courses. For example, the Diversity Fundamentals elective (LIS 5173) walks students through planning for diverse community needs and the Community Relations and Advocacy elective (LIS 5253) helps students to apply the concepts through the development of public relations and marketing campaign materials to meet a community need. The instructional design of the management-oriented coursework further supports the development of leadership skills through the requirement of collaborative groups or teamwork requiring shared leadership responsibilities.

SLIS has several classes specifically focused on management, administration, and leadership. All students must take the core course Management in Information Organizations (LIS 5023). Students who are pursuing school librarianship are also required to take School Library Administration (LIS 5283). Electives focused on leadership and management include Leadership in Information Organizations (LIS 5203) and Project Planning and Management (LIS 5223), both of which are being taught by experienced part-time faculty with professional expertise in these areas.

Courses focused on collections management include Collection Development and Management (LIS 5443), Digital Collections (LIS 5453), and Document and Records Management (LIS 5473). Special topics classes such as Data Stewardship and Digital Curation also contribute to this area.

Individually, students are required to include a self-assessment of their leadership potential and a statement of professional goals in the portfolio end of program assessment.

Standard II.2.2

“The curriculum: Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;”

This standard maps to the MLIS program goal “Research” and falls under the program level SLO 1 “Core Knowledge” and SLO 5 “Methods and Analysis.”

SLIS faculty continually update the readings and materials in their classes to stay up to date on new ideas and research in LIS and related fields. The degree is founded upon theoretical and research principles and the regular faculty are active researchers who bring their research expertise and knowledge into the classroom.

The faculty adopt new textbooks and teaching technologies when appropriate, which helps to keep courses current. Most courses assign extensive readings of contemporary journal articles, up-to-date websites, and a variety of professional videos. Many courses require students to write literature reviews or other papers for which the students dig deeply into the LIS literature.

In the required research and evaluation methods course (LIS 5713), students design practice research studies and must seek out and analyze research-based articles to discuss research methodologies, research questions, and research outcomes in the course discussion board. They also write the elements of a research proposal with a literature review paper and methodology paper, followed by a PowerPoint presentation about their proposal.

Research methods specifically related to information behavior are covered in core course Information Seeking and Use (LIS 5053) through readings and assignments. For their final assignments, LIS 5053 students choose between the “information grounds” assignment and the “information behavior” research assignment. For the “information grounds” assignment, students choose a setting that is potentially an information ground, observe the setting, and determine whether it is or is not an information ground based on their literature review and analysis of the observed settings. For the “information behavior” assignment, students pick a particular category of people and research the literature about the information behavior of this group. They then interview someone who is in one of these categories about their information behavior and analyze the information they learned from the person in relation to relevant information behavior theories, models, and research literature.

Standard II.2.3

“The curriculum: Integrates technology and the theories that underpin its design, application, and use;”

This standard maps to the MLIS program goal “Technological Knowledge and Skills” and falls under the program level SLO 1 “Core Knowledge” and SLO 4 “Technology.” A list of the technology courses is shown in Table II.5.

Most aspects of the MLIS program are steeped in technology. Students must use standard technology tools just to participate in their classes, including email, course management systems (Canvas), video creation, word processing and presentation software, and may use Zoom.

Table II.5: Technology-Oriented Courses

LIS 5063 Fundamentals of Information Technology
LIS 5453 Digital Collections
LIS 5613 Dynamic Web Development
LIS 5623 Advanced Data Analytics
LIS 5633 Web Design and Implementation
LIS 5643 Introduction to Data Analytics
LIS 5673 Introduction to Information Visualization
LIS 5683 Database Design for Information Organizations
LIS 5693 Information Retrieval and Text Mining
LIS 5723 Cybersecurity Essentials
LIS 5970 Digital Curation
LIS 5970 Makerspaces: Theory and Practice

In the core course Fundamentals of Information Technology (LIS 5063), students learn to use a variety of office productivity tools, especially spreadsheets, plus HTML, introduction to database design, and typically an introduction to R. In the core course Organization of Information (LIS 5043), they learn how databases are designed and how records are structured with different encoding systems. In the core course Research and Evaluation Methods (LIS 5713), they learn how to create online surveys using Qualtrics.

SLIS also offer a wide variety of electives that cover different technologies including website design, database design, cybersecurity, information retrieval and text mining, information visualization, and data analytics. Within common specialization areas there are technology classes related to that specialty such as biomedical databases, digital collections, digital curation, online information retrieval, and makerspaces. Virtually every class uses technology tools, electronic information, and engages students in conversations about how these tools can be ethically and effectively used in LIS workplaces.

Standard II.2.4

“The curriculum: Responds to the needs of a diverse and global society, including the needs of underserved groups;”

This standard maps to the MLIS program goal “Reference and User Services” and falls under the program level SLO 1 “Core Knowledge” and SLO 6 “Diversity.” Information about diversity and the needs of underserved groups is integrated into classes where it makes sense to do so.

The introductory required course (LIS 5033) infuses diversity through many of its lectures: from including organizations such as AILA, BCALA, and REFORMA in the lists of professional

organizations, to introducing international LIS trends and IFLA, to touching upon various historical and contemporary diversity and social justice issues in the U.S. related to LIS.

Most of the other required classes also blend diversity into their lectures and coursework, such as in the Management of Information Organizations course (LIS 5023), which specifically requires students to attend to issues of diversity, inclusion, and equity in developing the library or archives strategic plans that comprise that course's final assignment. Information Seeking and Use (LIS 5053) also devotes multiple units to addressing the information behavior of a wide range of populations as a way for students to learn about the unique information seeking processes and needs of potential patrons. The youth services courses also cover diversity in materials, programming, and user groups through discussions, assignments, and exploration of resources such as [Project Ready: Reimagining Equity and Access for Diverse Youth](#).

One course that focuses specifically on serving underserved groups is Diversity Fundamentals in LIS (LIS 5173). Previously called Multicultural Librarianship, this course has been offered every other year since the 1990s. "Multicultural" was broadened to "diversity" to include people with disabilities, LGBTQ+, and people experiencing homelessness as well as other marginalized populations. In the course, students are required to contact and gather data from an identified group, analyze the data to identify a need, and create a plan that engages these users and potential users through outreach, programming, and services that represent the identified needs.

Cultural diversity and diverse ways of knowing are central to several of the archives courses, particularly Archival Concepts and Traditions (LIS 5343), Archival Appraisal (LIS 5563), and Archives in the Museum Setting (LIS 5970) which delves into the Native American Graves Protection and Repatriation Act.

While some of the specialized technology classes do not typically include diversity topics, in others, students learn about the digital divide and website accessibility such as screen readers and designing for color blindness, alt tags for images, and regulations based on the ADA 508 WWSAC standards.

Standard II.2.5

"The curriculum: Provides direction for future development of a rapidly changing field;"

This standard maps to the [SLIS vision statement](#), to program level SLO 1 "Core Knowledge," to program level SLO 4 "Technology," and to program goals Foundations of the Profession and Technological Knowledge.

Course content for the MLIS courses prepares students for the future of the field by being current and up to date, and addressing how the field has changed and is likely to change going forward. The six required courses have strong theoretical foundations that will help students understand the structure of the profession and allow them to adapt to evolving professional needs. Course work beyond the required core courses is designed with learning experiences that integrate the use of current technology, practices, and priorities of the profession.

Following are some examples of the curriculum being responsive to the evolving field through special topics courses and through course material in existing courses. For one example, a special topics course planned for summer 2022 is Moving Image Archives, in which students will learn preservation, handling, digitization, and long-term sustainability of moving image and sound recordings through hands-on practice.

In another example, an advisory Board member has commented that there are increasing expectations for librarians to take on instructional design work. Instructional design is embedded in several electives including Information Literacy and Instruction (LIS 5503), Programs and Services in Libraries (LIS 5970), School Library Administration (LIS 5283), Resources and Services for Children (LIS 5183), Resources and Services for Young Adults (LIS 5193), and Cataloging and Classification (LIS 5403).

Another example of teaching students to engage with developments in the field is from the Information Sources and Services (LIS 5513) elective, where each week small groups of students present a “Tech Talk” on a particular library technology related to reference, sharing its uses and application in the profession. This allows them to be more flexible about learning new systems rather than just teaching them current practical skills.

The technology classes are continually revised to cover developments and changes in commonly used technologies and software. For example, the Introduction to Information Visualization course (LIS 5673) routinely reviews new visualization tools and techniques as they become available, and students have the opportunity to try them out in weekly assignments.

All courses, including the introductory required course, introduce students to changes in the profession, thus instilling the idea that the field changes over time. Students also get ample opportunity to interact with LIS professional practitioners who are embedded in the changing nature of libraries and related institutions. Technology, policy, and user needs within libraries evolve along with the social context within which the profession is situated.

Standard II.2.6

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

Imparting a commitment to continuous professional development and lifelong learning are important elements of an MLIS program due to the nature of this rapidly changing field. ALA encodes lifelong learning into their core competencies with number 7: Continuing Education and Lifelong Learning. They not only include continuing professional development of practitioners, but also “the role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.”

Although not a specific SLIS program goal, the idea of lifelong learning is addressed in many classes such as the introductory required class (LIS 5033), in which students are introduced to professional organizations and encouraged to join at reduced student rates to try them out. Several students who have been selected to attend the American Library Association Conference as part of the Student to Staff ALA Program have shared that it was a wonderful learning experience and as a result, continue as members of the organization. In the School Library Administration course (LIS 5283), students purchase the textbook through the American Association of School Librarians and are provided with a complimentary one-year membership as part of the textbook purchase. Beginning in spring 2022, students will once again be invited to share class projects at the Oklahoma Library Association conference in a session providing exposure to networking, practice in presenting in a professional setting, and experience at a state conference. In the portfolio end of program assessment, students must present a plan for lifelong learning and professional development with a statement of goals for continuing education.

The curriculum of the MLIS program is designed so graduates possess skills that prepare them for career

success, making them marketable in a variety of settings. Graduates of our MLIS program commonly go on to positions where they take leadership roles in engaging in and promoting lifelong learning in library and information settings. Much of this happens within the state of Oklahoma, as around 80% of OU MLIS graduates stay in Oklahoma. Although the majority of our graduates work in public, academic, and school libraries as well as in archives and museums, our graduates also work in related areas such as data science, information technology, governmental and non-profit organizations, and publishing.

OU MLIS graduates hold leadership positions as library directors, directors of library systems, the director of the Oklahoma Department of Libraries, section heads within large academic libraries, and leadership positions in state, regional and national professional organizations. The success of our graduates is discussed in the introduction to Chapter 4. Additionally, here are profiles of three school librarianship graduates who are models of excellence in their commitment to professional development and life-long learning. All of these graduates are active members of their professional associations and help facilitate workshops, webinars, and other learning opportunities for practitioners across the state.

2015 Graduate Terri Curtis is a Teacher Librarian in Norman Public Schools and has been named a site teacher of the year and district finalist for Teacher of the Year in 2020. Terri received the Oklahoma School Librarians' Polly Clarke Award recognizing outstanding school librarians in the state of Oklahoma (2019) and received the Oklahoma Technology in Education award (2020) for her work in integrating technology in teaching and learning to impact student achievement. Ms. Curtis has also had OU SLIS interns and is active in the state school librarians' organization.

2016 Graduate Molly Dettmann is a Teacher Librarian at Norman North. Molly is very active in the Oklahoma Library Association and Oklahoma School Librarians serving as Program Chair for the Association's annual state conference, secretary of the Oklahoma School Librarians. Ms. Dettmann has recently been named Outstanding New Librarian by the Oklahoma Library Association.

2017 Graduate Dr. Stacy Schrank is a Teacher Librarian at Dimensions Academy in Norman Public Schools. He has served as the Oklahoma state representative to the American Library Association as well as the president of the Oklahoma Library Association.

In leadership roles, MLIS graduates hold numerous professional development events annually within libraries and systems, from the state library, and through professional organizations. Other MLIS graduates go on to further academic pursuits including the OU SLIS Ph.D. program and other Ph.D. programs around the country. Others pursue additional master's degrees, for example, the OU Master of Arts in Museum Studies. Some graduates continue their learning with SLIS and return to take non-degree-seeking courses in topics such as makerspaces and other popular electives or additional certificates in archives and data science.

Continual and life-long learning is an important characteristic instilled in our students and with many of our MLIS graduates it comes full circle when those who are recognized as leaders in the profession return as guest speakers in various classes and as mentors to students in the program sharing their experiences as leaders and demonstrating the importance of continual learning. An example of this is MLIS graduate Cherity Pennington, the current president of the Oklahoma Library Association, who is serving as the practitioner member of a current student's portfolio panel in order to share her expertise.

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.”

Students in the MLIS program are required to have an initial planning meeting with their advisor during their first semester to develop a coherent plan of study. During this meeting the student and advisor complete SLIS’s internal [Program Planning Form](#) (PPF), which is required to be submitted to the SLIS office by the end of the student’s first semester. The PPF includes a list of core and elective courses with the semester the student plans to enroll in each course. During the initial meeting the advisor provides information about the program and offers advice for success, discusses student career interests, identifies the student’s preliminary academic goals, talks about the end of program assessment options, and addresses other questions presented by the student. To ensure the student plan meets their academic and career goals, student and advisor planning meetings continue throughout the program.

The MLIS degree requirements are 36 credit hours (12 courses, consisting of 6 core courses and 6 electives) plus an end of program assessment. Students may pursue the degree with a thesis option or non-thesis option. The non-thesis end of program assessment choices have been either a comprehensive exam or a portfolio. Documents for the different end of program assessments including the thesis are found [here on the SLIS website](#). A list of the comprehensive exam questions used during the review period can be found [here](#), as well as [examples of student portfolios](#), which include student work products such as papers, presentations and projects. The thesis program students are not required to do an additional end of program assessment besides their thesis defense.

For students beginning the program in fall 2021, the end of program assessment will be an e-Portfolio for students in the non-thesis program. The new e-Portfolio was developed from spring 2020 through spring 2021 and the [Graduate Studies Committee meeting minutes](#) and the [faculty meeting minutes](#) document the discussions and votes. During the summer of 2021, the Canvas site to support the new e-Portfolio was developed and was made available to students in fall 2021. Data on student end of program choice and outcomes are found in chapter four, Tables IV.14, IV.15, and IV.16, and [on the SLIS website](#).

Students are encouraged to work closely with their advisors to select appropriate electives for their career goals. The MLIS does not have official degree concentrations that are noted on student transcripts. However, students commonly select their electives to form concentrations in school and youth librarianship, archives, public services, general librarianship, academic librarianship, and information science, among other specialties. Students submit formal Graduate College [Program of Study](#) forms through SLIS to the Graduate College indicating their program plan, and there are examples of Program of Study forms for each of the concentrations mentioned above [here](#). These are actual student plans, but the names have been redacted for the purposes of this report.

Student and program policies are discussed extensively in the student chapter and are documented on the SLIS website on the [MLIS Student Handbook](#) page. The MLIS is also governed by policies of the Graduate College, articulated in the [Graduate College Bulletin](#). The SLIS website offers a [page with courses grouped](#) into specialization categories, a specific page for the [school librarianship concentration](#) that covers coursework and state eligibility requirements, and a [course rotation schedule](#) to help students plan their program. The core courses are considered prerequisites for many of the elective courses,

although students can get permission to waive the prerequisite requirements or take the core courses concurrently with the electives. Course prerequisites are listed in the [course catalog descriptions](#).

SLIS offers a wide range of electives and several graduate certificates, which allow students to shape their degree to fit their specific interests and career goals. Additionally, courses from outside of SLIS can be used to enhance particular specializations. Many of the ways students can design their degrees are discussed below.

Graduate Certificates

Academic departments at OU undergo an [Academic Program Review](#) (APR) every seven years. At the conclusion of the most recent APR in spring 2016, SLIS was advised by the Provost's Office to consider creating some graduate certificate programs and the School responded by developing three programs. Students use the graduate certificates to focus their specialization, and the classes count concurrently towards the MLIS and the certificate. That way, students can graduate with two credentials for the same number of credit hours. Each certificate consists of four courses (12 credit hours).

The cross-departmental graduate certificate in Digital Humanities had been in development for three years, and in fall 2016 the SLIS faculty voted to submit the proposal for approval. That certificate began to be offered in fall 2018. Here is the official Graduate Certificate in Digital Humanities [Program of Study form](#).

Since SLIS had a very clear set of archival studies courses and student interest data from program applications showed consistently around 25% of applicants were interested in archives, a graduate certificate in archival studies proposal was developed and SLIS faculty voted to submit it to start in fall of 2017. Here is the official Graduate Certificate in Archival Studies [Program of Study form](#).

Later, a graduate certificate in data analytics proposal was developed and SLIS faculty voted to submit it. This certificate program began in Fall 2018. Here is the Graduate Certificate in Data Analytics for Information Professionals [Program of Study form](#). More information about the genesis and assessment of these programs is in section II.7.

School Librarianship Concentration

To meet state certification requirements, students choosing to focus on school librarianship have a specific curriculum laid out with just one elective. The School Librarianship Advisory Board created in-depth guidelines for these students which can be found [on this webpage](#). The page includes information about courses, procedures for applying for standard and alternative certification, professional associations, standards of the profession, and other links and tools related to school librarianship.

The School Librarianship Advisory Board and the SLIS faculty affiliated with it pay close attention to the needs of school librarians to ensure the degree is thorough and up to date. The chair of the Board is an active member of the state school librarian's association and works closely with practitioners who also make suggestions for curriculum needs in this concentration. As noted earlier in this chapter, the School Librarianship Advisory Board completed an analysis of the core courses to ensure the new ALA/AASL/CAEP school librarian preparation standards were being met through the SLIS courses. The results and curriculum change recommendations were presented to the SLIS faculty at the August 2020 Planning Day for discussion on how these standards can be incorporated into the MLIS core courses. Documentation of the Board's work can be found [here](#).

BAIS/MLIS Accelerated Program

SLIS offers a Bachelor of Arts in Information Studies (BAIS) in which students can focus on information technology or form a foundation to work in libraries, archives, and museums. The School additionally offer a BAIS/MLIS accelerated program. Students in the accelerated program take four courses at the master's level that count towards both their bachelor's and master's degrees, allowing them to complete their degrees more quickly. Students must have a 3.0 GPA to enroll in the accelerated degree and must maintain the 3.0 every semester to remain in the program.

Dual Degrees

The OU Graduate College has a generic dual degree program that allows a student to pursue a dual degree with any two master's programs on campus, as long as both programs agree to the dual degree. Currently, the most popular generic dual degree with the MLIS is the Master of Arts in Museum Studies, although the School also has students pursuing generic dual degrees with a number of other departments including English, Communication, and History.

SLIS has a long-standing official dual degree agreement with the History of Science master's degree program and this is our second most popular choice for students. SLIS also had dual degree agreements on the books with an MBA and a Law degree, but those had not been active for many years. During this review period the School officially retired those agreements.

For dual degrees, programs determine how many courses can be shared between degrees. SLIS will accept up to 3 classes (9 credit hours) from another program to count towards the MLIS. Students must work with advisors in both programs, and the SLIS advisors only advise for the MLIS portion of the dual degree. In recent years, SLIS has seen an increase in dual degree students as shown in the enrollment table in the student chapter. Here is the SLIS website page with [dual degree information](#) for students.

Transfer Courses

With the permission of their advisor, students can transfer up to 9 credit hours of OU courses from outside of SLIS to count towards their MLIS. Alternatively, they may transfer up to 9 credit hours of courses from outside of OU from another ALA-accredited program, but this requires a petition and must be approved by the SLIS Graduate Studies Committee and the OU Graduate College. Petition forms for course transfers are found [on the SLIS website](#). For example, MLIS students interested in music librarianship have commonly taken the online class in this specialty from the ALA-accredited program at SUNY Buffalo. There are also some courses at OU in the music department on music bibliography that students have counted towards their MLIS. Students interested in administration have taken courses from the OU graduate program in public administration, and some interested in museum studies but not interested in a dual degree have taken courses from the museum studies master's program. Some students have taken study abroad summer courses from other ALA-accredited programs and applied those credits to their OU MLIS. These are just a few examples of how students have used transfer courses to enhance their degrees.

Independent Courses

Students have the option of taking independent courses, although the Graduate College does limit how many S/U graded courses can apply to the degree. The Graduate College Bulletin ([Section 7.1.4.2 S>U Graded Coursework](#)) outlines the limits of S/U graded courses "No more than one-half of the credits for OU coursework, excluding Research for Master's Thesis (5980), may be S/U-graded coursework and no

more than one-half of the overall coursework (OU credit and transfer credit combined), excluding 5980, may be S/U graded-coursework.” The most commonly pursued independent courses are internships, which are discussed below. Other independent courses are Directed Readings, Directed Projects, and Directed Research. Detailed information about these courses is found [on the SLIS website](#).

Interested students are encouraged to enroll in independent studies to explore topics of interest under the guidance of a specific faculty member. Recent independent studies have included pre-thesis research for a biodiversity-focused study of how librarians and museum professionals can assist biologists and conservationists in preserving the information necessary to make informed decisions about conservation; and a special research project focused on developing an interactive map of migrant shelters in Mexico and Central America so that stakeholders (U.S. politicians and civil servants) could view which migrant shelters received government funding. A recent directed reading topic was “Access to Information for Incarcerated Persons and Its Effects on Recidivism Rates,” and other recent directed readings have resulted in students submitting articles for publication in peer-reviewed journals like *Communications in Information Literacy* and the *Journal of Library Administration*.

If students fail their comprehensive exams or portfolio, they must take at least two credit hours in the semester in which they retake the exam. The Directed Readings course is commonly used for those two credit hours. Table II.6 provides data on the number of students enrolled in directed readings, research, and projects by year.

Table II.6: Enrollment in Directed Research, Project, and Readings by Calendar Year

Course #	Course Name	2014	2015	2016	2017	2018	2019	2020	2021
LIS 5920	Directed Research	0	1	1	2	1	0	0	0
LIS 5940	Directed Project	4	4	5	3	6	4	2	4
LIS 5960	Directed Readings	11	7	12	7	5	6	9	2
TOTALS		15	12	18	12	12	10	11	8

Internships

Students who do not have library work experience are strongly encouraged to complete an internship, and [details about the internship are found here](#). The OU SLIS Advisory Board members and the OU SLIS Alumni Association Board of Directors continually stress the importance of work experience, and many would like the internship to be required, at least for students without prior work experience in the field.

Students work closely with their academic advisors to secure and plan internships, and in 2016 SLIS was able to designate a faculty member to be the internship paperwork coordinator. This faculty member put the numerous internship documents online, created an online approval process, and Qualtrics surveys for end-of-internship assessment by the student, site supervisor, and faculty supervisor. Examples of the internship documents can be found [here](#). She also created a database of potential internship sites, which is shared with students on the [OLISSA website](#) (student organization) and through the SLIS office. Recent internship sites include OU’s Carl Albert Center Archives, the Julian P. Kanter Political Commercial Archives, the Gilcrease Museum, the Metropolitan (OKC) Library System, the National Cowboy & Western Heritage Museum, Norman (OK) Public Schools, Northeastern State University-Broken Arrow Library, the Oklahoma Department of Libraries, Oral Roberts University Library, the Philbrook Museum of Art Library, the Pioneer Library System, Sapulpa (OK) Public Library, the Tulsa City-County Library System, the Tulsa Community College Library System, Tulsa Public Schools, the University of Arkansas

Library, the University of Oklahoma Libraries, the University of Tulsa Archives and Special Collections, and the Woody Guthrie Archives in Tulsa.

Most students find their internship experiences to be very positive as they are able to apply the theory they have learned to practical hands-on experience. For example:

- A student who completed an internship in a special collections library stated: “I engaged in a variety of archival activities including: Arrange a variety of archival materials, including newspapers, letters, pamphlets and photographic negatives; Rehouse archival material into legal sized acid-free folders and boxes; Label folders and items with collection number; Digitize photographic negatives using flatbed scanner; Create and input archival and digital surrogates into finding aid, Archives Space, by item level; Develop item and collection level descriptions for archival and digital material. These activities allowed me to put the theory I have learned from the classroom into practice.”
- A site supervisor for a student internship in an academic setting noted: “The student made a significant contribution by covering the reference desk during evening hours. She provided research assistance for many students and provided oversight for student workers. She also compiled a list of books for the theology librarian to consider for collection development.”

In the 2020-21 academic year, the internship paperwork coordinator worked with the OU Center for Faculty Excellence to get the MLIS internship approved for an official “service learning” designation. Service-learning is defined as “incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community and supports community engagement. Students engage in reflection across the entire experience through journal activities and discussions with their supervising advisor.” Students that complete service-learning courses have this designation noted on their academic transcripts. Changes to the internship requirements to qualify for service-learning included adding multiple reflective essays by students throughout the course of the internship providing the opportunity for strong connections to core course concepts and the development of skills applicable in the student’s area of specialization. For example:

- Reflection 1: Talk about the institution where you are completing your internship. Discuss the mission and goals of the location and how they connect to the principles of library and information studies. Share the learning objectives you developed and explain why they were chosen and outline your plan for how they will be met.
- Reflection 2: Discuss the activities or tasks that you have learned so far explaining any skills that are new to you. Have you had any challenges so far and if so, how did you deal with them? Discuss how the skills you've learned help you meet your learning goals highlighting how you have applied the principles and theories of library and information studies.

The first student in the newly approved MLIS service-learning designated internship completed it in fall 2021. Table II.7 provides data on the number of internships completed during review period. Not all internships receive the service learning designation. Students can choose which type of internship they want to pursue.

SLIS also offers non-internship experiential opportunities. These include the ALA Student to Staff annual conference award, working at the SLIS booth at the annual Oklahoma Library Association conference as well as other conference booth opportunities, the Oklahoma Information Environment course, assisting in the planning and delivery of the newly established Summer Institute, and support for presenting at professional conferences.

Table II.7: Internships Enrolled by Calendar Year

Course #	Course Name	2014	2015	2016	2017	2018	2019	2020	2021
LIS 5823	Internship	11	10	12	16	12	11	9	10

Student Reports on Their Ability to Pursue Their Interest Areas

The graduating student [exit survey](#) asks students if they were able to pursue their professional interests in the MLIS program. The spring 2021 graduating students responded to the question, “Were you able to specialize in your area of interest?” Of 22 respondents, 59.1% stated “definitely,” and 22.7% stated “mostly,” for a total of 81.8% of students definitely or mostly able to specialize in their interest area. The survey does not ask students why they were not able to specialize in the what they wanted, but it does ask if they were able to take the courses they wanted and, if not, why not. The most common answer (31.6%) was that the course was not offered when the student was in the program. This was followed by the course was full (21.1%) and the course format did not meet the student’s needs such as online, on-campus, or blended (21.1%). Only 10.1% stated that SLIS did not offer a course on their topic of interest (spring 2021 exit survey).

Standard II.4

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

As presented earlier in this chapter, the MLIS required core course structure is based on the ALA core competencies for librarians with courses matched with ALA competencies 1, 3, 4, 5, 6, and 8. The two ALA core competencies not represented by a core class, 2 and 7, are reflected liberally in the elective courses. For example, ALA Core Competency 2. Information Resources is included in several classes such as the popular elective Collection Development and Management (LIS 5443) which imparts the knowledge and skills required to identify, evaluate, select, and manage collection materials for 24/7 access. Other electives that include learning experiences related to information resources include Information Resources and Services for Children (LIS 5183), Information Resources and Services for Young Adults (LIS 5193), and Information Sources and Services (LIS 5513).

ALA Core Competency 7. Continuing Education and Lifelong Learning is infused throughout the curriculum. For example, the Programs and Services in Libraries and Information Centers special topics course includes a module dedicated to lifelong learning, as does School Library Administration (LIS 5283). In the end of program portfolio students write a statement about their plans for lifelong learning.

Another example of a course tied to professional organizations’ competencies is the core class Management in Information Organizations (LIS 5023) which is built around the [ALA’s CORE Division’s 14 foundational competencies](#), which include both change management and forward thinking. These core competencies are also included in the e-Portfolio where students connect the competencies to their learning goals and program outcomes. The 5023 course is also built around ALA’s LLAMA [Leadership and Management](#) competencies. Required course Organization of Information (LIS 5043) covers competencies and standards related to organization such as IFLA’s Functional Requirements for Bibliographic Records (FRBR).

The SLIS curriculum is informed by numerous other professional association competencies for specific specializations as shown in the document “[MLIS Courses Mapped to Professional Standards](#).” Two sets of competencies relevant to popular specializations within SLIS are those relating to school librarianship

and to archival work. These are discussed in detail below. In the introductory course, Information & Society (LIS 5033), students identify professional organizations and standards that match their professional interests.

The School Librarianship Advisory Board did an in-depth analysis of the new ALA/AASL/CAEP School Librarian Preparation Standards (2019) to ensure they were reflected in the curriculum. The result of this in-depth analysis showed that most core and elective courses were well aligned but for two core classes, Organization of Information (LIS 5043) and Fundamentals of Information Technology (LIS 5063), the School Librarianship Advisory Board made suggestions for change to better align with the standards ([in their year-end report](#)).

In the spring of 2020, the School Librarianship Advisory Board partnered with the state school librarians' organization to conduct a survey to learn from practitioners about the implementation of national school library standards, how graduate school course work prepared them for a career in school librarianship and to identify professional development needs for school librarians in all stages of their careers. The results of the survey, along with findings from analysis of data gathered from MLIS alumni surveys, provided clear evidence there is a need for professional development in several common themes.

Some of the common themes for needed professional development are:

- Shifting library services to remote practices
- Digital youth services
- Current issues in school libraries
- Standards implementation
- Diversity in collection development
- Collaboration and working with classroom teachers
- Connecting makerspace activities to standards and curricula
- Job fair
- Advocacy to action

The Board agreed that a summer institute would best meet these unique professional development needs and partnered with professional librarian organizations in the state to design a [virtual event that was offered in summer 2021](#). Attendance was strong with 80 attendees, many of whom were OU MLIS students, and post-event feedback was very positive. The event included several excellent sessions, a Career Connections workshop, and a Cultural Competency workshop conducted by the ALA Office of Equity, Diversity, and Inclusion.

Another popular concentration within the MLIS is archival studies. Students interested in archives can pursue the Graduate Certificate in Archival Studies or they can choose to take one or a few archives electives without doing the certificate. The Society of American Archivists has standards for archival education, and our courses cover the recommended topics as shown in Table II.8.

Table II.8: MLIS Courses related to SAA Curriculum Recommendations

SAA Curriculum Recommendations	MLIS Courses
Core archival knowledge:	
a. The Nature of Records and Archives	LIS 5343 Archival Concepts & Traditions LIS 5970 Archives in the Museum Setting
b. Selection, Appraisal, and Acquisition	LIS 5563 Archival Appraisal
c. Arrangement and Description	LIS 5463 Archival Representation & Use
d. Preservation	LIS 5653 Preservation of Information Materials

	LIS 5970 Moving Image Archives
e. Reference and Access	LIS 5513 Information Sources & Services
f. Outreach, Instruction, and Advocacy	LIS 5253 Community Relations & Advocacy
g. Management and Administration	LIS 5023 Management in Information Organizations
h. Records and Information Management	LIS 5473 Documents & Records Management
i. Digital Materials Management	LIS 5453 Digital Collections LIS 5970 Digital Curation LIS 5970 Archives in the Digital Age

The SAA curriculum recommendations also include “knowledge of the profession,” which students receive in the MLIS core, and “complementary knowledge,” which comes from the MLIS core and from the students’ disciplinary backgrounds from their bachelor’s and other degrees.

Standard II.5

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

Faculty members recognize the importance of continual course evaluation to inform updates to the curriculum, and this has resulted in adding courses, updating course titles, descriptions, creation of content, and assessing program level student learning outcomes in core courses (see tables II.2, II.3, II.9, and II.10). In addition, continual evaluation is done based on feedback from constituents. Since the last review, some courses have been removed and several added. Section II.1 presented a detailed description of how input from constituents is gathered to inform the evaluation and improvement of the curriculum. These mechanisms include student course evaluations, graduating student exit surveys conducted every semester, annual alumni surveys that target different cohorts, periodic strategic planning and employer surveys that are distributed broadly, surveys by OU such as the Student Satisfaction Survey, and informal feedback and recommendations submitted to the director and faculty orally and through email. Members of advisory boards also give curriculum recommendations to SLIS and the director makes decisions about potential new and special topics courses to recommend based on this feedback. In this way, these constituents help inform decisions related to the curriculum.

A curricular need recommended by constituents was to increase course offerings in library leadership, administration, and management. In response to this, the School added an advanced leadership course (LIS 5203) taught by an experienced library administrator and offered every other year, that focuses on leading teams, managing crises, working with outside stakeholders, planning budgets, and other necessary skills for a career in library administration.

Other new and special topics courses added in response to constituent feedback include Programs and Services in Library and Information Centers, Academic Librarianship, and Public Librarianship. These courses respond to requests for more courses on practical librarianship topics. Numerous data science courses were added that contribute to the data analytics graduate certificate. These include Information Retrieval and Text Mining, Introduction to Information Visualization, Introduction to Data Analytics, Advanced Data Analytics, and more. Courses added that contribute to the archival studies graduate certificate include Archives in the Museum Setting, Archives in the Digital Age, Moving Image Archives, and Digital Curation.

Within SLIS, faculty propose courses, program committees (the Graduate Studies Committee for the MLIS) review the proposals, and the faculty as a whole vote on new courses before they are submitted through the university systematic process. Regular courses are updated continually by course instructors with core courses undergoing a more formal revision with written narrative evaluations, annual instructor team meetings, and regular revision projects.

Constituents want SLIS graduates to have more in-library experience, so a job shadowing assignment was added to the introductory core course Information and Society (LIS 5033). Students who do not possess library experience are strongly encouraged by their advisors to complete an internship. Alumni and employer survey feedback identified a need for graduates to have a better understanding of library catalog records. This led to a new discussion board structure in the core Organization of Information (LIS 5043) course to engage students with specific elements of cataloging record structure.

Student program outcomes include the outcomes of the end of program assessments, which are publicly [documented here on the SLIS website](#), student retention rates, which are discussed in chapter four (in Standard IV.1 and other places, including Table IV.8), and student employment outcomes for which data are gathered with the alumni surveys. One of the ways in which end of program outcomes have contributed to improvement in the curriculum concerns student writing skills. Student comprehensive exam papers sometimes present poor writing skills. Faculty efforts to improve student writing abilities are reflected in course improvements in core courses LIS 5033, LIS 5053, and LIS 5713 where faculty have made course updates to either allow students the option, or require students, to turn in a draft of their major paper for feedback before the final versions are submitted. These course improvements are described in more detail in chapter one, Standard I.1.3.

The Development of Program-Level Student Learning Outcomes

After the 2014 site visit, the ALA COA (Committee on Accreditation) repeatedly asked SLIS about student learning outcomes assessment, which was not something that SLIS had previously defined at the program-level, although at the course-level each course had either student learning outcomes or course objectives. Following are the requests in correspondence from the ALA COA:

- April 2014 "**Student learning outcome assessment** with examples and specific data at both course and program levels (Standards I.1, II.7, IV.6)."
- April 2015 "Progress on **student learning outcome assessment** with examples and specific data at both course and program levels (2015 standard I.1, II.5, II.7, IV.6)."
- November 2016 "Please provide evidence of use of the results of **student learning outcomes assessment** in program planning."
- April 2017, the COA issued a notice of concern. "Provide evidence of use of the results of **student learning outcomes assessment** in program planning. Focus on evidence of student learning outcomes assessment in the ALA-accredited master's program, rather than the undergraduate program (2008 and 2015 Standard IV.6)."
- November 2017, the COA affirmed the notice of concern. "Evidence of the use of the results of **student learning outcomes assessment** in program planning (standard IV.6) specific to the ALA-accredited master's program was not apparent to the Committee."
- November 2018, the COA affirmed the notice of concern. "**The committee notes progress in the creation and execution of an appropriate assessment framework**. Please include evidence in the biennial narrative report due February 15, 2019, that "the program applies the results of evaluation of student achievement to program development" (IV.6). Provide documentation of how the elements of the program's assessment framework feed back into specific points of program planning."

In December 2016, SLIS faculty began to discuss creating program-level student learning outcomes (SLOs) for the MLIS program with a process and schedule for assessing these outcomes. These discussions took place at multiple faculty meetings for the remainder of the 2016-17 academic year and all of the 2017-18 academic year and included the involvement of the [OU Office of Academic Assessment](#), whose director attended some of the faculty discussions. For the initial discussion in December 2016, a [report](#) was created which analyzed the course-level SLOs and objectives for the MLIS core required courses and proposed program-level SLOs based on commonalities across courses. The recommendation from the OU Office of Academic Assessment was that program-level SLOs should be assessed in required coursework and end of program assessments for the degree. In spring 2017 the proposed SLOs were mapped to core courses and ALA standard I.2. Later, in September 2017 the proposed SLOs were mapped to the previous program objectives, ALA standard I.2, and proposed direct and indirect assessment measures ([maps](#)). Through the 2017-18 academic year, faculty addressed SLOs at each faculty meeting, building out the definitions of the SLOs to create the current detailed descriptions [found on the SLIS website](#) and listed below.

Program-level Student Learning Outcomes for the MLIS are:

SLO 1 Core Knowledge. Graduates demonstrate advanced knowledge of LIS theories, principles, and practices. Core knowledge is reflected in the ALA Accreditation Standard I.2:

- I.2.1 The essential character of the field of library and information studies;
- I.2.2 The philosophy, principles, and ethics of the field;
- I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
- I.2.4 The importance of research to the advancement of the field's knowledge base; (see also SLIS SLO 5)
- I.2.5 The symbiotic relationship of library and information studies with other fields;
- I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
- I.2.7 The role of library and information services in a rapidly changing technological society; (see also SLIS SLO 4)
- I.2.8 The needs of the constituencies that a program seeks to serve.

SLO 2 Intellectual Skill. Graduates demonstrate an ability to find, collect, evaluate, critically analyze, organize, synthesize, and disseminate information from multiple sources.

Upon completion of the program, graduates will be able to:

- a. Demonstrate critical thinking including explaining issues and developing well-articulated arguments and conclusions
- b. Demonstrate an ability to analyze complex issues within an LIS context
- c. Demonstrate an ability to identify and utilize relevant data and reasoning as a foundation for problem solving
- d. Demonstrate an ability to engage in creative thinking and creative problem solving

SLO 3 Professional and Scholarly Communication. Graduates demonstrate effective oral and written communication skills.

Upon completion of the program, graduates will be able to:

- a. Demonstrate competence in writing effectively at the professional level in a variety of venues which may include professional interpersonal communication; creating reports, finding aids, and technical documents; writing scholarly publications, grant proposals, or presentations; communicating through social and digital media; and developing materials for instruction, programs, and services.
- b. Demonstrate competence in oral communication as applied in communicating with colleagues, staff, users, and stakeholders; in instruction, presentation, programs, and services; and in formal and informal settings.

SLO 4 Technology. Graduates are able to analyze, design, and provide solutions to information problems through appropriate technologies.

Upon completion of the program, graduates will be able to:

- a. Understand fundamentals of current technologies that facilitate information management and use in the lifecycle of recorded information, from creation through various stages of use to disposition.
- b. Apply technological tools to effectively manage information resources and provide information services.
- c. Use human-centered design to satisfy users' information needs and solve information problems in technologically intensive environments.
- d. Understand inherent security, social, political, and ethical issues in information technology.

SLO 5 Methods and Analysis. Evaluate existing research literature and have the ability to design appropriate research methodologies

Upon completion of the program, graduates will be able to:

- a. Understand and critically evaluate research and professional literature in the LIS field.
- b. Understand the importance of research to the advancement of knowledge and practice in the LIS field.
- c. Apply appropriate qualitative and quantitative methods and techniques to conduct systematic inquiry for basic research, evaluation research, and evidence-based practice in LIS.

SLO 6 Diversity. Graduates are able to effectively participate in the ongoing active identification of and respectful responses to various information needs and perspectives of diverse communities in a global society, particularly those of marginalized or otherwise underserved individuals, groups, and populations.

Upon completion of the program, graduates will be able to:

- a. Understand the ethical and societal value of diversity [broadly defined to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, nationality, race, religion, sexual orientation, socioeconomic status] within a democratic society, and express professional commitment to its appropriate application in various information environments.
- b. Understand the human, social, and policy issues inherent in any design for organization of information and knowledge resources, and apply appropriate theories, techniques, technologies, or tools in addressing specific user and community needs and requirements in organizing these resources.

- c. Understand the complexities of users’ diverse information needs as well as the community and cultural influences on their selection, use, and evaluation of both formal and informal information and knowledge sources and systems, and apply appropriate theories, techniques, technologies, or tools in facilitating access and in assisting and empowering users.
- d. Understand managerial and non-managerial roles and responsibilities in creating and sustaining diverse information work environments that maximize multiple perspectives, and apply appropriate theories, techniques, technologies, or tools by which these can be implemented within specific organizational settings.

Table II.9, also in chapter one as Table I.5, indicates where the MLIS program-level SLOs are assessed in the required core course structure and end of program assessments.

Table II.9: Program-Level SLOs Are Assessed in the Curriculum (Based on Assessment Rubrics)

SLOs	5033 Intro	5023 Mngt	5043 Org	5053 Info Behav	5063 Technlgy	5713 Research	Comps	Portfolio	New e-Portfolio
Core knowledge									
Intellectual skill									
Scholarly communication									
Technology									
Methods & Analysis									
Diversity									

New and Special Topics Courses

The process for new and special topics courses is as follows: The SLIS director can unilaterally approve special topics courses to be taught by full-time or part-time faculty. If a course is to be considered for a permanent course number, the faculty member who would teach it submits a syllabus and form to the Graduate Studies Committee. If the course will be slash-listed to include undergraduate students, it will also go to the Undergraduate Studies Committee. These committees will review the proposal and give feedback to the instructor. When the committees are satisfied with the course design, they bring the proposal to a faculty meeting for discussion and vote. If the course is approved by the SLIS faculty to go forward, it is entered as a course proposal into the Courseleaf system and then reviewed at the level of the College of Arts and Sciences, then the Graduate College, then the University, and finally at the Regents. The Provost’s website with course and [curriculum change forms and memos is here](#). Also related is this [process map](#) concerning the approval of new courses. See Table II.10 for new and special topics courses during the review period.

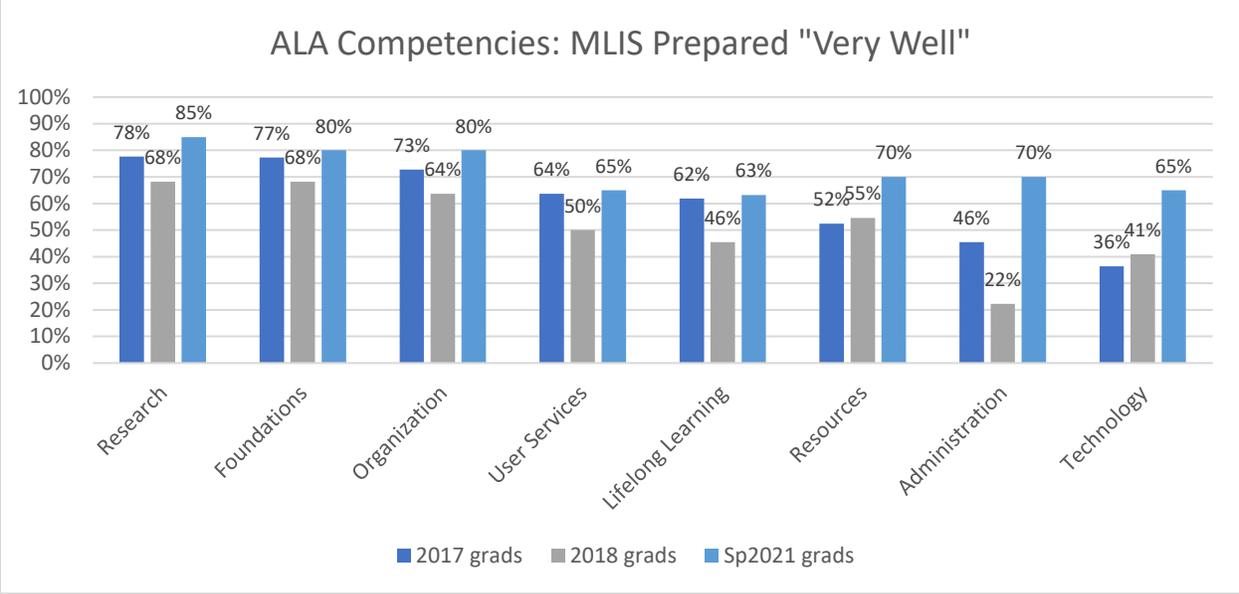
Table II.10: New and Special Topics Courses During Review Period

	First Taught	Why Offered
Became Regular Courses		
Oklahoma Information Environment	2014	Replaced previous tribal libraries summer intensive course
Introduction to Information Visualization	2014	Strategic plan expansion of data science
Introduction to Data Mining – renamed Advanced Data Analytics	2014	Strategic plan expansion of data science
Social Informatics	2015	Faculty specialty area

Leadership in Information Organizations	2015	Stakeholder recommendations
Dynamic Web Development	2015	Faculty specialty area
Digital Curation	2017	Faculty specialty area
Introduction to Data Analytics	2018	Strategic plan expansion of data science
Cybersecurity Essentials	2019	Important timely topic
Information Retrieval and Text Mining	2019	Faculty specialty area
Special Topics Courses		
Library Administration	2014	Replaced course that was retired
Consumer Health Information	2017	Faculty specialty area
Makerspaces in Theory and Practice	2017	Faculty specialty area
Data Stewardship	2018	Strategic plan expansion of data science
Libraries and Popular Culture	2019	Adjunct specialty area, adds librarianship elective
Archives in the Museum Setting	2020	Museum studies dual degree, expands job potential for grads
Archival Practice in the Digital Age	2021	Student interest in archives topics
Comics and Graphic Novels	2021	Adjunct specialty area, adds librarianship elective
Programs & Services in Libraries & Info Centers	2021	Stakeholder recommendations
Academic Librarianship	2022	Stakeholder recommendations
Public Librarianship	2022	Stakeholder recommendations
Health Informatics	2022	Important Faculty Specialty topic

Stakeholder Feedback

Figure II.2: ALA Competencies: MLIS Prepared “Very Well” (2017 N=22, 2018 N=22, 2021 N=20)



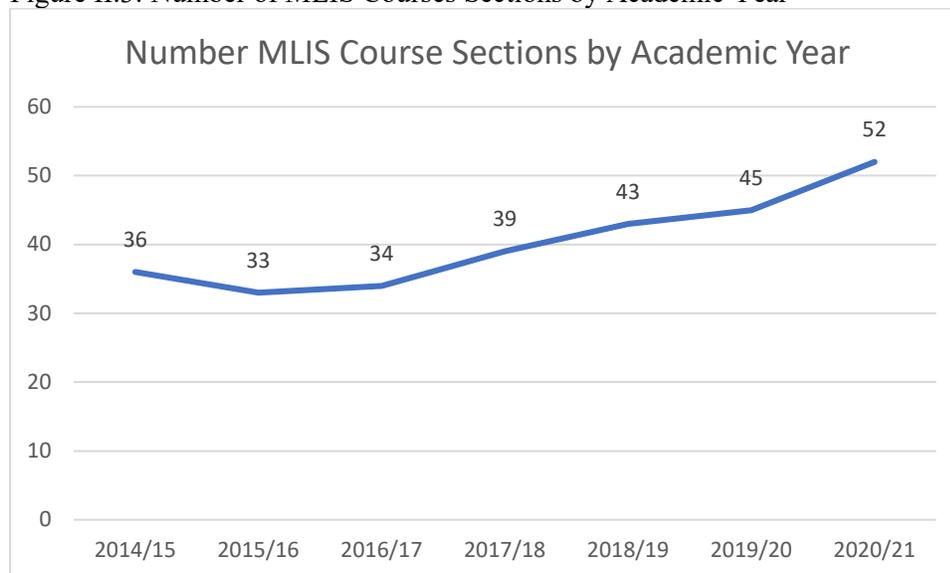
The alumni survey was distributed to 2017 graduates in 2019, to 2018 graduates in 2020, and to 2019 graduates in 2021. Figure II.2 compares the percentage of respondents that stated that the MLIS prepared them “very well” for each ALA competency. Compared are responses from the 2017 and 2018 alumni from the alumni survey, and the spring 2021 graduating MLIS exit survey. The exit survey shows more

positive opinions than the alumni surveys, especially for administration and technology. This may reflect improvements to the curriculum from 2017 and 2018 to 2021, or perhaps graduating students are feeling more positive immediately upon graduation than what alumni felt two years after graduating.

A curriculum area of frequent stakeholder emphasis is administration, management, and leadership. SLIS employer stakeholders agree that this is an area that merits continuous attention through developing advanced courses beyond the current well-received basic core course (LIS 5023) and School Library Administration (LIS 5283). Previously, the MLIS had four courses: Academic Library Administration, Public Library Administration, School Library Administration, and Special Library Administration, plus the required core management class. Prior to the previous accreditation visit, all of the administration courses were retired except School Library Administration, which is still taught annually in the summers. The idea was to replace the context-specific administration courses with a single team-taught administrative course. However, this course was never developed due to the unexpected passing of Dr. Connie Van Fleet, the lead faculty member on that project. To fill the gap, increased emphasis was placed on the core management course (LIS 5023). A step in the direction of an overarching administration course was a Library Administration special topics course taught in 2014 by a senior faculty member. However, this effort was replaced by a new Library Leadership elective (LIS 5203) developed by a new faculty member and currently taught by an adjunct from 2018 and continuing through the present. Also, in 2018 the core course on management (LIS 5023) was significantly revised in the core course revision project. In the spring 2021 graduating student exit survey, for the question, "What did the MLIS program prepare you well for, in terms of employment in the LIS field?" 29% (5 of 17 responses) included administrative topics in their responses:

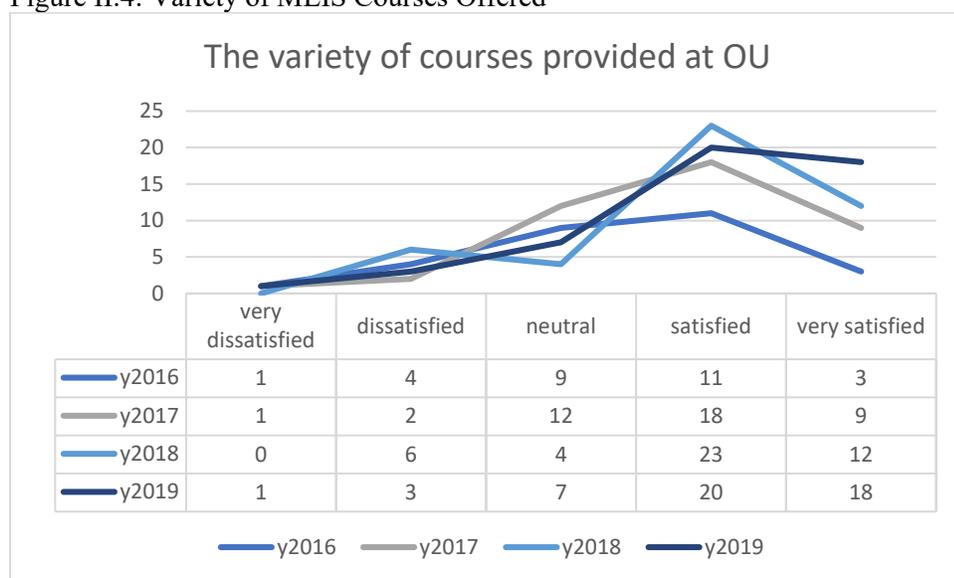
- "I think I am well prepared for public librarianship, including programming and director positions"
- "Leadership and management opportunities"
- "I have learned how to advocate for my library goals regarding administration"
- "I feel like it gave me a general introduction to most aspects of library operation and administration"
- "Strategic Planning for sure!"

Figure II.3: Number of MLIS Courses Sections by Academic Year



The number of course sections offered increased over the review period to meet the needs of the increasing MLIS student body. This increase included new and special topics classes, and also increased numbers of core course sections to accommodate student need. For the data listed in Figure II.3, a double course section of one course counted as two course sections since a double course represents both sections of a faculty member’s in-load teaching. The 2020-21 academic year shows an elevated number of course sections due to requirements by the Provost’s office for extra sections to accommodate pandemic changes to schedules. This is explained more thoroughly in the faculty chapter (Standard III.1).

Figure II.4: Variety of MLIS Courses Offered



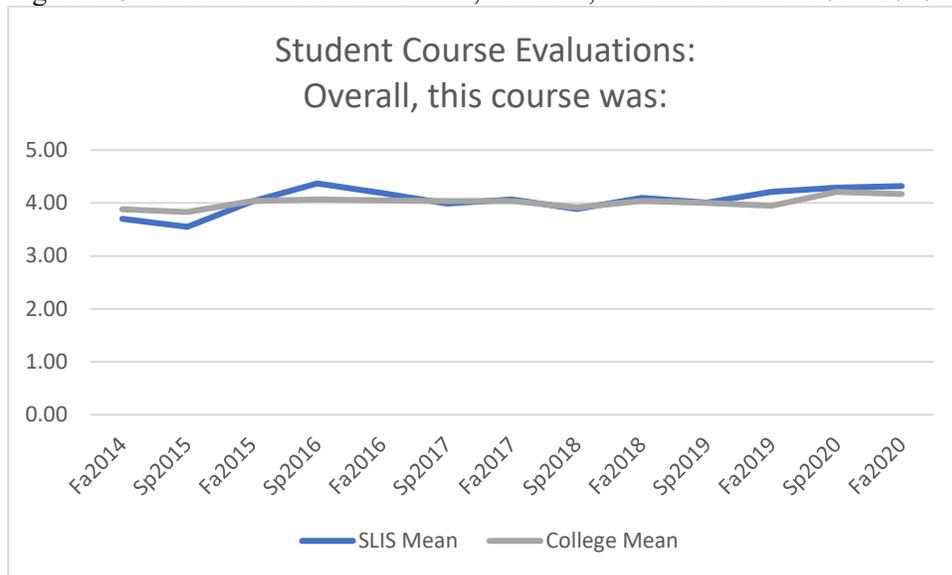
(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

The OU Office of Academic Assessment provided SLIS with aggregate responses from MLIS students on the OU student satisfaction surveys conducted in 2016, 2017, 2018, and 2019. The question most related to the curriculum was satisfaction with the variety of courses offered. MLIS students’ satisfaction with course variety increased over the years of the study from 50.0% satisfied or very satisfied in 2016, to 64.3% in 2017, to 77.8% and 77.6% in 2018 and 2019. See Figure II.4.

At the end of every semester, students are invited to fill out [course evaluations](#). Half of the questions address the course and the other half address the teacher’s effectiveness. Figure II.5 compares the SLIS mean and the College of Arts and Sciences mean for similar courses (size, graduate level) through the review period. This analysis uses the question “Overall, this course was” (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent). As can be seen, the average score for MLIS courses is very good and in line with similar courses in other departments within the college.

The student evaluations are available to faculty after they submit grades for the semester, and faculty are expected to review their evaluation scores and the open-ended responses to make decisions about improving the course for the next time it is taught. The student course evaluations are also reviewed by Committee A during the annual faculty evaluation process. In [spring and summer 2021](#), SLIS was part of a pilot for a mostly qualitative student evaluation questionnaire that the university has now adopted across the board. Because SLIS participated in the pilot, we do not have the quantitative scores for comparative purposes for spring 2021. The piloted survey is designed to address biases in student course evaluations and to produce information that will be more useful for faculty to improve their courses and teaching.

Figure II.5: Student Course Evaluations, “Overall, this course was.” 2014-2020



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.”

This chapter has detailed the formal mechanisms used to gather constituent feedback on matters including the curriculum. These include the graduating student [exit survey](#), the [alumni survey](#), the [employer/strategic planning survey](#), [student course evaluations](#), and the [OU student satisfaction survey](#).

LIS practitioners also provide feedback by sitting on the [OU SLIS Advisory Board](#), the [School Librarianship Advisory Board](#), the OU SLIS Alumni Association Board of Directors, and occasional ad hoc feedback sessions, such as the [strategic planning town hall](#) held at the Oklahoma Library Association Annual Conference in spring 2017 and the Tulsa area LIS practitioner [focus group](#) on conditional accreditation in August 2019.

MLIS students from Norman and Tulsa are members of the Graduate Studies Committee each year and provide input into curriculum and end of program assessment decisions. Informally, constituents including students, alumni, and LIS practitioners give suggestions to the director and faculty verbally and through email.

The faculty pay particular attention to assessing and systematically reviewing the required MLIS core courses ([documents](#)). Every fall and spring semester, instructors use rubrics and narratives to assess the core courses, evaluate improvements made, and plan for future improvements. The core course instructor teams meet annually in May to discuss their assessment outcomes, and annually in September these core course assessment outcomes are reported in aggregate to the OU Office of Academic Assessment. All core courses went through a [revision project](#) in 2018 or 2019, which included input from external constituents.

Curriculum matters such as program revisions, new courses, and major updates (titles and descriptions) of regular courses are discussed in the [Graduate Studies Committee](#) and then brought to the [faculty meetings](#) for discussion and voting. These formal items then proceed through the university process with

curriculum review committees in the College of Arts and Sciences, the Graduate College, and at the Provost's level. Finally, these changes must be approved by the Regents.

Supporting documentation and evidence can be found in the SharePoint document archive, including minutes and annual reports for the [Graduate Studies Committee](#), [faculty meeting minutes](#), the various survey reports ([exit](#), [alumni](#), [employer](#), [OU student satisfaction](#)), [Advisory Board](#) and [School Librarianship Advisory Board](#) minutes and agendas, Core Course [Revision Project reports](#), [August Planning Day documents](#), SLO [assessments](#) and narrative assessments of core courses, [TracDat reports](#) to the Office of Academic Assessment, and [student course evaluations](#).

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.”

This chapter demonstrated how data about the curriculum are systematically gathered through surveys, assessments, and evaluations, systematically reviewed, and used to make decisions through committees, faculty meetings, and retreats. The curriculum is regularly reviewed and revised at the course level, particularly the degree's core courses, with assessments and improvements every semester and instructor team meetings with discussions and decisions annually. Keeping courses current with ongoing reviews and improvements strengthens courses and keeps them relevant to the profession. Curriculum improvements beyond the course level are done through a systematic process that starts within committees, then moves on to the faculty as a whole for discussions and voting, then enters the university's systematic review and approval process at the college, university, provost, and regent levels. Program assessment outcomes are submitted annually to the OU Office of Academic Assessment and reviewed by that unit's director, and feedback about the outcomes assessment process is provided to SLIS to use for improvement of the assessment process.

The most significant curricular achievement during this review period was the development of program-level student learning outcomes (SLOs), and the design and implementation of a systematic assessment process. This is discussed more thoroughly in the chapter for Standard I.1.2, and also described earlier in this chapter. In summary, the faculty started a process in December 2016 to develop SLOs for the program. The process of refining the SLOs continued at every faculty meeting through May 2018. Starting in spring 2017, the assessment within core courses started with some pilot rubrics and the systematic assessment plan rolled out slowly for MLIS core courses and end of program assessments through spring 2019. From fall 2019 forward, the assessment plan has been fully implemented to gather data every fall and spring semester. These data are reviewed, discussed, and actions taken if needed at August Planning Day and at core course team meetings every May. Documentation for this process is contained in the SharePoint document archive in [committee meetings](#), [faculty meetings](#), [Planning Day meetings](#), [assessment outcomes documents](#), and [core course team meetings](#).

The next most impactful curricular improvement was the significant and systematic updating of the MLIS core courses. This started with the core course revision project which rolled out over a year and a half from spring 2018 through spring 2019 and resulted in core course content updates, which included different kinds of new content such as updated textbooks, new topic areas, restructuring (such as adding the CORE competencies to the management course), and more. Then, the Graduate Studies Committee went through a year-long process of proposing updated catalog descriptions and titles, which they then brought to the faculty meetings for discussion and approval. The old and new titles and descriptions are detailed earlier in this chapter. The change in the core research class modified the requirements for the degree. Previously, students had a guided elective category where they would select Research Methods or

Evaluation Methods. In 2016, these two courses were combined, effectively making the resulting class a sixth required core course.

As previously mentioned, all academic departments at OU undergo an [Academic Program Review](#) (APR) every seven years. This process is similar to the ALA accreditation review with a lengthy self-study document and external reviewers. SLIS completed its previous APR in spring 2016. As a result of this review, the Provost’s office recommended that SLIS create some graduate certificates. The School soon submitted program proposals for the Graduate Certificate in Archival Studies, the Graduate Certificate in Digital Humanities, and the Graduate Certificate in Data Analytics for Information Professionals. The archival studies and data analytics certificates have been very popular with students.

The digital humanities certificate had several students start the certificate but not complete it because the requirement structure was difficult to achieve. As a result of student feedback, SLIS formally modified the certificate program to make the requirements more straightforward. Since that time, the School has had one student complete this certificate in spring 2021 with a second student also enrolled in the certificate. SLIS is continuing to coordinate with the other department to make the certificate more accessible to our students.

By the end of the spring 2021 semester, the School had successfully graduated 48 students with graduate certificates: 28 archival studies, 19 data analytics, and one digital humanities. The certificate graduates were all MLIS students except one in the data analytics certificate program.

In June 2021 the SLIS director surveyed the archival studies and data analytics graduates about the usefulness of the certificates (but did not include the single digital humanities graduate as their responses would not be anonymous). There was a 28% response rate to the survey. See Table II.11. Graduates with the Archival Studies certificate were more likely to have found it useful than those with the Data Analytics certificate. Open-ended comments suggested more hands-on material, with less theoretical focus, which is also common in suggestions for the MLIS. The most positive comment was, “The graduate certificate is the only reason I have a job as an archivist today. It was an extremely useful and excellent program that prepared me for a career in archives.” The survey results have been given to the instructor teams that teach the certificate courses so that they can discuss potential improvements.

Table II.11: Satisfaction Survey from the Certificate Programs: "How useful was this certificate to you in job seeking or for your job?"

	Archival Studies	Data Analytics
Extremely useful	1	
Very useful	2	1
Moderately useful	4	1
Slightly useful		3
Not at all useful		
Not applicable		

As detailed earlier, several new and special topics courses were added during this review period, some of these as a result of constituent recommendations from various surveys and feedback mechanisms, some of which were the result of strategic planning and the pursuit of strategic directions for the School, and some of which were the result of faculty expertise areas of existing faculty and new faculty hires. Students appreciate the new course offerings; for example, this comment from the spring 2021 exit survey, “Continue to add new courses applicable to advances and expansion in the field of LIS. The comics class is a great example.”

A systematic process for reviewing alumni survey and exit survey responses was implemented in 2019. The survey raw data is given to the faculty at the August Planning Day for their own review. Then, the Accreditation Committee (previously named the Assessment Committee) in November reviews the responses to look for potential program issues. They bring discovered issues to the December faculty meeting for discussion and to determine solutions. In 2019-20 the identified issue was advising, and the advising process was changed as a result. This is detailed in the student chapter (Standard IV.4). In 2020-21 the identified issue was student and alumni concern about finding professional jobs. One solution to this issue was adding a Career Connections workshop to the new Summer Institute in summer 2021. Information from the Career Connections workshop was used to create a [Career Connections page](#) for the SLIS website.

The [School Librarianship Advisory Board](#) was very active during this review period. In fall 2017 and spring 2018 SLIS faculty involved with school librarianship met with instructors from non-ALA accredited school librarianship programs in Oklahoma to establish a network of professionals in higher education preparing school librarians in Oklahoma. The goal of the meetings was to open a dialogue about school librarian preparation programs and to discuss the new ALA/CAEP/AASL School Librarian Preparation Standards (2019), implementation plans, and general sharing ideas about issues facing school librarian practitioners in Oklahoma. Although the group does not meet regularly, the outcomes of the initial meetings helped establish a team of professionals with common goals and there continues to be correspondence between the involved professionals. The Board also worked on analyzing the MLIS core curriculum to map the new ALA/AASL/CAEP School Librarian Preparation Standards and the AASL National School Library Standards for Librarians to identify courses that needed updating to meet these standards. Standards were presented at the 2020 planning day and faculty shared where they thought each standard was met in the core courses. The Board further analyzed and sought feedback from students which resulted in recommendations for change. The recommended changes were submitted to the Graduate Studies Committee and forwarded to the Director and core course instructors. Anticipated updates to the classes will begin in 2021-22.

Future Curriculum Plans

SLIS has just submitted a [new strategic plan](#) which outlines numerous developments for the School. These developments will impact the MLIS program and the other academic programs in the unit. The goal for the MLIS is to continue to update the curriculum and evolve to represent current and future directions in the field, but without losing the foundation of the essential character of library and information studies.

Academic departments and programs are continuously evolving, including setting and moving towards new goals. At any given time there are a number of potential opportunities that may or may not fully develop, depending upon outside factors. Many of the possible changes that will impact the MLIS curriculum are built around possible faculty hires and their areas of expertise. The SLIS faculty pursue hire requests in areas in which they want to grow the curriculum and research of the School. Since faculty are strong drivers of departmental curricula, the hire requests that are selected for funding by the administration will shape new directions for the MLIS program over the next many years.

A faculty search which has been approved for the 2021-22 cycle is for an expert in Indigenous Knowledge to contribute to the MLIS program in particular. Oklahoma is home to 39 federally recognized tribes, and Native Americans make up nearly 10 percent of the state population (2019 https://www.census.gov/quickfacts/fact/table/OK_US/PST045219). An Indigenous Knowledge faculty specialist can contribute to both the School's and the University's strategic directions of engaging with

the state's Native American communities. Also, as noted in the student chapter, our MLIS program has a higher percentage of Native American students than the national figures.

SLIS has partnered with several departments on a proposal for a Childhood Wellbeing cluster hire five-year plan. Year one of this strategic project was funded by the OU upper administration. If years two through five are funded it will yield two faculty hires for SLIS, one specialist in studying children with innovative new methodologies and one a specialist in how public and school libraries contribute to children's wellbeing. School and youth librarianship is a focus area within SLIS, and these positions will help build further expertise and contribute positively to the MLIS.

In an exciting development for the MLIS program, the College of Arts and Sciences has approved a full-time lecturer position for SLIS to be the MLIS Program Coordinator. This faculty member will work with the School Director to manage the MLIS program, engage in accreditation work, and teach six MLIS classes per year. The search for this faculty member began in fall 2021 and has been filled. The new program director will begin the position in July 2022.

Chapter 3: Faculty

Standard III.1

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

Introduction

The faculty of SLIS are fully committed to accomplishing the objectives of the MLIS program. This section explains the composition and qualifications of the SLIS faculty, their specializations, and how the qualifications of all SLIS faculty, full-time and part-time, enrich the quality and diversity of the program.

Faculty Capable of Accomplishing Program Objectives

SLIS has a highly qualified faculty that supports the MLIS program by teaching courses, advising and mentoring students, serving on committees that steward the academic program, and performing research that contributes to the LIS field. Recent publications showing the range of SLIS faculty expertise include:

- [“Connecting Rural Public Libraries to LIS Education and Research: The Case of Health Services, Programs, and Partnerships”](#) in the 2020 *ALISE Conference Proceedings*,
- [“Discovering Opioid Users' Medical Comorbidities: A Data Mining Approach”](#) in the *Journal of Substance Use*,
- [“Navigating Children's Use of Screen Media: An Analysis of Guidance Information Provided on Public Library Websites”](#) in *Library Quarterly*,
- [“The Pragmatics of Weeding”](#) in the *Journal of Documentation*, and
- [“A Topic Models Based Framework for Detecting and Forecasting Emerging Technologies”](#) in *Technology Forecasting and Social Change*.

Additional data describing the qualifications of SLIS faculty are in the following sections concerning graduate faculty status, number of faculty, and full and part-time faculty specialties, and indicate changes over time. All full-time faculty have earned Ph.D.s in Library/Information Science or related disciplines. Some part-time faculty also have earned Ph.D.s, and all have professional backgrounds in libraries, archives, or technology professions. The CVs of all [full-time](#) and [part-time faculty](#) are in the SharePoint document archive. Two of the tenured faculty are affiliated with the Tulsa campus. The other tenure-track, tenured, and renewable-term faculty are affiliated with the Norman campus.

For faculty information at-a-glance, see the [Summary Table of Full-Time Faculty Information](#). Complete information is found in the faculty CVs linked above and in a condensed version on each full-time faculty member's page on the [SLIS website](#). As indicated in the summary table, full-time faculty teach core MLIS courses as well as elective courses, are involved in service to the LIS profession beyond the university and include various aspects of LIS in their research agendas. Through their teaching, research, and service, full-time faculty are contributing to the attainment of the MLIS program objectives.

Graduate Faculty Status

The University of Oklahoma (OU) is undergoing modifications to the graduate faculty criteria at the requirement of the Higher Learning Commission (HLC), the accrediting body for the university. In March 2016, the HLC issued updated guidelines concerning graduate faculty membership criteria. The OU Graduate College embarked upon a lengthy process to study factors relating to compliance with the HLC requirements and has planned an update of criteria across campus. While there is an overarching policy at the institutional level, individual units establish appropriate discipline-specific details.

The [OU Graduate Faculty Charter](#) section IV.3 states that, "Individuals teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program. When the terminal degree is in a field other than that in which the individual is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Evidence of continuing scholarly activity is required of all faculty members who have the endorsement to chair doctoral committees or research-based master's committees." The unit level criteria for membership must include a definition of the terminal degree appropriate for the discipline, with a justification based on accepted national/international norms for that discipline if the terminal degree is not a doctorate. "Tested experience" may substitute for the terminal degree, with justification and a specific definition.

In fall 2021, the Graduate College distributed guidance for units to update their graduate faculty criteria, including templates, examples, and a checklist. The updated criteria from each unit will be due at the end of the spring 2022 semester and submitted criteria will be reviewed for approval by the Graduate College. The SLIS current criteria have not been updated since 1993 ([1993 criteria are found here](#)). During the 2021-22 academic year these criteria will be updated by Committee A, followed by a faculty discussion and vote. Descriptions of the currently accepted [graduate faculty levels](#) are found on the Graduate College website, which includes a directory of faculty members that can be sorted by department. All SLIS faculty teaching master's classes have graduate faculty status with the Graduate College, and full-time faculty have higher levels of graduate faculty designations that allow them to chair and serve on graduate student end of program assessment committees.

Number of Faculty

In 2016, new procedures for requesting faculty hires pooled all empty positions into the Provost's office and departments across campus competed for faculty lines. This meant that when faculty members left SLIS, we were unable to rehire into those faculty lines because the lines were no longer available to the School. Section III.3 explains in detail the changes in policies for recruiting faculty, and the outcomes of search requests.

Table III.1: Faculty Numbers from ALISE Statistics

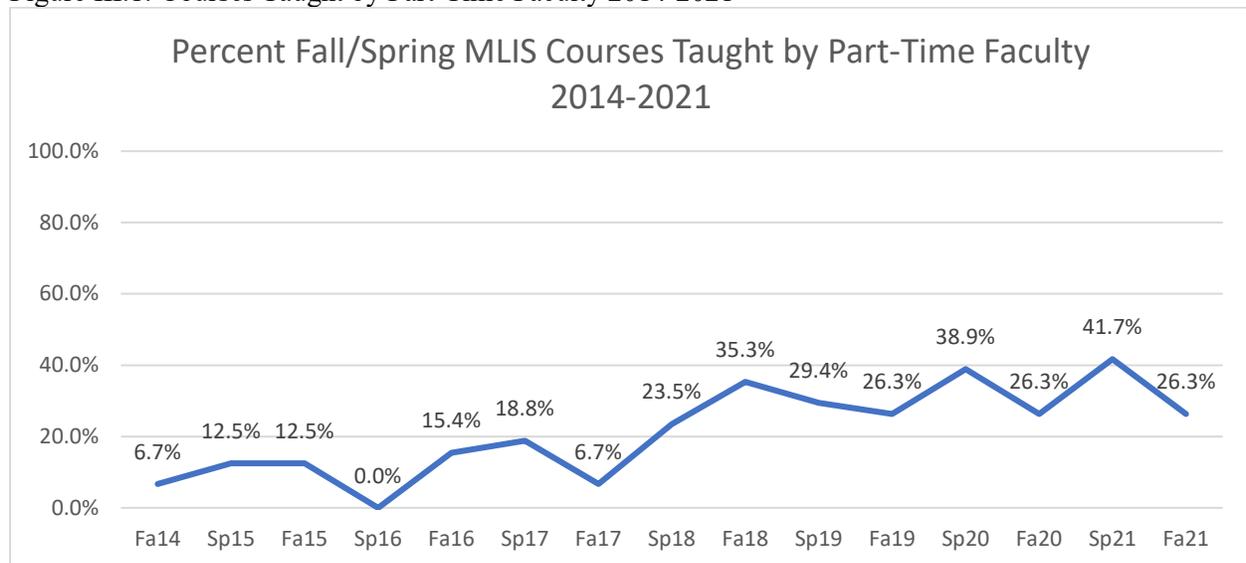
	FT Faculty	PT (FTE) Faculty	Total FTE Faculty	Student/Faculty Ratio*
2020	10	2.15	12.15	16
2019	9	2	11	16
2018	8	2	10	18
2017	9	1	10	15
2016	9	1	10	12
2015	11	0	11	10
2014	11	0.33	11.33	11

*FTE faculty and FTE students

In brief, during the review period two full-time faculty retired, two faculty left for other universities, and one left after a failed tenure bid. We hired two tenure-track faculty and three full-time renewable term faculty (one pending due to visa delays, one is starting July 1, 2022). We currently have an open search for a tenure track position. Table III.1 shows the change in faculty numbers using the university’s official statistics as reported annually to ALISE. The reduction in full-time faculty corresponded with an increase in the student body size and larger course enrollments which combined to result in the increase in the student/faculty ratio detailed in the table.

In addition to full-time faculty leaving, some were assigned on-going course releases for administrative and service positions. Several also received one-time course releases for grant research, sabbaticals, and other reasons, all of which are typical expectations at a major research university such as OU. As the number of full-time faculty available for teaching decreased through faculty leaving and being assigned course releases, the number of part-time faculty teaching MLIS courses increased (see Figure III.1 and Table III.2).

Figure III.1: Courses Taught by Part-Time Faculty 2014-2021



In addition to a reduction in full-time faculty teaching, the increase in the use of part-time faculty reflects the growth of the MLIS student body and need for additional course sections. However, even with a decrease in faculty size, full time faculty continued to carry out the majority of teaching, research, and service for the program. The number of full-time faculty is now increasing in SLIS and we expect the percentage of part-time instructors to decrease as we gain full-time faculty positions. Part-time faculty will continue to enrich the specialties of the program by teaching unique courses that reflect their expertise. Hiring professionals from the field to teach courses infuses the program with real-world, practical knowledge and is beneficial for students.

Table III.2 illustrates the steady increase in the number of course sections taught over the review period, and a corresponding increase in the number of sections taught by part-time faculty. The number of sections taught by full-time faculty remains constant at 11 to 14 per regular term. The number of courses taught in spring 2021 is artificially elevated due to three factors. First, SLIS hired two new tenure track faculty in fall 2020 which enabled the School to add extra sections of core MLIS classes in spring 2021 to meet student need. Second, SLIS started offering MLIS courses during the intersessions starting in fall 2020 both to meet student need and because the different funding structure for intersession teaching means instructors are paid by the Provost’s office. Winter intersession courses are included in the fall

course list, and May intersession in the spring course list. For example, the May 2021 intersession had two MLIS courses. Finally, due to temporary policy changes to accommodate the COVID-19 pandemic, SLIS was required by Provost policy to add several small face-to-face sections in spring 2021 to meet the requirement that 50% of undergraduate courses be taught face to face that semester. The majority of SLIS undergraduate courses are “slash-listed” with master’s courses, so adding undergraduate sections also adds master’s-level sections.

Table III.2: MLIS Course Sections Taught by Full- and Part-Time Faculty by Semester, including Core (Required) Courses

	Total # course sections	# taught by PT faculty	% taught by PT faculty	% taught by FT faculty	% MLIS Core Taught by FT faculty
Fall 2014	15	1	6.7%	93.3%	100.0% n=6
Spring 2015	16	2	12.5%	87.5%	100.0% n=6
Fall 2015	16	2	12.5%	87.5%	100.0% n=7
Spring 2016	13	0	0.0%	100.0%	100.0% n=7
Fall 2016	13	2	15.4%	84.6%	100.0% n=6
Spring 2017	16	3	18.8%	81.2%	100.0% n=7
Fall 2017	15	1	6.7%	93.3%	100.0% n=7
Spring 2018	17	4	23.5%	76.5%	100.0% n=7
Fall 2018	17	6	35.3%	64.7%	100.0% n=6
Spring 2019	17	5	29.4%	70.6%	87.5% n=8 (1)
Fall 2019	19	5	26.3%	73.7%	100.0% n=6
Spring 2020	18	7	38.9%	61.1%	75.0% n=8 (2)
Fall 2020	19	5	26.3%	73.7%	77.8% n=9 (2)
Spring 2021	24	10	41.7%	58.3%	60.0% n=10 (4)
Fall 2021	19	5	26.3%	73.7%	87.5% n=8 (1)
Summer 2015	5	5	100.0%	0.0%	0
Summer 2016	4	4	100.0%	0.0%	0
Summer 2017	5	4	80.0%	20.0%	0
Summer 2018	7	4	57.1%	42.9%	100.0% n=2
Summer 2019	9	4	44.4%	55.6%	100.0% n=2
Summer 2020	8	3	37.5%	62.5%	100.0% n=1
Summer 2021	9	5	55.6%	44.4%	50.0% n=2 (1)
Total	301	87			

PT=Part-time FT=Full-time

Core courses taught by PT: Sp19 5063; Sp20 5063; Fa20 5063, 5713; Sp21 5063, 5043, 5713; Su21 5043

SLIS started using part-time faculty to teach some core/required MLIS classes in spring 2019, and over the next two years, they taught 11 sections (an average of 19.6%). This is substantially under the average percentage of core courses (38%) taught by part-time faculty at all accredited LIS masters’ programs in 2019 (ALISE Statistical Report 2021, 23). However, it does violate a policy that SLIS faculty voted on that core MLIS classes should be taught by full-time faculty. Of the 11 core sections taught by part-time faculty, six were the Introduction to Information Technology course (LIS 5063). Three were Organization of Information (LIS 5043) and two were Research Methods (LIS 5713).

Also shown in Table III.2, summer teaching was previously nearly all adjunct teaching, but in more recent years, a few of the regular SLIS faculty have started teaching summer classes, typically as overloads. Increasing summer teaching, particularly the addition of core courses to the summer schedule, met student enrollment needs and contributed to college and Provost policies aimed at increasing summer course offerings.

It is important to consider the increased use of part-time faculty within the context of departmental and university dynamics at the time. As mentioned earlier, in the period under review the number of full-time teaching faculty in SLIS decreased and the number of students in the MLIS program increased dramatically. Through leveraging the use of part-time faculty, SLIS was able to keep MLIS students on track and graduating on time. Data in the student chapter show that the time to degree for MLIS students did not increase. Therefore, the use of part-time faculty allowed SLIS to offer the courses students needed to graduate on time. With the university coming out of its economic difficulties and faculty hires beginning again, we expect the percentage of core courses and key elective courses taught by part-time faculty to decrease significantly over the next few years.

Teaching Specialties of Full- and Part-Time Faculty

Table III.3: Alignment of Faculty to Core Courses and Teaching Specializations within the MLIS

Faculty	MLIS Core	Librarianship Electives	Children/YA Electives	Technology/Data Science Electives	Archives Electives
Current Full-time faculty					
Abbas, professor, tenured	X	X		X	
Burke, assoc. prof., tenured	X	X			
Edwards, lecturer	X	X	X		
Jung, asst. prof., not tenured	X		X		
Kim, assoc. prof., tenured	X			X	
Liu, asst. prof., not tenured	X			X	
Lu, assoc. prof., tenured	X			X	
Martens, assoc. prof., tenured	X	X		X	
Rubenstein, assoc. prof., tenured	X	X			
Current Part-time faculty					
Antell	X	X			
Baillio				X	
Brower		X			
Clifton		X			
Davis					X
Demissie (Ph.D.)				X	
Edwards, A.		X			
Escobar (Ph.D.)	X		X		
Henry					X
Kropp		X			
Pryse					X
Wymer		X			
Zemke		X		X	

The majority of MLIS courses are taught by full-time SLIS faculty, although as previously mentioned the percentage taught by part-time faculty increased during the review period. Part-time faculty includes both

adjuncts and part-time “renewable term faculty” who are on regular contracts with the university. Table III.3 shows full- and part-time faculty mapped to their general areas of teaching specialties.

SLIS full-time faculty are approximately evenly split between those whose focus areas are in librarianship and archives, and those who focus on technology and data science. Some of the faculty teach both in librarianship and in technology/data science, as shown in Table III.3.

As indicated in Table III.2, during the review period there were 87 course sections taught by part-time faculty. Standard 3.1 states that the part-time faculty complement the competencies of the full-time faculty, “particularly in the teaching of specialties” and “enrich the quality and diversity of the program”. Table III.3 shows that part-time faculty were most likely to teach “librarianship elective” courses such as collection development, reference, reader’s advisory, etc. For many of those courses, part-time instructors typically taught them once or twice as a fill-in for regular faculty or as an extra course section. Technology courses were regularly taught by specific part-time faculty to fill in this expertise area. The archives specialty is predominantly taught by adjuncts, as is the health/medical specialty. Here are links to the [summary table for full-time faculty](#), the [list of classes taught by full-time faculty and their research interests and specializations](#), and the [list of classes taught by part-time faculty and their specializations](#).

In summary, part-time faculty support the program by teaching extra sections and replacement sections of courses typically taught by full-time faculty. They also enrich the specialties of the program by teaching unique courses that reflect their expertise. Hiring professionals from the field to teach courses infuses the program with real-world, practical knowledge and is beneficial for students.

Standard III.2

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

Faculty Workload Policies

Faculty personnel procedures are governed by layers of policy from the unit, the college, and the university level. The most detailed faculty personnel policies are found in the [OU Norman Campus Faculty Handbook](#), particularly in section 3.0 Faculty Policies and Information. The Faculty Handbook defines [faculty duties](#): “The work of a faculty member may include teaching, research or creative activity, and service. Specific activities of a faculty member may vary from semester to semester as long as they are consistent with his or her department's objectives and responsibilities as indicated by the department's statement of criteria for evaluating faculty performance” (section 3.16). [Information about teaching loads](#) emphasizes flexibility and the responsibility of colleges to define teaching load expectations.

The College of Arts and Sciences’ [Faculty Teaching Expectations Policy](#) outlines specific expectations of the college. Tenured and tenure track faculty are expected to teach two courses each fall and spring semester, for a total annual teaching load of four courses (2x2 load). With permission, faculty members can arrange their teaching distribution differently across semesters, such as 3x1 or 2x1x1 with one class during the summer term. Faculty members may “buy out” teaching responsibilities with grant funds at a rate of 10% of their annual faculty salary for each buy out. Reduced teaching loads may also be given to faculty with administrative assignments such as the School director (whether acting, interim, or regular director), assignments in the college such as associate dean, or director of other programs on campus. Other heavy service assignments such as journal editorship may receive an annual course buyout. Faculty may also receive a temporary course reduction due to personal circumstances such as pregnancy or illness. Also relevant to this discussion are the College of Arts and Sciences’ [Faculty By-Laws](#).

Within SLIS, the default course enrollment capacity is 25 students. From that default, a four-course teaching load is approximately 100 student enrollments per year. How those enrollments are distributed may vary. For example, an instructor might teach an online course with an enrollment of 50 students, and this counts as two courses for that faculty member's teaching workload. Other times, a faculty member may teach one small enrollment class with 15 or fewer students, and a second, higher enrollment class of 35 to 40 students to total approximately 50 enrollments in a semester. The SLIS director is responsible for making teaching assignments that fairly distribute enrollments across faculty members to bring each faculty member to approximately 100 enrollments per academic year. By the direction of the college, doctoral courses do not count as in-load teaching since they are very small, averaging an enrollment of 4 students. Not all SLIS faculty members teach doctoral courses. However, when a faculty member does teach a doctoral course, the SLIS director counts the doctoral course enrollments towards the goal of 50 students per semester, and as much as possible keeps faculty to no more than two different course preparations per term by assigning one large class to count as two in-load sections, and then a doctoral section.

Appointments, Promotions, and Faculty Turn-Over

Tenure and promotion policies are unit-specific and approved by the college and Provost. SLIS revised its tenure and promotion policies in 2014 and they are [available on the SLIS website](#). The OU Provost's office lists the university-wide promotion and tenure policies, procedures, and timelines [on its website](#).

During the period under review, two faculty members were hired as assistant professors on the tenure track (Jung and Liu). Three faculty members received tenure and promotion from assistant to associate professor (Koh, Rubenstein, and Lu). One assistant professor was denied tenure and left the university. One assistant professor and one associate professor left the university for new positions. Three faculty members entered administrative positions: White became an associate dean in the College of Arts and Sciences in July 2015. Burke became first acting (July 2016), then interim (January 2017), then regular director of the SLIS (September 2017). Abbas became the interim director of the College of Arts and Sciences Data Scholarship Program in August 2020 and became the editor of the journal *LISR* in 2019. Brown stepped down as SLIS director in December 2016 and retired in 2019. Martens retired in December 2021.

Support and Resources for Faculty

OU supports excellence in teaching, research, and service through the following support mechanisms at the department, college, and university levels.

New Faculty

By College of Arts and Sciences policy, new tenure track faculty receive two course releases to be used during the pre-tenure period. Typically, one is used in the first semester to allow the faculty member to get oriented and establish their research agenda. Each new faculty member is assigned a SLIS faculty mentor, and also receives mentoring by the SLIS director. Within SLIS, during the review period Lu was mentored by Brown, Koh was mentored by Abbas, and Rubenstein was mentored by Martens. New tenure track hires Liu and Jung are being mentored by Lu and Abbas respectively.

New faculty receive start-up funding at an amount set by the Provost's office, although some faculty may successfully negotiate a larger amount of funding during the hiring process. The [policy of the Provost's office](#) is that startup funds must be spent within the faculty member's first two years. The [Center for Faculty Excellence](#) offers new faculty orientation and onboarding sessions. They ensure that faculty

accounts and Canvas accounts are set up as soon as the employment paperwork is submitted. The new faculty orientation is two days in-person with a Zoom option. It is optional, and all new faculty are invited including tenure track, renewable term, lecturers, and instructors. Topics include a welcome from the Provost, introductions to teaching, research, near-peers, the Graduate College, Canvas, HR, promotion, tenure, and evaluation. Their offerings are continually being developed and updated. The Center for Faculty Excellence has designed a new faculty seminar series and built a [new faculty website](#) with links to IT, HR, the University Libraries, Faculty handbook, and more. They also offer a two-hour workshop before the start of the spring semester.

Graduate Assistant (G.A.) Support for Faculty

SLIS faculty members each receive 10 hours per week of G.A. support. For the Norman campus, the G.A. support is for nine months during the fall and spring semesters. For the Tulsa campus, the G.A. support is for 12 months. The different models for the two campuses are determined by the college administrations on each campus and not by SLIS. The G.A.s may be MLIS or Ph.D. students. The college requires that college-funded G.A.s be used to support teaching, although faculty also use their G.A.s for research or service-related tasks. Both college and SLIS policies do not allow master's-level G.A.s to grade master's-level student work, but Ph.D. level G.A.s may do so. Faculty may additionally hire research G.A.s using grant funding.

College of Arts and Sciences Online Teaching Support

The college maintains an [Online and Academic Technology support office \(OATS\)](#) that “strives to promote excellence in the learning environment by empowering faculty with the tools and resources necessary to develop and maintain quality courses.” OATS staff have been extremely helpful to SLIS in the implementation and creation of new online courses, helping faculty design online course structures that use best practices for student learning, and solving problems related to online teaching.

Travel Support

SLIS faculty have access to faculty development funds that they can use for professional travel (typically conference or research travel) and other faculty development expenses. The annual amount available has varied during the review period due to factors including changes in administrative policies and budget reductions during the pandemic. Some college and university travel funding is available on a competitive basis such as the [Presidential International Travel Fellowship](#). Tulsa faculty may submit proposals to the Tulsa Graduate College Dean for travel and research support.

Sabbaticals

By university policy, “After six years of service, faculty on nine-month appointments may be granted a sabbatical leave at half-pay for a period not to exceed two semesters or at full-pay not to exceed one semester.” The full sabbatical leave policy is located [in the OU Faculty Handbook](#). All tenured SLIS faculty received sabbaticals during the review period except Burke and White, who deferred their sabbaticals due to administrative appointments. (Sabbaticals: Abbas fall 2014, Brown fall 2016, Rubenstein spring 2019, Lu spring 2020, Martens fall 2020, Kim spring 2021).

Teaching Releases

As mentioned above, new faculty are granted two teaching releases to apply at their discretion. Faculty may also receive teaching releases that are budgeted in funded grants. Administrative assignments commonly come with teaching releases. Faculty may also negotiate with the Dean for releases related to

heavy service involvements such as journal editorship positions. Health-related course releases are also possible, including for parental leave. See the Table III.4 for faculty teaching load and course releases during the period of review.

Table III.4: Full Time Faculty Employment with Reduced Teaching Loads Indicated

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Abbas	Fa 2014 sabbatical Sp 2015 2 releases	Fa 2015 1 release	Fa 2016 1 release Sp 2017 1 release			1/1	1/0	1/0
Burke		Sp 2016 1 release	1/1	1/1	1/1	1/2	2/0	1/2
Kim							Sp 2021 sabbatical	
Lu						Sp 2020 sabbatical		
Rubenstein					Sp 2019 sabbatical	Sp 2020 1 release		
White		0/1 Fa 2015 1 release	1/1	1/1	1/1	1/0 Sp 2020 1 release	1/1	1/1
Martens							Fa 2020 sabbatical	
Brown	1/1	1/1	Fa 2016 sabbatical					
Koh	Fa 2014 1 release Sp 2015 1 release	Fa 2015 1 release Sp 2016 1 release	Fa 2016 1 release Sp 2017 1 release	Sp 2018 1 release				
Rhinesmith	Fa 2014 1 new fac release							
Snead								
Edwards								
Jung							Fa 2020 1 new fac release	Fa 2021 2 releases
Liu							Fa 2020 1 new fac release	

Notes: The teaching load for tenured/tenure track faculty is 2/2, however, some faculty have permanently reduced teaching loads due to administrative roles. Reduced teaching loads are indicated in the above chart. Green shading indicates dates of employment. White became Associate Dean in 2015 so is not a full-time SLIS faculty member until he steps down from that position.

Center for Faculty Excellence

As mentioned above, the [Center for Faculty Excellence website](#) offers multiple opportunities for new faculty. They also provide “support and skill development to help all faculty enhance teaching, extend research and creative activities, engage in their communities, and foster leadership in an environment that encourages a culture of collegial support, inclusiveness, and excellence.” The Center for Faculty Excellence routinely provides programs for all aspects of faculty development in teaching and research, including workshops on teaching online, using the course management software Canvas, how to write grant proposals, and focused learning communities to develop teaching and research interests. See their website for more detailed information.

Vice President for Research and Partnerships (VPRP)

The VPRP office is the research support branch of OU. They provide proposal development, submission, and awarded grant services, foster collaborations, provide seed funding, and more. Their 2020 Strategic Research Verticals provide a blueprint for coordinated research development across campus. They offer research and creativity awards, and support summer grant funding on a competitive basis for junior faculty. The [VPRP website is here](#).

The Data Institute for Societal Challenges (DISC)

This center supports transdisciplinary research in data-related areas and offers research seed grants and research support. DISC also organizes opportunities for faculty to build research communities and collaborations and provides research support through joint workshops and ideation sessions with the Center for Faculty Excellence. [The DISC website is here](#).

Office of Research Services (ORS)

This office is under the VPRP and functions to support faculty in the creation and submission of grant proposals, as well as post-award grant support. They have a highly trained, customer-oriented staff who help faculty navigate the sometimes-confusing requirements of funding agencies. Their [website is here](#).

College of Arts and Sciences Grants

The college offers numerous competitive funding opportunities including Junior Faculty Summer Fellowships, Senior Faculty Summer Fellowships, Data Scholarship Initiative grants, Instructional Technology grants, and more. These [resources are described here](#).

Extension of tenure clock: The timeline of the tenure process is a standardized process for faculty across the university. A one-year extension is possible for certain approved reasons including health-related, pregnancy, and COVID-related impacts ([see section 3.7.3 H in the Faculty Handbook](#)).

Technology support

The college provides faculty with a computer which will be replaced every five years. The college also has a support team to solve problems for faculty/staff computers, technology in departmental offices, and technology in computer labs. The university also offers [OU IT](#) for additional faculty support. Faculty may apply for funding to support additional technology needs. New faculty are given start-up funds that they must spend within two years to purchase items that they need to get set-up to succeed in their new jobs. The initial computer provided by the college is not paid for out of start-up funds, but the funds may be used to purchase specialized technology that they need for teaching or research.

OSCER computing support

The OU Supercomputing Center for Education and Research ([OSCER](#)) provides computer nodes and clusters to support batch computing jobs submitted by faculty and students who work on compute-intensive research projects.

Encouraging Excellence Through Awards

The School seeks recognition for faculty members' excellence by nominating them for awards within the university and profession. Faculty members also receive awards through their professional contributions

such as conference participation. During the review period, several faculty members won prestigious awards and recognitions as indicated in the following table.

Table III.5: Faculty Awards

Faculty Member	Year	Award
Rubenstein	2014	Best Information Behavior Conference Poster Award Certificate of Merit, SIG-USE (Association of Information Science and Technology Special Interest Group Annual Meeting
Rubenstein	2014	Certificate of Merit, ASIS&T SIG USE
Koh	2014	Certificate of Merit, ASIS&T SIG USE
Koh	2014	OU Faculty Recognition Program for Exceptional Achievements in Research - Prestigious Tier award
White	2014	Certificate of Merit, ASIS&T SIG USE
Abbas	2015	ALA YALSA Past Presidents' Program (With Co-Author Kyungwon Koh)
Lu	2015	ICADL 2015 Best Paper Award
Abbas	2016	OCLC/ALA LITA Kilgour Award, OCLC/ALA
Edwards	2016	Outstanding Alumni, OU SLIS Alumni Association
Brown	2016	Coretta Scott King Book Awards Donation Grant, Oklahoma County Juvenile Justice Center Library
Brown	2018	Outstanding Alumni, OU SLIS Alumni Association
Brown	2018	Ruth Brown Memorial Award, Oklahoma Library Association Social Responsibilities Roundtable
Martens	2021	Dean's Award for Alumni Achievement, Syracuse University iSchool
Abbas	2021	ASIST Distinguished Member Award
Abbas	2021	Marquis Who's Who in America 2021-2022

Additionally, SLIS faculty were recognized by being invited speakers at conferences and events and being elected to national professional organization offices. One faculty member (Abbas) became the journal editor of a prestigious journal in 2019 (*Library and Information Science Research*).

The College of Arts and Sciences offers numerous faculty awards which are detailed [on this website](#). The university also offers many faculty awards that can be [read about here](#). A broader array of awards can be found on this [Provost's memo page](#). SLIS submitted several awards nomination packets to national organizations, to the university, and to the college during the review period.

Grant Proposals and Funding

During the review period SLIS faculty submitted 41 external grant proposals, 7 of which are currently under review. Of completed reviews, 19 were funded. This external funding success contributes positively to the university's goal to increase research and funded projects. The external funding drive of the university intensified in 2018 and continues with the university's new strategic plan and aim to attain membership in the Association of American Universities (AAU).

SLIS faculty also applied for OU grants from the College of Arts and Sciences and the VPRP. Internal and smaller grant proposals were commonly submitted by single faculty members while large and national grants typically had numerous collaborators both at OU and elsewhere. See this [detailed Excel table](#) that lists the grants, PIs and Co-PIs, granting agencies, amounts, and whether funded. SLIS faculty

also served as Co-PIs on grants with multi-university collaborations where the grant was awarded to another university with the University of Oklahoma as sub-grantee.

SLIS, College, and OU Service

Service is an integral part of the faculty role, and SLIS faculty serve in school, college, university, state/regional, and national/international roles. Untenured faculty have fewer service expectations, but those expectations increase with promotions and time in rank. This section covers service at OU, and professional service is discussed in this chapter, Standard III.6.

Service within the School is absolutely vital to the functioning of SLIS, and with a small faculty size there are many roles to fill. In recent years, the director has assigned three School service roles to each faculty member, with tenure-track faculty generally having less time-consuming assignments, while tenured faculty chair committees and hold leadership positions. The annual SLIS committee assignments are in [this folder](#). This table documents faculty [service commitments](#) by faculty member and year.

Table III.6: SLIS Committees

	Started During Review Period	Ended During Review Period
Standing Committees		
Accreditation Committee	AY 2020-21	ongoing
Admissions & Scholarships Committee	long-standing	AY 2019-20
Assessment Committee	AY 2014-15	AY 2019-20
Committee A (Administrative Committee)	long-standing	ongoing
Curriculum Committee	long-standing	AY 2017-18
Doctoral Program Committee	AY 2017-18	ongoing
Graduate Studies Committee	long-standing	ongoing
Strategic Planning Committee	AY 2020-21	ongoing
Undergraduate Studies Committee	long-standing	ongoing
Ad hoc Committees		
Communications Committee	AY 2015-16	AY 2016-17
Envisioning Committee (strategic planning)	AY 2015-16	AY 2017-18
Ph.D. Committee (designing program proposal)	long-standing	AY 2015-16
Other School Service		
Beta Phi Mu liaison		
Graduate Liaison (to Graduate College)		
OLISSA (student group) faculty advisor		
OU SLIS Advisory Board chair		
OU SLIS Alumni Association Board of Directors liaison		
Research Liaison (to VPRP Office)		
School Librarianship Advisory Board chair		
University Libraries liaison		

During this period, new committees were developed, and some long-standing committees were ended to manage the total number of service roles that needed to be filled. There were also temporary, ad-hoc committees that existed for certain purposes for a limited time. In addition to committees, there are various liaison and other service positions as indicated in Table III.6.

The College of Arts and Sciences has numerous committees on which SLIS faculty members have served. The college [committee website is here](#). Every spring, faculty across the college are invited to volunteer to serve on committees, and then an election is held to determine who is selected for open positions. There are also university level committees, including [Faculty Senate](#) on which several tenured SLIS faculty have served. The governing body for graduate education at OU is the [Graduate Council](#), on which SLIS faculty have served.

Research Culture of SLIS

One of the strategic ideas that came from the SLIS 2015-2017 strategic planning process concerned the research atmosphere of the School. Faculty wanted to foster a research culture for faculty and students. One way in which we have enhanced the research culture is to place emphasis on grant seeking. In a given year, we typically have several grant applications for national and local grants, and several on-going funded grants. This is a dramatic increase compared to 10 years ago. We also stated that we wanted to develop a monthly or quarterly research colloquium series. We have not yet reached that goal, but we have worked towards it in a number of ways. The first presentation in this effort was in spring 2017 when a well-known information scientist, Dr. Robert Allen, [gave a lecture in SLIS](#). In spring 2018 the School partnered with the School of Social Work to put on a mini conference about social workers in public libraries ([conference flyer here](#)). In fall 2018 we hosted a colloquium/webinar about LIS careers in the oil and gas industry ([colloquium flyer here](#)). Then Dr. Allen gave another lecture in fall 2018. We had three job candidate talks in fall 2019 and three in spring 2020, and Abbas held a grant sponsored webinar in spring 2020. In fall 2020 we had a colloquium where two faculty presented their research for the doctoral students. Starting in spring 2018, every semester our doctoral students do conference style presentations in their classes for a faculty audience. Therefore, since 2017 we have offered talks of various sorts nearly every semester and presentations by faculty and doctoral students have become regular occurrences.

Standard III.3

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

Faculty recruiting follows numerous policies and procedures at the university and college level. The Provost has a website for [faculty recruiting procedures](#). The College of Arts and Sciences website also contains [faculty recruiting procedures](#). The University of Oklahoma is an equal opportunity institution and all faculty searches must follow the policies of the [Institutional Equity Office](#). The university is “in compliance with all applicable federal and state laws and regulations and does not discriminate” in employment opportunities. The full OU [equal opportunity statement](#) is available here. The university has also created an [Office of Diversity, Equity, and Inclusion](#) which is involved in messaging and training for students, staff and faculty across all OU campuses. The OU Norman campus [Faculty Handbook](#) also contains sections with the equal opportunity policy statement, affirmative action plan, disability support services, and reasonable accommodations. See sections 5.1-5.4 of the Faculty Handbook. Also see the [University of Oklahoma Regents’ Policy Manual](#) section 2.1 to 2.5 for policies concerning faculty at OU.

The SharePoint document archive contains a [folder with search committee documents](#), advertisements, and descriptions of search processes for faculty searches during the review period. Position openings are commonly posted on the SLIS website, the SLIS Facebook page, the OU faculty jobs site, the JESSE listserv, the ALISE jobs site, the iSchools jobs site, ASIS&T lists, the Chronicle of Higher Education and the Chronicle’s Diversity Network, Soonerway, and the INSIGHT into Diversity website. Jobs may also be listed with diversity library professional organizations such as BCALA, AILA, REFORMA, and more.

At OU, the faculty recruiting request cycle starts in the spring with the Regular Faculty Recruiting

Application (RFRA) deadlines typically around April. Sometimes there are special calls for faculty requests, such as the one in October 2020 which occurred late due to the COVID-19 pandemic. For the last several years, RFRAs were first approved and ranked by the college dean, then sent to the Provost who also ranked them and chose which RFRAs to approve. In 2021 the process changed somewhat with college-level approvals selected by the dean, and Strategic RFRAs (typically tied to strategic initiatives and cluster hires) approved at the Provost level. Departments commonly are notified by late summer if their RFRAs were approved, although in some years approvals were not received until mid to late fall, resulting in off-cycle searches.

Faculty Hiring Requests During Review Period

Table III.7 shows all tenure track and renewable term faculty requests during the review period. As can be seen, most requests were denied either at the college or Provost level. Not shown here are two cross-departmental faculty searches that were part of a cluster hire for which SLIS was in consideration as the disciplinary home for digital humanities and computation social science searches. However, neither of the successful candidates had information science backgrounds and they were subsequently placed in other departments.

Table III.7: Tenure Track Faculty Hire Requests 2014 to Current with Outcomes

Position	Submitted	Dean Response	Provost Response	Outcome
SLIS Director	Sp. 2016	Yes	No	No search
Youth Services	Sp. 2017	No	n/a	No search
Data Science	Sp. 2017	Yes	No	No search
Indigenous Knowledge	Sp. 2017	Yes	No	No search
Digital Youth	Sp. 2018	No	n/a	No search
Applied Technology/ Data Science	Sp. 2018	Yes	Yes, approved late	Late search start, few applicants. Search closed. Approved to reopen in July 2019. Hired Jiqun Liu to start Fa.2020
Digital Youth	Sp. 2019	Yes	Yes	Search. Hired Yong Ju Jung to start Fa.2020
Indigenous Knowledge	Sp. 2020 -Not submitted	n/a	n/a	2020 search requests frozen due to COVID 19
Digital Forensics (archives)	Sp. 2020 -Not submitted	n/a	n/a	2020 search requests frozen due to COVID 19
Indigenous Knowledge	Sp. 2021	Yes	Yes	Search process began August 2021
Information Policy & Ethics	Sp. 2021	n/a	No	New “strategic requests” for faculty hires go directly to the Provost

Additionally, SLIS has been fortunate to hire five renewable term contract faculty (RTF) positions during the period of review, three full-time and two part-time. RTF fall into two categories, ranked renewable term and unranked renewable term. Ranked renewable term positions are controlled through the Provost’s office and must be requested through the RFRA process. The number/proportion of ranked renewable term compared to tenured/tenure track faculty positions is regulated by the University of Oklahoma Regents. Both part-time renewable term positions in archives listed in Table III.8 were requests that came to SLIS from upper administrative units, and SLIS agreed to accommodate the requests. Three additional full-time renewable term positions were proposals from SLIS, two to the Norman campus College of Arts

and Sciences Dean, and one to the Tulsa campus Graduate College Dean. In fall 2021, our request to search for a renewable term faculty member to serve as the MLIS Program Director was approved, a search conducted, and the position filled to start July 1, 2022.

Table III.8: Renewable Term Faculty Requests and Appointments During Review Period

Position	Type	Requested	Hired	Notes
Archives, Part-time	Ranked	Sp. 2016	Nathan Gerth, Ph.D.	This OU archivist was given a split appointment to teach two courses per year for SLIS starting Sp. 2017. Left OU in Dec. 2017
Librarianship, Full-time	Unranked	Fall 2017	Beverly (Buffy) Edwards, Ph.D.	Full-time RTF to teach seven courses per year. Started part-time, became full-time in 2019
Applied Technology/Data Science, Tulsa, Full-time	Unranked	Dec. 2018	Yasser Omar, Ph.D.	Requested Dec. 2018, approved Jan. 2020. Search started but was frozen due to pandemic. Re-authorized to search in Dec. 2020. Tulsa campus. Hired but start date delayed due to visa
Archives, Part-time	Unranked	Fall 2019	Lisa Henry	This OU archivist was given a split appointment to teach two courses per year for SLIS starting spring 2020. Ms. Henry retired Dec. 2021
Librarianship, Full-time	Unranked	Sp. 2021	Dale Monobe, Ph.D.	MLIS Program Director, position filled to start July 1, 2022

SLIS Faculty Diversity

Data from OU Institutional Research and Reporting show that around three-quarters of SLIS full-time faculty identify as female. The proportion of self-identified males who are part-time faculty increased over the review period. No SLIS faculty openly self-identify as transgender. The university data system only allows for the identification of male and female, so there is no official information on other possible self-identifications.

Table III.9: SLIS Full- and Part-Time Faculty Gender Diversity

SLIS Faculty	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
Full-time												
Male	4	36.4	2	22.2	2	22.2	2	25.0	2	22.2	3	30.0
Female	7	63.6	7	77.8	7	77.8	6	75.0	7	77.8	7	70.0
Total	11		9		9		8		9		10	
Part-Time												
Male	1	12.5	2	18.2	3	23.1	6	40.0	6	37.5	4	30.8
Female	7	87.5	9	81.8	10	76.9	9	60.0	10	62.5	9	69.2
Total	8		11		13		15		16		13	

The University of Oklahoma has become very serious about improving the campus diversity climate. To this end, they have taken numerous actions including creating mandatory diversity general education courses for undergraduates, mandatory online training for faculty, staff, and students, and creating a [Diversity, Equity, and Inclusion office](#) to work specifically on DEI issues. The online training includes two classes, “Diversity, Equity, and Inclusion” and “Managing Bias.” In fall 2020, OU launched a new diversity climate survey for all campus members (faculty, staff, students). However, changing state

politics may impact OU’s roll-out of the diversity requirements as the governor of the State of Oklahoma has recently signed [Oklahoma House Bill 1775](#) into law, prohibiting certain types of diversity education.

The SLIS full-time faculty are more racially/ethnically diverse than the part-time faculty, with nearly half of full-time faculty self-identifying as Minority or International, compared to three-quarters of part-time faculty self-identifying as White. Data for 2014 and 2021 are not available.

Table III.10: SLIS Full- and Part-Time Faculty Race and Ethnic Diversity

Faculty	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
Full-Time												
White	7	63.6	5	55.6	5	55.6	5	62.5	6	66.7	5	50.0
Minority/Int’l	4	36.4	4	44.4	4	44.4	3	37.5	3	33.3	4	50.0
Unknown	0		0		0		0		0		1	
Total	11		9		9		8		9		10	
Part-Time												
White	7	87.5	11	100	12	92.3	11	73.3	13	81.3	10	76.9
Minority/Int’l	1	12.5	0		1	7.7	3	20.0	2	12.5	2	15.4
Unknown	0		0		0		1	6.7	1	6.2	1	7.7
Total	8		11		13		15		16		13	

Standard III.4

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

Description of Full and Part-Time Faculty Teaching Qualifications

All full and part-time faculty teaching in the MLIS program have educational backgrounds and professional experiences that qualify them for teaching the courses to which they are assigned. Here are the links which were given earlier in this chapter to the [list of classes taught by full-time faculty and their research interests and specializations](#), and the [list of classes taught by part-time faculty and their specializations](#). Faculty who come to SLIS without a teaching background are encouraged to participate in teaching workshops from the Center for Faculty Excellence, and to work with the experts in the college OATS office to design course shells for online teaching that follow recommended best practices. Most new teachers are given fully built course shells or syllabi constructed by tenured faculty so they can learn to teach existing courses rather than creating new courses, until they have built teaching expertise. Untenured faculty are encouraged to solicit several peer evaluations of their teaching to get feedback for improvement. Peer evaluators attend in-person classes or assess online classes to evaluate teaching techniques. Part-time faculty are reviewed by the director, Committee A, and the college’s OATS staff, and may be given instruction to improve their teaching if deemed necessary.

New and Special Topics Courses During Review Period

Curriculum is discussed more extensively in chapter two. However, for the purpose of discussing faculty teaching expertise, Table III.11 shows new and special topics courses introduced during the review period, general topic area, and whether the course was developed by a full-time faculty member or part-time. Of the 21 new courses listed, about two-thirds (13) were developed by full-time faculty and one-third (8) by part-time faculty. The largest topic category was libraries (9) followed closely by

technology/data science (6). About half of the library courses were developed by part-time faculty (4) while nearly all the technology/data science ones were developed by full-time faculty (5). Of course, technology and data science overlap with librarianship, so the topic areas in this analysis are more general and not meant to be exclusionary, particularly for courses such as “Makerspaces” which covers the use of particular technologies in a library or other information center setting.

Table III.11: New and Special Topics Courses During Review Period

	First Taught	General Topic Area	Developed by Type Faculty
Became Regular Courses			
Oklahoma Information Environment	2014	Libraries	Part-time
Introduction to Information Visualization	2014	Techn/Data Sci	Full-time
Introduction to Data Mining – renamed Advanced Data Analytics	2014	Techn/Data Sci	Full-time
Social Informatics	2015	General	Full-time
Leadership in Information Organizations	2015	Libraries	Full-time
Dynamic Web Development	2015	Techn/Data Sci	Full-time
Digital Curation	2017	Archives	Part-time
Introduction to Data Analytics	2018	Techn/Data Sci	Full-time
Cybersecurity Essentials	2019	Techn/Data Sci	Part-time
Information Retrieval and Text Mining	2019	Techn/Data Sci	Full-time
Special Topics Courses			
Library Administration	2014	Libraries	Full-time
Consumer Health Information	2017	General	Full-time
Makerspaces in Theory and Practice	2017	Libraries	Full-time
Data Stewardship	2018	Techn/Data Sci	Full-time
Libraries and Popular Culture	2019	Libraries	Part-time
Archives in the Museum Setting	2020	Archives	Part-time
Archival Practice in the Digital Age	2021	Archives	Part-time
Comics and Graphic Novels	2021	Libraries	Part-time
Programs & Services in Libraries & Info Centers	2021	Libraries	Full-time
Academic Librarianship	2022	Libraries	Full-time
Public Librarianship	2022	Libraries	Part-time

Description of Faculty Technology Use in Teaching

All the SLIS full- and part-time faculty use the online course management system to support on-campus and blended classes and to conduct fully online, asynchronous classes. The current course management system used by OU is Canvas. Faculty use Canvas to provide course lectures in various formats including writings and videos, provide schedules, assignments, discussion boards, and course syllabi and policy information. All SLIS faculty are very well versed in teaching technologies such as Canvas and other technologies described below. When they need help with course design or with site problems, the College of Arts and Sciences provides assistance through the OATS office (mentioned earlier) and with Canvas help through OU IT.

Some full- and part-time faculty also teach technology-specific courses in computer labs on the Norman and Tulsa campuses. The College of Arts and Sciences maintains a computer lab within the SLIS “wing” and many of our technology courses are taught there.

Faculty expertise is further demonstrated through the use of numerous technologies in their courses. In general, faculty use Zoom or Teams for class meetings and advising. Some examples of course specific technologies include: students using Flip Grid to develop videos for class discussion, Goodreads social media platform for sharing about literature, and Virtual Learning Commons for students to design a virtual presence for a library to support collaborative instruction in school library and youth services courses; RDA Toolkit, OCLC Connexion, Best MARC, and OpenRefine in information organization and cataloging courses; Tableau, Google Ngram Viewer, TagCrowd, and OpenHeatMap in the information visualization course; MS Access, MS Excel, PyCharm, SQLite Studio, Visual Studio Code, LAMP server stack in the technology and web development courses; and R data analytics software in data analytics-related courses. In library administration and outreach and engagement courses software used includes Google Analytics to analyze data, Canva, Smore, and Wakelet to create PR and marketing materials as part of a project campaign. The technologies used in courses are related to the faculty member's expertise, but some are also due to feedback from the Alumni Board or employer surveys. For example, Edwards began integrating more social media analytics and data analysis to measure marketing into the Community Relations and Advocacy course based on alumni board meeting feedback to stress library marketing data analytics more. Abbas integrated OpenRefine (data cleaning tool) into the core information organization course based on feedback from the employer survey and strategic planning surveys conducted with librarian stakeholders. See the Curriculum chapter for further discussion on systematic planning's impact on changes to the curriculum.

Faculty Teaching Effectiveness and Student Evaluations

Faculty teaching effectiveness is measured in annual evaluations mandated at the school, college, and university levels, and with student and alumni surveys. Annual faculty evaluation at the school, college, and university level, which includes teaching effectiveness, is described below in Section III.8.

Students have the option at the end of every course to submit an evaluation of the instructor's effectiveness and other aspects of the course. These student evaluations moved to an online format some years ago. Over the past several years, the Provost's office and Faculty Senate studied implicit bias in student evaluations. The Teaching Evaluation Working Group (TEWG) states that "the Association of American Universities (AAU) as well as many universities and societies have taken the position that the role of student teaching evaluations in faculty evaluation should be reexamined and reconceived if they are to continue to be used" (Provost's Office email 7/10/2020). In response, the TEWG developed a draft revised student evaluation of teaching, stating that the draft instrument "is intended to provide more beneficial feedback to faculty and instructors in terms of concrete actions that can be taken to improve student perceptions of learning and engagement" (Provost's Office email 7/10/2020).

The new draft student course evaluation is called the Student Experience Survey (SES) In summer 2020, several SLIS faculty who were teaching courses in the summer agreed to participate in the pilot of the new instrument, and in the spring 2021 semester SLIS as a whole participated in the next phase of the pilot and is providing feedback about the new instrument. The SES data indicated ([in a table with details here](#)) that SLIS students are least likely to identify leadership and collaboration as skills they learned or improved in SLIS classes at the undergraduate, master's, and doctoral levels. This was a topic of ongoing discussion at faculty meetings in fall 2021.

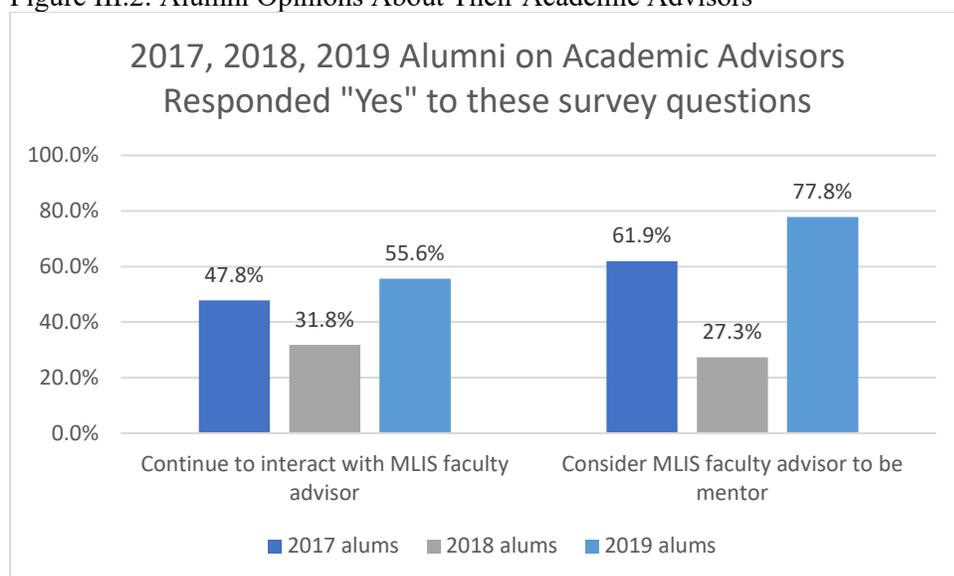
In the SharePoint document archive [there is a folder with PDFs](#) of all student evaluations during the review period, by semester. These are very lengthy documents, and we are happy to provide targeted evaluation files for specific courses on request. The student evaluations also provide comparisons for how that course's evaluation scores compare to the average for SLIS as a whole and to the average for courses across the college. Also see Figure II.5 in the curriculum chapter which compares the SLIS mean to the college mean from 2014 to 2020 on the student evaluation measure "overall this course was."

Alumni Evaluations of Faculty Teaching Effectiveness

Graduating MLIS students are invited to complete an online exit survey. Two questions in this survey are related to an evaluation of faculty effectiveness, “What was the best educational experience during your time in the program?” and “What was the most disappointing aspect of your educational experience.” These questions indirectly relate to faculty teaching effectiveness and it is not uncommon for graduating students to identify faculty members by name to mention excellent or disappointing experiences in their classes. These statements are not taken into consideration as part of the systematic review of faculty performance. However, the Accreditation Committee does review the exit surveys every November to identify problems with the program, and faculty are presented with the raw survey responses to review and they may use this indirect feedback to improve their performance. The Accreditation Committee’s review of the surveys is explained in depth in chapter one, section I.1.3.

SLIS also conducts a survey with the MLIS Alumni. The MLIS Alumni Survey was redesigned and has been distributed annually since 2019. Questions related to faculty evaluations include, “What did you find especially valuable about your experience as a graduate student in the OU MLIS program?” “Do you continue to interact with your academic advisor from your MLIS program?” “Do you consider your academic advisor from your MLIS program to be a mentor?” Figure III.2 is a comparison of responses about academic advisors by year (this is also Figure IV.9).

Figure III.2: Alumni Opinions About Their Academic Advisors



(Alumni Survey 2019 (2017 alums) N=21; 2020 (2018 alums) N=22; 2021 (2019 alums) N=9)

Figure III.2 shows a mixed response to questions about academic advisors. In the 2019 and 2021 surveys (representing graduates from 2017 and 2019), around half of graduates remained in touch with their advisors, and in 2020 (graduates from 2018) around one third did so. In addition to being less likely to keep in touch with their advisors, the graduates from 2018 were much less likely to consider their advisors to be mentors. Note that the small number of responses to the 2021 survey makes the results from that year less robust. From spring 2020 and forward, students are being required to interact with their academic advisors through an assignment in their required first class, LIS 5033. This required interaction will impact students’ opinions about their advisors. Those impacts will be seen in future surveys from about 2024 and forward. The advisor assignment was added as a result of the analysis of data, and that process is described in chapter one, section I.1.3.

Faculty Participation in Relevant Organizations

Most of the SLIS faculty belong to one or more of the leading national/international professional organizations for the field: the American Library Association, the Association for Information Science & Technology, the Association for Library and Information Science Education, and the state organization, the Oklahoma Library Association. Faculty also belong to numerous other professional organizations that are affiliated with their special interest areas. Some examples include the American Association of School Librarians, the American Educational Research Association, the American Association for the Advancement of Science, Association for Computing Machinery, Association for Educational Communications and Technology, the International Society for Knowledge Organization, International Society of the Learning Sciences, the International Association for School Librarianship, and the Medical Library Association. Faculty also belong to honor societies such as Beta Phi Mu and Pi Alpha Alpha.

In addition to belonging to organizations, SLIS faculty attend conferences, present scholarly work at conferences, and serve in leadership positions and on committees, taskforces, and more for professional organizations. This document lists [faculty presentations at conferences](#) and similar venues, and this document details [faculty service](#) including professional organization activities such as committees and leadership roles.

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.”

SLIS faculty are expected to engage in scholarship and produce scholarly outputs including publications such as journal articles, book chapters, books, papers in conference proceedings; conference papers, presentations, and posters; and pursue internal and external grant funding. The SLIS [Annual Faculty Review Instructions](#) document contains the rubric used to rate faculty scholarship for the annual faculty reviews. A sustained record of scholarly productivity is an important element of tenure and promotion decisions.

Research/Scholarship Expectations

Tenured and tenure-track faculty are generally expected to produce, on average, one peer reviewed journal article or equivalent per year. This expectation is stated in the [SLIS tenure and promotion policy document](#). The School recognizes that in the LIS interdisciplinary field, other types of scholarship may be equivalent to a peer reviewed article. These may include full-length papers in the proceedings of prestigious conferences, creative works, software or other technology development, or other efforts. For evaluation purposes, it is expected that the faculty member will make a reasonable argument as to how their work is important and fulfills the requirements of the School.

Grant Applications and Funding

All SLIS faculty were involved in seeking internal or external research grant funding during the review period. The following table shows the number of individual grants submitted per year. Many grants included two or more SLIS faculty members, but these are only counted once in this table. This [detailed Excel spreadsheet](#) lists all grants pursued, the faculty members involved, their dollar amounts, and their outcomes. Individual faculty members' participation in grant seeking can also be seen on their [CVs](#). In the earlier years of the review period, most of the large-dollar proposals submitted were to the IMLS (with

the exception of two cross-disciplinary proposals to the Mellon Foundation). In the last two years, SLIS faculty have also been working on interdisciplinary grant teams to submit large-dollar proposals to agencies such as the National Science Foundation and the National Institutes of Health. The University of Oklahoma and the College of Arts and Sciences have been strongly promoting interdisciplinary collaboration and grant seeking to large agencies, particularly the NSF, since around 2018. This is part of the university's strategy to continue to build the Carnegie R1 classification of the university and work towards membership in the prestigious American Association of Universities.

Table III.12: Number and Type of Grants Submitted Per Year

	# Internal Research Grants Funded	# External Research Grant Proposals Submitted	# External Research Grant Proposals Funded
2014	2	6	4
2015	3	4	3
2016	3	6	3
2017	1	3	2
2018	1	2	0
2019	2	1	1
2020	2	2	0
2021	3	14	4

In addition to applying for grant funding, SLIS served as a partner site for an IMLS grant awarded to WGBH Boston on preserving historically significant public broadcasting media. WGBH has been awarded a second grant from IMLS to continue this project, and SLIS is again a partner providing student fellows. Because of the pandemic, the start date of the project has been extended to fall 2022.

Scholarly Outputs

Table III.13: Number of Scholarly Contributions by Year and Type

Year	Article Authorship	Book Chapters	Conference Papers, Panels, Presentations	Total Outputs	Number Full Time Faculty	Mean # Outputs per Faculty
2014	8	0	20	28	11	2.55
2015	20	1	40	61	11	5.55
2016	17	2	26	45	9	5.00
2017	13	2	24	39	9	4.33
2018	7	2	11	20	8	2.50
2019	5	0	9	14	9	1.56
2020	7	4	22	33	10	3.30
Total	77	11	152	240		

Table III.13 shows the aggregated scholarly output of SLIS faculty members during the review period through 2020. A detailed record with names and titles is in an [Excel spreadsheet](#) in the SharePoint document archive. Notice the tabs on the bottom of the spreadsheet for different types of outputs. For the purposes of this table, article authorship means each SLIS faculty member listed on an article is counted as a contribution rather than counting the number of individual articles. The greatest years of scholarly productivity were 2015-2017. The reduced output in 2018 and 2019 is at least partially correlated to the decrease in total number of faculty, increase in student body size (i.e. larger class sizes and more advising), and more committee service spread among fewer faculty. When teaching and service loads increase, faculty have less time to devote to scholarly pursuits. Also, some of the faculty members who

left SLIS were highly productive so their loss impacted the School's totals. Another contributing factor to reduced scholarly outputs is that three faculty took on large service assignments, two into administrative positions and one into an administrative position and a journal editorship. In addition, from 2017 to 2019, SLIS launched several new degree programs including the Ph.D. program which began in fall 2018. These new programs, in particular the Ph.D., are time-consuming for faculty. All these factors reduced faculty members' time for scholarship.

SLIS faculty published articles in a wide variety of journals across a range of specialty areas. They published multiple articles in some of the top journals in the LIS field. Table III.14 shows the journal titles and number of articles per journal during the review period. Journal article and book chapter titles and authors are in the [Excel spreadsheet](#) mentioned above. Copies of any of the articles, chapters, papers, posters, etc. can be made available upon request.

SLIS faculty most commonly presented their work at the ASIS&T annual conference, the ALISE annual conference, and the annual iConference. They also presented periodically at the ALA midwinter and annual conferences and the Oklahoma Library Association annual conference. In the [faculty data spreadsheet](#), the conference input tab provides a detailed list of the additional presentation venues in which SLIS faculty participated from presentations at OU, at local organizations, invited talks at other universities, professional librarian conferences, webinars, and more.

Table III.14: Journals in Which SLIS Faculty Publish

Journal Title	# of Articles
<i>Journal of the Association for Information Science and Technology</i>	8
<i>Journal of Research on Libraries & Young Adults</i>	6
<i>Journal of Education for Library & Information Science</i>	6
<i>Information Processing and Management</i>	5
<i>Library & Information Science Research</i>	5
<i>Journal of Documentation</i>	3
<i>Library Trends</i>	3
<i>The Library Quarterly</i>	3
<i>Data Science Journal</i>	2
<i>Government Information Quarterly</i>	2
<i>Information Research</i>	2
<i>Journal of Information Science</i>	2
<i>Journal of Library Administration</i>	2
<i>Public Library Quarterly</i>	2
<i>Reference Services Review</i>	2
<i>Scientometrics</i>	2
<i>Addiction & Health</i>	1
<i>Biomedical Journal of Scientific & Technical Research</i>	1
<i>Children and Libraries</i>	1
<i>Education for Information</i>	1
<i>Evidence Based Library and Information Practice</i>	1
<i>Health Informatics Journal</i>	1
<i>Healthcare Informatics Research</i>	1
<i>Informatics for Health and Social Care</i>	1
<i>Information and Learning Sciences</i>	1
<i>Information for Education</i>	1
<i>Information Retrieval Journal</i>	1
<i>International Journal of Clinical & Medical Informatics</i>	1

<i>Journal of Consumer Health on the Internet,</i>	1
<i>Journal of Information Science</i>	1
<i>Journal of Substance Use</i>	1
<i>Knowledge Quest</i>	1
<i>New Media & Society</i>	1
<i>Online Information Review</i>	1
<i>Practice/British Association of Social Workers</i>	1
<i>Public Libraries</i>	1
<i>Reference & User Services Quarterly</i>	1
<i>Teacher Librarian</i>	1
<i>Telecommunications Policy</i>	1

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.”

All full-time SLIS faculty have Ph.D. degrees which have been granted from a variety of universities. The [OU General Catalog contains an official table](#) with faculty degrees, the universities which granted those degrees, the year in which the faculty member started at OU, and their current ranks and titles. Here is a [summary table](#) of full-time faculty which lists each faculty member’s research areas, the general areas in the curriculum in which they teach, and other summary information.

Faculty Professional Engagement

SLIS faculty maintain close ties with the academic and professional fields through active engagement in professional service. For example, one faculty member is the current editor for *Library and Information Science Research*, two are on the editorial board of *Public Library Quarterly*, and one is on the editorial board of *The Library Quarterly*. A recently retired faculty member was an editorial board member for the *Journal of Academic Librarianship* and *Science & Technology in Libraries*. All faculty members are active reviewers of journal articles within their specializations.

Faculty are involved in conference planning at the national/international, regional/state, and local/university levels. Conferences and workshops which SLIS faculty helped organize include the American Library Association (ALA), the Association for Information Science & Technology (ASIS&T), Association for Computing Machinery (ACM) SIGIR, ACM CHIIR, the Association of Library and Information Science Education (ALISE), the iConference, the Joint Conference for Digital Libraries, the International Conference on Knowledge Management, the ALISE doctoral student poster competition, the Oklahoma Library Association Conference, the Oklahoma “Virtual Summer Institute: Developing Responsive Library Leaders,” and a cross-departmental OU mini-conference “Social Work in the Public Library: Expanding our Service Mission.” They served on numerous professional organization committees as chairs and members, and held positions such as ASIS&T treasurer, ASIS&T Executive Committee member, ASIS&T Research Engagement Committee member, president of the national Beta Phi Mu honor society, and the ALISE Council of Deans, Directors and Chairs secretary. They reviewed grant proposals for the NSF, IMLS, and the Research Council of Norway. One was an executive board member for ASIS&T and on the Board of Advisors for *Library and Information Research*. Several

faculty have served as external reviewers for tenure and promotion dossiers from other universities, thus illustrating the high regard in which they are held as academics in the field.

In addition to the above roles, one faculty member was active as an external review panel member for the ALA Committee on Accreditation. Another served on the Bartlesville Public Library Board of Directors, and yet another on the Friends of Libraries in Oklahoma Board of Directors. A faculty member and group of student volunteers started the Oklahoma County Juvenile Justice Center Library and subsequently won the Oklahoma Library Association's Ruth Brown Memorial Award for their work. Here is a [detailed table of faculty service](#) by faculty member and year, and divided into departmental, college, university, and professional service.

Faculty Service Contributions to SLIS

Service roles within the School changed over the course of this review period for a variety of reasons. As new committees were created and the SLIS faculty size decreased, some older committees were closed, and their work was rolled into different standing committees. This was necessary to keep the number of School committees at a manageable level. For example, an Assessment Committee was formed after the 2014 ALA COA site visit, and that committee, with the input of all faculty, was involved in designing and introducing a systematic assessment process for the master's program. Program assessment based on student learning outcomes also became the purview of each program committee: the Undergraduate Studies Committee, the Graduate Studies Committee (for the MLIS), and the Doctoral Program Committee. The design of assessment of MLIS end of program assessments (comprehensive exams and portfolios) fell to the Graduate Studies Committee. For a few years, the chairs of the program committees formed the members of the Assessment Committee, until in 2020 the Assessment Committee was replaced by the Accreditation Committee and assessment processes remained within each program committee. The Curriculum Committee was also closed, and its work distributed to the program committees. The Admissions and Scholarships Committee, which previously included the SLIS director, the Graduate Student Coordinator, and one faculty member was redesigned to be the director, the staff member, and the chair of Graduate Studies. A standing Strategic Planning Committee was created in 2020 to ensure continual engagement with the strategic plan.

Committee work within the School is distributed equitably to the extent possible, with each faculty member generally having three service roles. The service roles of tenured faculty are typically more time-intensive than those of untenured faculty. This is both to protect the untenured faculty while they work towards tenure, and because tenured faculty have the institutional knowledge to effectively continue the work of the committees. In addition to committee chair and membership positions, School service roles include liaison positions and faculty advisor positions. Documents with the annual committee assignment tables are [in this folder](#).

Intellectual Environment that Enhances Achievement of Program Objectives

As mentioned earlier, a strategic initiative identified in the 2017 Strategic Plan was to increase the research culture and scholarly atmosphere in SLIS. To this end, the School has offered various workshops and presentations. These activities nurture an intellectual environment for faculty and students.

Continuous Collaboration by Faculty

SLIS faculty are engaged in collaborative research with researchers in other colleges and departments at OU, and with colleagues at other universities. Various SLIS faculty members are affiliate faculty for the African American Studies Department, the Data Institute for Societal Challenges, the Data Scholarship Program, the Harold Hamm Diabetes Center, the Native American Studies Department, and the

Oklahoma Mesonet. They have also collaborated with OU colleagues from Biology, Classics, Computer Science, Education, Psychology, Social Work, the University Libraries, and more. Outside of OU, they have collaborated with faculty at Daegu National University of Education, Drexel University, Indiana University-Purdue University Indianapolis, North Eastern University, Penn State University, Renmin University, University of Alabama, University of Bonn (Germany), University of California Los Angeles, University of Cincinnati, University of Kentucky, University of North Carolina Greensboro, University of North Texas, University of Washington, University of Wisconsin Madison, Yonsei University, Wayne State University, and Wuhan University.

In demonstration of the faculty's research expertise and collaborations, a few examples are highlighted here:

- Abbas with Willett (U of Wisconsin, Madison), and Agosto (Drexel): family media practices of children ages 5-11 and library professional development
- Burke and Rubenstein, with Lenstra (U of North Carolina Greensboro), and D'Arpa (Wayne State): health programming in U.S. public libraries
- Jung with Zimmerman and Whale (Penn State University): Collaborating on a research project about families' learning and interactions at a museum-based makerspace

Standard III.7

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

Courses Taught and Faculty Expertise

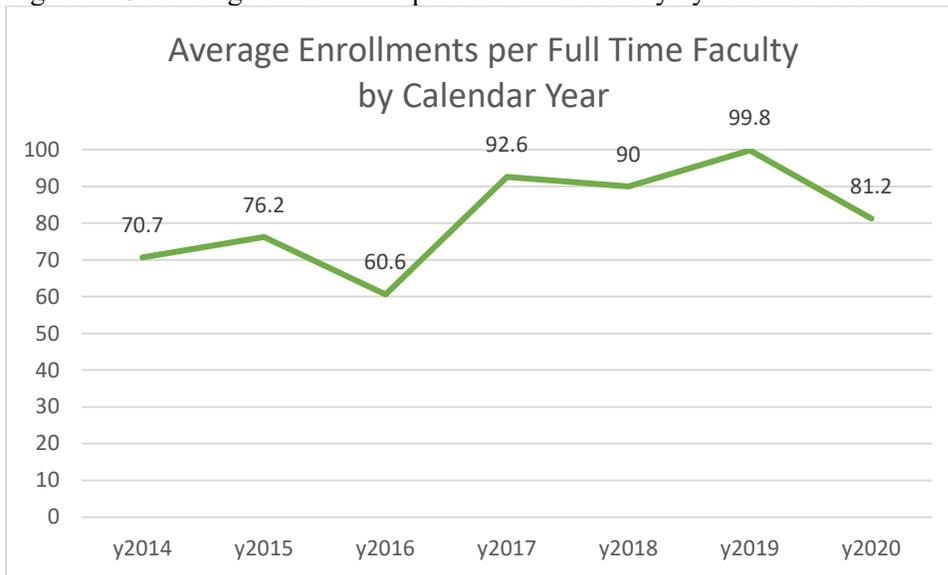
In the document archive area are two tables, [one for full-time faculty](#) and [one for part-time faculty](#), listing the courses taught during the review period and the faculty member's expertise and research interests. To the extent possible, all full-time faculty members are assigned one or more core courses relevant to their expertise, and become part of that core course teaching team, as well as teaching other elective courses in their area(s) of specialization.

Teaching Load Policies

As discussed in section III.2, the default teaching load for tenured/tenure track faculty at the University of Oklahoma is 2/2 (two courses in fall and two in spring); this is referred to as in-load teaching. These four courses per year may be taught with one in-load course in the summer (2/1/1 or 1/1/2 distribution). However, teaching more in one semester is only allowed with special permission from the college (such as a distribution of 4/0 or 3/1). Faculty may have course releases for various reasons, and renewable term faculty have different course loads. Independent courses and doctoral courses do not count as in-load teaching. For faculty with a 2/2 load, the annual number of enrollments is expected to be around 100 per calendar year.

Figure III.3 shows the average number of enrollments for all levels of courses (undergraduate, master's, and doctoral) taught by full time SLIS faculty during the review period. As the master's and undergraduate student bodies grew, faculty members' enrollments approached the policy of around 100 each per calendar year. Then, in 2020 the average number fell again after our two new tenure track faculty members were hired. Higher enrollments increase faculty members' time spent on classes, reducing time available for research and service. However, the School must also strive to meet the college's expectations of number of enrollments taught by each faculty member.

Figure III.3: Average Enrollments per Full-Time Faculty by Calendar Year



To the extent possible, faculty preference and student need are used to guide course planning including which courses particular faculty members teach, and course format of online, on-campus, or blended. The majority of MLIS courses are taught online with a small number using blended and on-campus formats. Courses in archives and applied technology are more likely than other classes to be taught in a blended or on-campus design.

Academic Advising of MLIS Students

All full-time faculty advise MLIS students, with a few exceptions. New faculty are not assigned advisees until their second year since they need to learn about the program. The faculty member who became an associate dean in 2015 still teaches for SLIS but mostly advises doctoral students with few MLIS students. The number of advisees for nearly all SLIS faculty increased dramatically over the review period, doubling or more than tripling as shown in Table III.15. A few tenured faculty members took on the bulk of the advising role by default as other faculty left SLIS. Table III.15 shows the faculty advising assignments during the period of review. The total number of advisees does not add up to the total number of the student body as students change advisors, graduate, new students begin the program, and all of these factors impact total advising numbers. The number of advisees shown is the total number of students for which the faculty member was advisor of record for at least part of the calendar year.

As a requirement of the Graduate College, all graduate students must be evaluated annually concerning their satisfactory progress towards degree completion. For this process, the SLIS office distributes a bundle of documents that identifies each faculty member's advisees to faculty in the late spring and requests that the advisor go through the students' records and answer the following questions about the student:

- Satisfactory progress toward completing core courses?
- Student progress within recommended time limit?

Form letters based on the advisors' reviews are then generated by the SLIS office and sent to students informing them of their progress.

Table III.15: Number of MLIS Advisees by Faculty Member and Year

	2015	2016	2017	2018	2019	2020	2021
Abbas	30	20	35	38	55	61	65
Brown	28	31	44	51	51	-	-
Burke	13	15	29	47	61	65	71
Edwards	-	-	-	-	31	44	68
Jung	-	-	-	-	-	0	0
Kim	18	20	26	23	22	14	23
Koh	23	25	35	-	-	-	-
Liu	-	-	-	-	-	0	6
Lu	8	8	11	20	27	27	41
Martens	34	36	52	66	87	81	69
Rhinesmith	8	-	-	-	-	-	-
Rubenstein	15	15	28	40	52	54	60
White*	19	12	0	0	0	0	2

*From 2015, White has been associate dean and stopped taking on new master's student advisees

Expectations of faculty advisors changed over the review period and are about to change again. Around 2010, MLIS students were no longer required to consult with their advisor for permission to enroll every semester. This freed up student, faculty, and staff time but led to a lack of guidance for students who did not voluntarily seek out their academic advisors. The External Review Panel for the previous site visit pointed out that "...there is a lack of systematic monitoring to ensure students design and follow a coherent program of graduate studies" and stated that lack of systematic advising led to student problems with the end of program portfolio: "They [students] did not anticipate the systematic planning, extensive work, and monitoring required in producing a comprehensive electronic portfolio." The fall 2019 systematic review of constituent surveys also identified advising as an issue. Additionally, the SLIS office reported a concern that students were taking courses out of order or leaving some core courses until their final semester, both of which are against the end of program assessment policies. The Assessment committee brought this issue to the December 2019 faculty meeting and faculty voted to approve the proposal that from spring 2020, students be required to contact their advisors as an assignment in LIS 5033, the introductory course for the program, and complete their initial program planning form. This is now a required assignment in LIS 5033. Data are being collected to create a trend analysis of whether students became more likely to finish their core courses before their final semester after this new assignment was implemented.

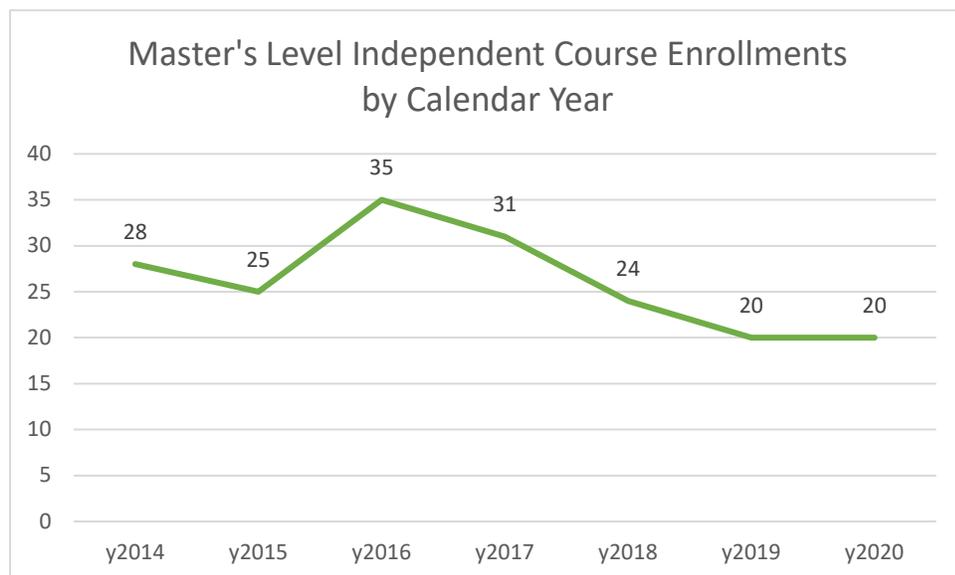
Advising is about to change again. Beginning with the fall 2021 cohort, non-thesis students will be moved to a new end of program assessment, the e-Portfolio, and the comprehensive exams and previous portfolio will be eliminated from that cohort and forward. The e-Portfolio process will require students to interact with their advisors at several stages during their program and complete pieces of the portfolio with advice from their advisors. This should further result in students experiencing a more robust advising and mentoring environment. The new advising process will also be used to distribute advisees more evenly among faculty members, though advisees will still have the ability to change advisors if they wish.

Independent Courses

Independent courses include internships, directed readings, directed projects, directed research, and master's thesis. Typically, the faculty member supervising the independent study is the student's advisor, but sometimes the student asks a faculty member other than their advisor. Some SLIS faculty have also supervised independent projects and courses for other departments, such as the Data Science and Analytics Institute. Independent course supervisions are unpaid for the faculty member and do not count

towards in-load teaching. After a brief jump in 2016-2017, independent course enrollments by master’s students dropped steadily through 2019-2020 (see Figure III.4). While all full-time faculty supervised master’s-level independent courses over the review period, a few faculty were much more active, supervising 30+ independent courses from 2014-2020. Some other faculty supervised only a few. [This spreadsheet](#) documents LIS independent course enrollment per faculty member per semester.

Figure III.4: Independent Course Enrollment by Year



Thesis and Dissertation Committees

Very few MLIS students pursue the thesis as their end of program option. During the review period, only three did so, and two of those students graduated in 2016, and 2017. The third student tragically passed away and was awarded her degree posthumously. The Ph.D. in Information Studies only began in 2018, so none of those students have reached dissertation stage yet. However, SLIS faculty members have served as external members on six dissertation committees during the review period.

In summary, SLIS faculty are engaged in a range of teaching activities including teaching scheduled courses, supervising independent courses, advising students, and serving on thesis/dissertation committees. While most teaching is for students within SLIS, the faculty also occasionally supervise students from outside of SLIS and serve on external dissertation committees.

Standard III.8

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

Faculty are evaluated in an on-going and systematic manner and in accordance with university policy. Table III.16 is a brief summary table of the faculty evaluation process. The processes of the evaluations in this table are described in detail below.

Table III.16: Faculty Evaluation Process

Type of Faculty	Spring Annual Faculty Evaluation	Tenure/Promotion Related	Who Reviews
Pre-tenure		Fall & Spring Progress toward tenure	Committee A
Pre-tenure		Third Year Review	Committee A SLIS faculty Associate Dean/Dean External experts
Pre-tenure		Tenure/Promotion Dossier due at end of 5 th year	Committee A SLIS faculty External experts College committee Associate Dean/Dean University committee Provost Regents
Tenured and pre-tenure	Yes	Annual faculty evaluation	Committee A Associate Dean/Dean Provost
Tenured	Yes	5 year post tenure	Committee A Associate Dean/Dean
Tenured		Promotion to full	Committee A SLIS full professors External experts College committee Associate Dean/Dean University committee Provost Regents
FT renewable term	Yes*	Promotion	Committee A
PT renewable term	Yes*		Committee A
Adjuncts	Yes*		Committee A

*New process beginning with calendar year 2021, reviews in spring 2022

The Administrative Committee, Committee A

Committee A is a mandated elected committee that is part of departmental governance. This committee conducts the annual faculty reviews, progress towards tenure reviews, tenure and promotion processes, post-tenure reviews, annual reviews of the chair/director, and reappointment evaluations of the chair/director. The OU Norman Campus Faculty Handbook describes expectations of Committee A in [section 2.8.2](#). Within SLIS, the members of Committee A are the director as a standing member and two tenured faculty members on two-year staggered terms. Elections for Committee A are held each year at the May faculty meeting.

Faculty Annual Review Materials and Procedures

All tenured and tenure track faculty are reviewed annually on a calendar year basis. This review includes a document with essays on teaching, research, and service activities; a one-year “mini-CV”; a rubric filled

out by the faculty member, and an evaluation by Committee A. The summary evaluation by Committee A is submitted to the College on [standardized forms](#) and routed from the College to the Provost. From calendar year 2016, the university switched from the old mini-CV system to the [Provost's Faculty Activity System \(FAS\)](#). From calendar year 2018, within SLIS the faculty began using [rubrics created by Committee A](#) to score themselves on teaching, research, and service activities. The rubric, plus short essays, replaces SLIS's previous internal Faculty Activity Report (FAR). The SharePoint document archive contains a [folder with faculty mini-CVs](#) by year. Faculty annual self-evaluations and the Committee A annual personnel evaluations are contained in the SLIS personnel files and are available to the External Review Panel upon request. The university changed the faculty annual review process for 2020 to accommodate pandemic-related difficulties. Documents from the Provost's office about the [2020 special procedures](#) are in a folder in the archive.

Pre-Tenure Review

The Provost's office has a very thorough [website on the pre-tenure process](#) including forms, memos, timelines, workshop information, and more. The university's policies concerning tenure are contained in the [Faculty Handbook section 3.7](#). Pre-tenure faculty are monitored closely and meet twice annually (fall and spring) with Committee A, and receive an annual [progress towards tenure letter](#) in the spring (Provost's [progress towards tenure memo](#)).

Tenure track faculty submit a third-year review dossier in the fall semester of their third year and receive a decision regarding continued appointment the following spring semester. They are also provided with progress towards tenure feedback. The third-year review is similar to the full tenure review including external review letters and a discussion and vote by the tenured faculty. Assistant professors then submit a full tenure dossier in late spring of their fifth year. External review letters are solicited over the summer and the SLIS tenured faculty vote in October to approve or deny tenure (and promotion in a separate vote). Committee A members each get an additional vote, and the director gets another additional vote. The dossier and vote outcomes then move to the college committee for a vote, then to the university committee for a vote, then to the Provost's office for a final determination, followed by a Regents vote. Faculty are given the final decision around May of their sixth year. Faculty who do not successfully pass the tenure process are offered a seventh and final year of employment.

Post Tenure Review

Every five years, tenured faculty must go through a [post tenure review](#). The faculty member and department chair/director receive a notification from the Provost's office and the college when a faculty member is due for their post tenure review. The faculty member must submit a dossier to Committee A the following spring, and Committee A will review the dossier and write a post-tenure review letter for the faculty member. The letter and the dossier are submitted to the college which then submits them to the Provost's office. If faculty are deemed to not be engaging sufficiently in scholarship they may be placed on a schedule during which a specific number of scholarly outputs are required. At the extreme, a faculty member may be given more teaching if they are not producing scholarship. No SLIS faculty member has failed to perform satisfactorily in the post-tenure review process. Faculty that are serving in administrative roles such as department chair/director, associate dean, etc. are exempt from post tenure review until they return to the faculty. The Provost's office maintains a website of [memos and forms](#) concerning faculty review. In-depth information about faculty policies can be found in the [Norman Campus Faculty Handbook](#).

Director Evaluations

Following procedures set forth by the College of Arts and Sciences, Committee A conducts an annual evaluation of the SLIS director. If the director is applying for reappointment to an additional four-year term, Committee A conducts a more in-depth review. The director is also required to submit an annual self-evaluation to the college associate dean and dean in the spring. This is followed by an annual review meeting with the associate dean and the dean, typically in August.

Evaluative Process to Hire Chairs/Directors from Internal Candidates

When a chair/director position needs to be temporarily filled with an acting or interim director, faculty are invited to vote on whether internal candidates are acceptable. If there is more than one candidate, the dean will select the interim chair/director from the candidates that the faculty have deemed acceptable. Burke was selected in this manner to be an acting, then interim, director for the 2016-17 year.

When a unit chooses to fill a chair/director position with an internal candidate rather than doing an external search, faculty engage in a behind-doors discussion and hold a vote to determine whether the faculty support the internal candidate. Burke was selected in this manner in September 2017.

Review of Contract Faculty

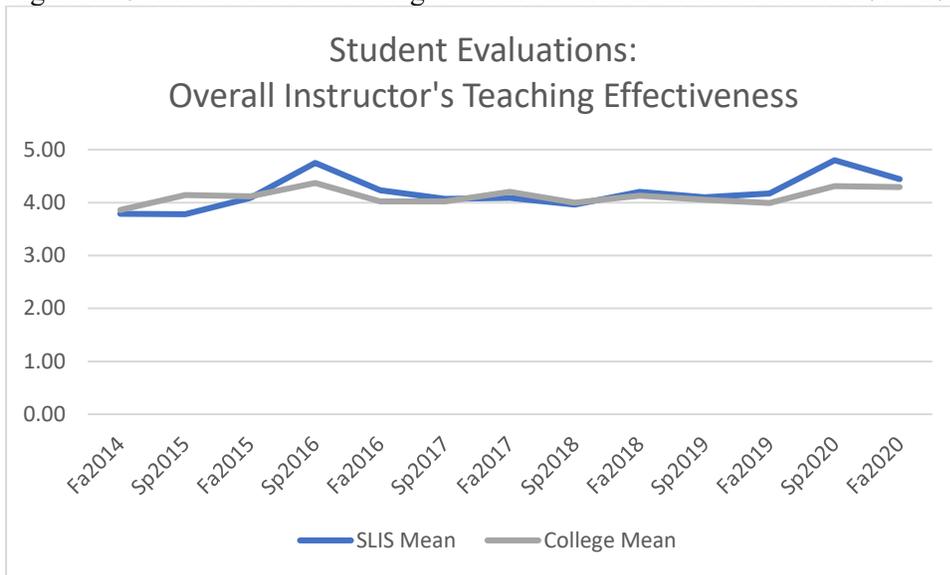
SLIS has had both part-time and full-time faculty on three-year contracts, referred to as “renewable term faculty.” These are predominately teaching positions which may contain some service, but they are not research positions. The university’s structure for these positions is that they are either “ranked renewable term” which are considered regular faculty with assistant, associate, and professor ranks or they are “unranked renewable term” which are not considered “regular faculty” as defined by the Faculty Handbook. Currently, SLIS has only unranked renewable term faculty. During the 2020-21 academic year, the university passed new policies that each unit must create promotion guidelines for ranked and unranked renewable term faculty. SLIS Committee A will work on this process during the 2021-22 academic year.

During the 2019-20 and 2020-21 academic years, the SLIS Committee A created [procedures for evaluating part-time faculty](#), including part-time renewable term faculty and adjuncts. These new procedures will be applied for the 2021 calendar year during the review process that will happen in spring 2022. Beginning with the 2021 calendar year, full time renewable term faculty will be evaluated using the regular SLIS faculty annual review process, with modified expectations for greater teaching loads and no research responsibilities.

Student Evaluations of Faculty

All teaching faculty are evaluated by students using the centrally controlled student evaluation process discussed in section III.4 above. Student evaluations form an important part of faculty annual reviews. Faculty members are expected to review their student evaluation results and consider course improvements to address student-identified problems. Student evaluations may also be used in decision-making concerning on-going employment of adjunct instructors. The Figure III.5 compares students’ evaluations of the question “Overall Instructor’s Teaching Effectiveness” with the SLIS mean for graduate classes and the college mean for classes of a similar level and enrollment size ([link to student course evaluations](#)). Most years the score for SLIS classes was similar to the college mean, but for a few years the SLIS mean was higher than that of the college (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent). From spring 2021 forward, student course evaluations moved to a new instrument called the [Student Experience Survey](#), and this kind of quantitative comparison will no longer be possible.

Figure III.5: Mean SLIS and College Student Course Evaluation Scores 2014-2020



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.”

Chapter one addresses the standards concerning systematic planning, and the [SharePoint folder](#) for that chapter includes folders with committee annual reports and minutes, faculty meeting minutes, August Planning Day minutes, and minutes from special faculty meetings. Decisions about academic programs, changes in School processes, decisions involving faculty searches, and decisions about processes of personnel evaluation are all documented in the minutes of the School committees and meetings of the faculty as a whole. Most final decisions about School governance, strategic directions, and changes to degree programs are made in monthly faculty meetings with discussions and votes. These are documented in the [faculty meeting minutes](#).

Data on the Evaluation of Faculty

Personnel files for faculty and staff are kept in the SLIS main office and can be made available to the External Review Panel upon request. These files contain letters to faculty about salary increases, sabbatical requests and post-sabbatical reports, information about funded grants, and the outcomes of evaluations including annual evaluations, third-year pre-tenure, tenure and promotion, and post tenure review.

Outcomes of Annual Reviews

Each faculty member receives an annual review summary report from Committee A that includes both a numeric score and a paragraph of text for each of teaching, research, service, and overall. These scores and narrative analyses are required by the university, and SLIS submits them to the college where they become part of a faculty member’s personnel record. The form from the Provost’s office defines the scores as 0.01 to 1.00 unacceptable, 1.01 to 2.00 marginal, 2.01 to 3.00 good meets expectations, 3.01 to 4.00 very good, and 4.01 to 5.00 outstanding. Feedback to faculty from Committee A identifies work that is exemplary, appropriate, or insufficient and gives suggestions for faculty to consider for the coming

year, such as pursuing publications or grants, taking teaching workshops, or getting involved in professional service.

Progress Towards Tenure Outcomes

During the review period, two faculty members went through a third-year pre-tenure review, and four faculty members went through tenure and promotion review. [This folder](#) contains the tenure dossier essays for the four faculty who submitted their dossiers during the review period. Both third-year review faculty members were continued forward to full tenure review. Of the faculty members who went through tenure review, three of them received tenure and promotion to assistant professor. One was not granted tenure, but did stay for one additional, terminal year before leaving.

Post Tenure Review Outcomes

The requirements of the university are that the post-tenure review analyses must state whether the faculty member is meeting performance expectations or not meeting expectations in teaching, research, and service. Even if the faculty member is meeting expectations, Committee A may suggest actions that will help the faculty member successfully pursue promotion to full professor or otherwise improve their performance. The letters factually summarize the faculty member's work for the previous five years, then give evaluative statements. The types of feedback to faculty from Committee A is similar to that from the annual reviews. Faculty activities are identified as meeting or not meeting expectations, and in the latter case, suggestions are made for faculty improvement.

Four faculty successfully went through post tenure reviews during 2014 to 2021: Abbas, Burke, Kim, and Martens (twice). Brown came up for review but retired so did not have to complete the process. Burke, White, and Abbas currently have frozen review clocks due to administrative positions.

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.”

As demonstrated in this chapter, tenured faculty are reviewed annually, at five-year post tenure reviews, and when they apply for promotion from associate to full professor. Pre-tenure faculty are reviewed annually, at the third year, and during the sixth year for tenure and promotion to associate professor. Pre-tenure faculty also have two progress towards tenure meetings per year with Committee A. Renewable term faculty and part-time faculty are reviewed annually. Faculty reviews are used to assess faculty performance in teaching, research and service and there may be consequences for faculty who are not performing adequately, such as failure to achieve tenure.

Uses of Faculty Evaluations to Improve Program

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

Outcomes for faculty with low teaching scores may include adjuncts removed from the teaching pool, faculty reassigned to different courses, or faculty given recommendations to take teaching workshops. Insufficient engagement with research may lead pre-tenure faculty to not receive tenure, associate professors to be unlikely to achieve promotion, and impact merit raises (when merit funds are available). Faculty members have the option, with permission from Committee A, to change their typical work distribution of 40/40/20 (teaching, research, service) to some other distribution. This change is typically used to decrease teaching to accommodate a particularly heavy research or service schedule, or to accommodate an administrative position. However, in the case of a continued lack of scholarship the School could require the distribution to be changed to reduce research and increase teaching, with resultant additional course sections assigned to the faculty member for teaching. This has not been done for any SLIS faculty members, but it has been used in other departments at the university.

The review process may lead to the School nominating exceptional faculty for college, university, or national awards. Faculty who receive awards improve the program through the recognition of faculty excellence.

Data Informing Retention of Part-Time Instructors

During the review period, three adjunct faculty members were not rehired due to their performance. Student evaluations, student complaints to the SLIS office, and the experiences of the director, faculty, and staff when interacting with these individuals were taken into account. In two of these cases, the OATS online teaching office wrote to the director and expressed concern over the adjuncts' performance in the online courses. The OATS office also wrote to the SLIS director about another adjunct and the director worked with that adjunct to remedy the problems. Two part-time faculty members withdrew from teaching as they found they were unable to keep up with their full-time jobs plus the teaching duties.

Data Informing Decisions about Hiring New Faculty

All three full-time renewable term faculty positions that were granted to SLIS during the review period were justified to the dean using teaching need. Two of these positions were for librarianship classes with one supporting the MLIS internships and the other supporting accreditation work. The third position was for technology and data analytics classes and to build the bachelor of science program on the Tulsa campus.

Table III.2 clearly shows that SLIS continues to have a need for full-time faculty to teach librarianship courses. Our recent hiring request for a tenure-track faculty member focusing on indigenous knowledge is intended to partially fill this need. This search was approved and is in progress. While a new hire was expected to begin the position in August 2022, the search has received no applications even after extensive outreach by the School. Faculty will discuss options for this position at the March 2022 faculty meeting. The School was also approved to search for a renewable term faculty member to teach in the librarianship area and to be the MLIS Program Coordinator to assist the School director with accreditation matters, engage in outreach to MLIS constituents, and otherwise provide support to the MLIS program. This search was successful and the new faculty member will begin on July 1, 2022.

Future Directions

SLIS faculty have identified desired faculty specialties for tenure track positions including information policy, knowledge organization, and early childhood literacy using innovative methods. These specialties are based on both teaching needs and a desired expansion of research in key areas. Two of these positions were submitted as faculty requests in spring 2021 as part of strategic cluster hire proposals. Neither of those were approved to move forward at the time, but will be resubmitted in future proposals.

While the SLIS faculty voted on a policy that only full-time faculty would teach core MLIS courses, we were unable to enforce that policy during the past two years due to reduced availability of full-time faculty. New faculty hires will contribute to alleviating this problem. For example, the new full-time renewable term faculty member for the Tulsa campus will contribute to teaching the core Fundamentals of Technology course when his visa is approved. The new MLIS Program Director hire will also contribute to teaching MLIS core courses.

The SLIS recent tenured/tenure track faculty requests have been attempts to balance our various, sometimes competing, priorities. The university and college have placed enormous pressure on departments to increase research output, particularly external funding, and SLIS faculty have responded accordingly. Our tenure-track requests have also been informed by our strategic intention to become a full iSchool, and emulate top iSchools in research, focus, and specialties. Ideally, research needs and teaching needs can coalesce to improve the department in multiple ways as we move into the future.

With each new hire SLIS is strengthening the program's offerings while also striving to meet our strategic planning goals. Hiring decisions are based on data gathered from alumni surveys, Advisory and Alumni Board feedback, feedback from the employers of our graduates through the employer surveys, and analysis of trends in the field. The School has used data to develop new courses, to revise existing courses, and to hire expert faculty in areas targeted as our strategic areas of growth (data analytics, digital youth, and indigenous knowledge). Teaching evaluations of the faculty provide useful feedback to the director and the faculty to improve their courses through addition of new topics central to the field, new practical assignments, and use of new technologies in teaching that are used in practice.

Chapter IV: Students

Introduction

The OU MLIS program successfully produces outstanding MLIS professionals, particularly for the state of Oklahoma and the surrounding region, as evidenced by the fact that the current chief executive officers of all nine of the major public library systems in the state are graduates of the OU program, as well as the current State Librarian of Oklahoma. Table IV.1 provides profiles of two MLIS graduates from each year since the last accreditation review to illustrate the impact of OU’s MLIS graduates in the profession.

Table IV.1: Exemplary Alumni by Year Graduated and Job Description

2014	Daniel Bell	Director of the Mabee Legal Information Center at the University of Tulsa, recognized as one of the nation’s top university law libraries
2014	Joel Tonyan	Systems and User Experience Librarian at the University of Colorado at Colorado Springs’ Kraemer Family Library, where he also publishes Dark Sky Travels magazine on amateur astrophotography
2015	Alexandria Brackett	Clinical Research and Education Librarian & Coordinator of Search Services at Yale University’s Harvey Cushing/John Hay Whitney Medical Library, and has recently co-authored a series of articles on systematic review methods in Heart & Lung journal
2015	Leah Weyand	Youth Services Coordinator for the Tulsa City-County Library system, where she develops and supervises teen programs for its 24 locations
2016	Robbee Tonnubee	Director of the Durant (OK) Public Library, started a program providing a hot lunch and welcoming library spaces for homeless residents, especially in winters, as the city lacks a homeless shelter
2016	Jasmine Shumaker	Reference-Instruction Librarian at the University of Maryland, Baltimore County, where she is involved with entrepreneurship for social justice
2017	Sonja Settle	Medical Librarian at the newly opened Oklahoma State University College of Osteopathic Medicine at the Cherokee Nation in Tahlequah (OK), the first tribally-affiliated school of medicine in the United States
2017	Aileen Barton	Children’s Librarian at the Metropolitan Library System (OK) and is a founding editor of the Cardigan Newsletter, which provides free articles, resources, and tips for children’s librarians everywhere
2018	Anna Hernandez	Senior Library Specialist in Technical Services at Brown University libraries
2018	Dr. Shane Gilley	Teacher-Librarian at Holland Hall’s Upper School in Tulsa, where he draws on his dissertation work in Hip-Hop Studies in working with his students
2019	Matthew Cook	Digital Scholarship Program Manager for Harvard University libraries and is also a Fellow in the IMLS-funded 2021 IDEA Institute on Artificial Intelligence
2019	Bobby Reed	Manages The Edge Innovation Center at the University of Oklahoma’s Bizzell Library, where he and his team used 3D printers to produce masks for local health care professionals during the COVID-19 pandemic
2020	Ia Bull	Indigenous activist-archivist specializing in preservation of Cherokee language
2020	Dr. Michael Molina	Senior Librarian at the Oklahoma Transportation Library and heads knowledge management research initiatives for Oklahoma Department of Transportation
2021	Kera Newby	President of the Oklahoma Archivists Association as well as Archivist at the National Cowboy and Western Heritage Museum in Oklahoma City
2021	Misty Hawkins	Executive Director of the Arkansas Valley Regional Library System, where she is working with local government in addressing the critical need for broadband connectivity to benefit her system’s service population

These graduates are just a small example of OU MLIS alumni in leadership positions in academic, public, school, law, medical, government, and tribal libraries, as well as archives and museums, within and outside of Oklahoma.

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.”

Program's Mission, Goals and Objectives

The University of Oklahoma's website states, "The [mission](#) of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society." The [mission](#) of the School of Library and Information Studies, accordingly, is to educate socially responsible, innovative leaders for the information society, to advance interdisciplinary knowledge and design creative solutions to information problems, and to contribute to the public good by engaging with our many communities through teaching, research, and service. The MLIS student-centered [goals](#) aim to support and promote excellence, inclusion, and innovation in education for the information professions. The MLIS program is specifically intended to educate an increasingly diverse graduate student body towards understanding, achieving, and applying the core competences and foundational principles of librarianship. This is achieved through the MLIS program goals and objectives/student learning outcomes which are based on professional competency statements and accreditation standards as articulated by the American Library Association.

Recruitment Policies and Procedures

As stated in the [MLIS Student Handbook](#), “The admissions policy of the School of Library and Information Studies has as its goal the selection of persons who are academically well qualified and who exhibit potential for contribution in the areas of library and information services. The School encourages applications from students with diverse educational, geographical, and intellectual backgrounds.” SLIS follows recommended University practices for graduate education recruitment including having a website that provides [prospective student pages](#) with details about SLIS academic programs, and maintaining a social media presence ([Facebook](#)). The School advertises at relevant career fairs and conferences, such as the annual conferences of the American Library Association, the Arkansas Library Association, the Association for Rural and Small Libraries, the Association of Tribal Libraries, Archives, and Museums, the Oklahoma Library Association, the Oklahoma Museum Association, and the Society of Southwest Archivists. Additional special conference booths have included the Joint Conference of Librarians of Color. The OU campus holds an annual Majors-Minors Fair at which SLIS holds a booth. One of the largest local public library systems, the Metropolitan Library System in Oklahoma City, holds an annual Staff Day event during which SLIS routinely hosts a booth. In addition to conference booths, SLIS commonly advertises through professional organizations such as in conference programs or on organizations' websites.

Additionally, SLIS's graduate student coordinator follows up on inquiries and incomplete applications by phone and email. The OU-Tulsa campus also has a recruitment coordinator who works specifically with Tulsa-based potential students. SLIS policies and practices for MLIS recruitment, admissions, and retention are detailed in this [policy document](#).

Our largest sources of new MLIS students are from the academic, public, and school libraries in Oklahoma and Arkansas, and through word-of-mouth recommendations from OU MLIS alumni. Considerable support for the OU MLIS degree is provided by the library systems and other organizations in Oklahoma. The Metropolitan Library System, the Tulsa City-County Library system, and the Pioneer Library System (which includes the City of Norman and surrounding communities) all offer financial support of some type to their staff members who wish to pursue an MLIS degree. Some of the more rural library systems also encourage staff to pursue their degrees, although they generally are unable to provide financial support. The [Oklahoma Library Association](#) and the [Friends of Libraries in Oklahoma](#) also offer several scholarships annually to library staff who are pursuing their MLIS degrees, while the Tulsa Library Trust awards a scholarship annually to an eligible Oklahoma resident who wishes to obtain an MLIS degree.

Applications and Admission

Prospective students can find program and application information on the [SLIS Prospective Students webpage](#). Application materials are submitted online through the Slate system to the Graduate College before being referred to SLIS for an admissions decision. Prospective students must meet both the Graduate College requirements and the MLIS program requirements. SLIS engages in a holistic admissions review, which includes GPA, transcripts, a personal statement, a resume, and three letters of recommendation.

The Graduate College Bulletin contains an [affirmative action statement](#). However, Oklahoma is one of eight states that bans the use of affirmative action in college admissions. In 2012, Oklahoma State Question 759 amended “the state constitution to ban preferential treatment in state agencies, including public colleges and universities, based on race, gender, ethnicity or national origin” (*The Oklahoman*). As a result, SLIS is not allowed to consider race, gender, or ethnicity in admissions decisions. However, the MLIS program’s student body has diversity numbers comparable to other programs nationally, as discussed below under “Student Body Composition.” In addition, the School’s new [strategic plan for 2021-2027](#) includes specific emphasis on enhancing diversity, equity, and inclusion efforts in accordance with both the College of Arts and Sciences’ and University of Oklahoma’s new strategic priorities.

The MLIS program application previously required a GPA of 3.2 plus GRE scores for full admission, but after multiple data gathering efforts, including feedback from alumni, library employers, and potential students about the obstacles these requirements imposed on many otherwise-qualified students, the faculty voted to eliminate the GRE requirement and change the GPA requirement from 3.2 to 3.0. This change went into effect for the cohort starting in spring 2017. SLIS has subsequently tracked the mean GPAs of admitted students and found that they are not appreciably lower after this admissions requirement change. Mean applicant GPAs are listed below.

- 2014 – mean 3.49
- 2015 – mean 3.55
- 2016 – mean 3.51 (before the change)
- 2017 – mean 3.36 (after the change)
- 2018 – mean 3.42
- 2019 – mean 3.50
- 2020 – mean 3.80
- 2021 – mean 3.46

All applicants who meet the admission criteria including 3.0 GPA are admitted without further review. Applicants with GPAs below a 3.0 (from either an undergraduate program or a completed graduate

program) are considered for conditional admission. Conditional applications are reviewed by a team that consists of the school's director, the graduate student coordinator, and the chair of the Graduate Studies Committee. The conditional admissions process is discussed in depth in section IV.3.

Since fall 2020, a new administrative unit on the OU campus called OU Online has also maintained a [web presence](#) for each of the online professional master's programs on the campus, [including the MLIS](#). OU Online's website is designed to make information easy to find and the admissions process easy to follow for students. Inquiries from their site for the MLIS are routed to SLIS.

Students are admitted to the MLIS program on a rolling basis with new students able to start in fall, spring, or summer semesters. Completed applications are reviewed weekly with an admission decision entered and applicant notified. Incomplete applications are sent reminders about their remaining materials. When enrollment in core MLIS courses for the upcoming semester approaches full capacity (described in Standard III.2), admitted students are deferred to the following semester rather than admitting them to a semester in which the required classes are already full. In their program acceptance letter, students receive comprehensive information about enrollment, the name of their academic advisor, a link to an online orientation module (MLIS 101) in the Canvas learning management system, a link to the e-Portfolio 101 Canvas page, and other useful information.

Retention

MLIS students must meet the retention standards of the Graduate College as articulated in the [Graduate College Bulletin](#). In brief, students must retain a GPA of 3.0 to remain in good academic standing, and they must continue to make satisfactory progress towards degree completion. Please see the Bulletin for more detailed information. The MLIS program has additional retention requirements for students beyond those of the Graduate College. From the [MLIS Student Handbook](#), "The School of Library and Information Studies requires that a student receiving more than 6 credit hours of C in letter-graded courses in library and information studies be withdrawn from the program. This requirement will be observed regardless of a student's overall grade point average. Any SLIS student receiving a grade of D or lower in any letter graded LIS graduate course will be withdrawn from the program. Grades of C in required courses cannot be counted toward the degree. If a student receives a grade of C in a required course, the student will be required to re-take the course." Students who have been withdrawn from the program are both allowed and encouraged to petition for re-admission, and these petitions are commonly granted. Please see the Handbook for more details about retention policies.

Support and outreach for struggling students is personalized to their individual circumstances and needs. Students often reach out to one of their instructors, their faculty advisor, or the SLIS student coordinator when they are facing challenges. If these SLIS faculty and staff can address the issue they do, but for more significant issues more people may become involved including the SLIS director, faculty advisor, student coordinator, and instructors (if applicable). Students may not reach out, but instructors, faculty advisors, or the student coordinator, in their regular work with students, may become concerned about nonparticipation in class, unanswered advisor outreach, regular grade checks, or during annual evaluation process. In these cases, SLIS faculty or staff may reach out to the student by email or phone. Depending on the situation, the School may submit a report to the OU Behavior Intervention Team ([BIT](#)) which has additional resources to contact and help students. Regardless of how the situation comes to our attention, the School may assist students with planning/adjusting their program plan, changing end of program assessment options, adding/dropping classes, finding additional support (such as counseling, writing services), and/or petitions or plans for success to the SLIS Graduate Studies Committee and/or the Graduate College.

The Graduate College grants students five years to complete a master’s degree. Students can petition the SLIS Graduate Studies Committee and the Graduate College to continue in the MLIS program for more than five years, and such petitions are usually approved.

Financial Aid

Students have a variety of options available to them for financial assistance with their MLIS program. Information resources for students seeking financial support include [OU Money Coach](#) and [CASH.ou.edu](#). SLIS also has a webpage titled [Tuition & Aid](#) with relevant information and links. Within SLIS, several thousand dollars per year in scholarships and awards are distributed, mostly to MLIS students. In recent years this amount has exceeded [\\$30,000 annually](#). See Table IV.2. Most of the SLIS scholarship accounts have an endowed principal, and the scholarships are awarded from the annual interest. These scholarships result from generous donors and families, many of whom are or had been library professionals. Information about the origins of SLIS scholarships is found on the [Donate](#) page.

The policies for awarding funds vary depending on the specifications of the donor. The majority of SLIS scholarships are for full-time students and require a 3.0 GPA. Some have additional requirements such as an interest in children or youth librarianship, verified enrollment in a federally recognized Native American tribe, nomination by a faculty member, or an essay. Scholarship recipients are selected in the spring semester by a committee comprised of the SLIS director, the graduate student coordinator, and the chair of the Graduate Studies Committee. Two additional awards sponsored by the OU SLIS Alumni Association are presented at the Oklahoma Library Association annual conference reception.

Table IV.2: SLIS Scholarships and Awards

Year	\$ Awarded	# Awards	Year	\$ Awarded	# Awards
2021-22	\$35,850	25	2017-18	\$19,250	19
2020-21	\$33,000	24	2016-17	\$52,050	44
2019-20	\$34,400	32	2015-16	\$17,250	17
2018-19	\$40,500	25	2014-15	\$16,390	14

In addition to scholarships and awards funded by SLIS, students may be eligible for scholarships from the Graduate College, from OU, from their employers, and from library professional organizations, such as the Oklahoma Library Association or the ALA. During the review period, MLIS students received one Graduate College scholarship and one University scholarship. On a national basis, OU MLIS students received an Andrew W. Mellon Native American Scholarship, an ARL Diversity Scholar award, a Eugene Garfield Research Fellowship, an SAA Mosaic scholarship, seven ALA Spectrum Scholarships, and two IMLS grant-funded student fellowships.

Full-time graduate assistant (G.A.) positions are 20 hours per week, and they come with a monthly stipend, a tuition waiver, and student health insurance. G.A. positions do not cover fees, but the Graduate College dean has implemented a plan to lower fees for G.A.s gradually over several years. The Graduate College policies about graduate assistantships [are found on this page](#). When the School has a G.A. opening, a call for applications is sent to all MLIS students through the student email list. Applications are then reviewed by the student coordinator and the SLIS director to choose the applicant with the most relevant knowledge and background for the G.A. position that is open.

Within SLIS, faculty are provided G.A.s to support their work. These G.A. positions are funded by the college and each G.A. works for two faculty members at ten hours per week each. During the two years leading into the accreditation visit, the college also funded an accreditation-support G.A. for the SLIS director. One Norman campus G.A. works in the Kantor Political Commercial Archive. There is also one

G.A. for the Tulsa SLIS faculty members, and that G.A. is funded by the Tulsa campus. It is also common for SLIS faculty to have grant-funded research G.A. positions. In addition to G.A.s hired in SLIS, MLIS students are hired in various other types of G.A. positions across campus. During this review period, students were employed as G.A.s in the Carl Albert Center Archives, the Kantor Political Commercial Archives, the National Organ Archives, the Transportation Library, the Western History Collection, numerous positions in the main University Library, the Graduate College, and more. In previous years it was not possible for us to know whether SLIS students had G.A. positions outside the School unless the students self-reported. In fall 2021, however, the Graduate College added a section to its Data Portal that shows a spreadsheet of currently employed G.A.s. During the fall 2021 semester, 24 MLIS students worked as G.A.s on the Norman campus. On the Tulsa campus, the Schusterman Library also hires several MLIS students per year as G.A.s. Students can find G.A. positions through the jobs.ou.edu site and can also find unlisted positions at the University by visiting library and archives departments to inquire about openings.

Career Services

Upon admission to the program, students are automatically subscribed by the SLIS Office to both the main OLISSA listserv, in which general announcements about courses, internships, and other matters of interests are posted, and to the jobs-oriented LIS listserv (LISJOBS-L@LISTS.OU.EDU), in which a variety of employment opportunities, forwarded by faculty, alumni, local and regional employers, and other sources, are posted. Additional information sources are compiled by the SLIS office into a weekly digest that is distributed to students via email.

In summer 2021, SLIS offered its first virtual Summer Institute in partnership with LIS professional organizations in the state. The theme of the institute was [Developing Responsive Library Leaders](#). One session of the institute was entitled, “What employers/administrators need from librarians,” and featured leaders from academic, public, and school libraries speaking to students and alumni about careers. This was followed by breakout sessions with potential employers called “Career Connections! Land that Great Job!” The OU Tulsa Schusterman Library annually holds a popular career workshop for the Tulsa MLIS students titled “Hire Me!” Many SLIS courses, notably LIS 5023 (Management in Information Organizations) and LIS 5203 (Leadership in Information Organizations), also routinely include guest speakers that describe potential positions in their organizations and how to prepare for these roles.

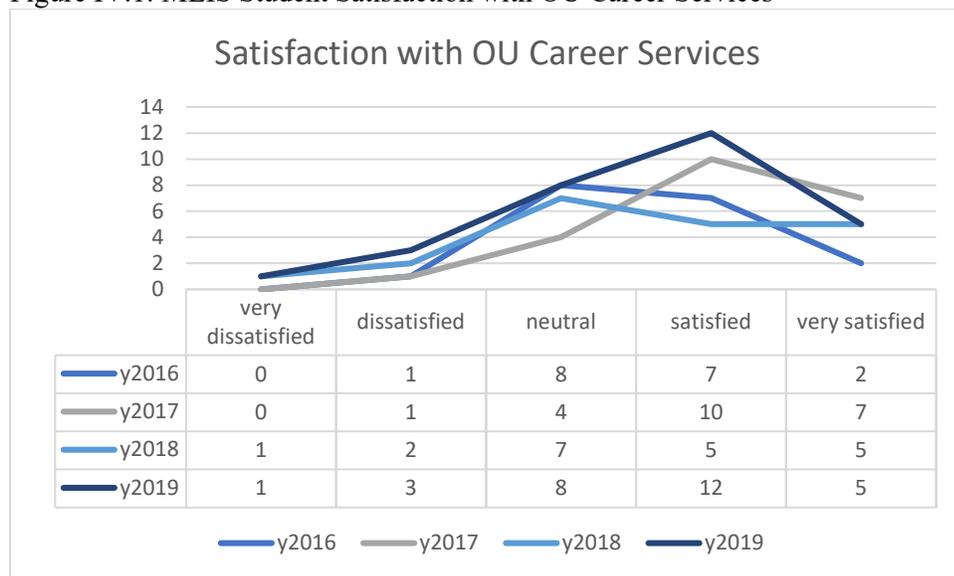
MLIS students are encouraged to take advantage of the [OU Career Services](#) office. In some years the MLIS student group OLISSA has asked a Career Services representative to come to a meeting to talk to students about job finding strategies. Career Services also offers access to the [Handshake](#) app that connects students to employers, for students who wish to utilize this resource.

The [OU Student Satisfaction Survey](#) asked students how satisfied they were with OU Career Services. Close to half of MLIS student respondents marked this as not applicable to them, suggesting that they did not interact with Career Services. Of the students who did answer the question, few were dissatisfied, with most ranging from neutral, to satisfied, to very satisfied. See Figure IV.1.

The majority of OU MLIS students already work in libraries or archives before they start the program, or begin such work during their program. From survey data, half of the [OU SLIS Alumni Survey](#) respondents worked in the LIS field before starting the MLIS program (5 out of 10 respondents of the 2019 graduating class, surveyed in 2021) and two thirds of OU [Library Journal](#) respondents had worked in a library before starting the OU MLIS program (6 out of 9 respondents from the 2020 class, surveyed in 2021). Students who have not been employed in the LIS field are strongly encouraged to complete an internship during their program. The LIS employers that advise SLIS on our [Advisory Board](#) and the OU

SLIS Alumni Association Board of Directors continually emphasize to us how important it is to them as employers to see LIS work experience on applicants' resumes. Advisors pass this suggestion on to students through the advising process. In chapter one, Table I.6 shows that around 80% of graduates are working in the LIS field within one year of graduation. Also in chapter one, Figure I.6 demonstrates the types of jobs that recent alumni hold.

Figure IV.1: MLIS Student Satisfaction with OU Career Services



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

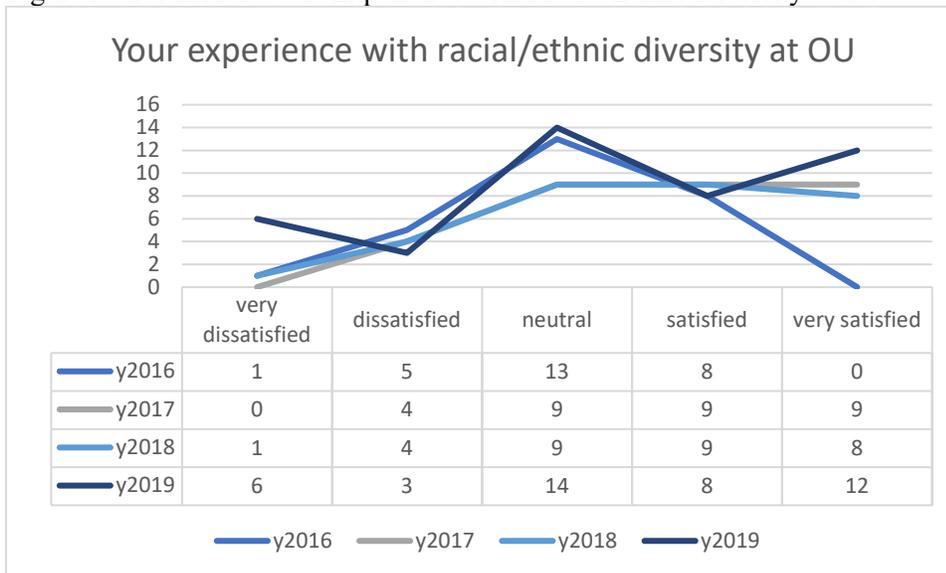
Diversity Climate

The [Diversity Statement](#) of the University of Oklahoma demonstrates OU's commitment to a diverse student body. It states that, "The University of Oklahoma is committed to achieving a diverse, equitable, and inclusive university community by embracing each person's unique contributions, background, and perspectives. The University of Oklahoma recognizes that fostering an inclusive environment for all, with particular attention to the needs of historically marginalized populations, is vital to the pursuit of excellence in all aspects of our institutional mission. This enhances the OU experience for all students, faculty and staff and for the communities we engage."

Since 2015, following several egregious incidents of racism on campus that sparked wide student protests, OU has committed to a serious effort to change community standards and expectations on campus. The transformation is ongoing. In fall 2020, the university deployed a [diversity climate survey](#) to all students, faculty, and staff, as well as rolled out [required electronic diversity training modules](#). Also, beginning in fall 2021, all undergraduate students are required to complete a Diversity, Equity, and Inclusion general education course. However, in May 2021, the Oklahoma governor signed into law House Bill 1775, which bans so-called "Discriminatory Diversity Training." At this time, it remains to be seen how that law will affect OU's efforts to effect change through diversity policies and trainings.

The OU Student Satisfaction Survey asked students about their satisfaction with their experience with racial/ethnic diversity at OU. Dissatisfaction was higher with this item than with other questions in the survey, but satisfaction appears to be gradually increasing over time. See Figure IV.2.

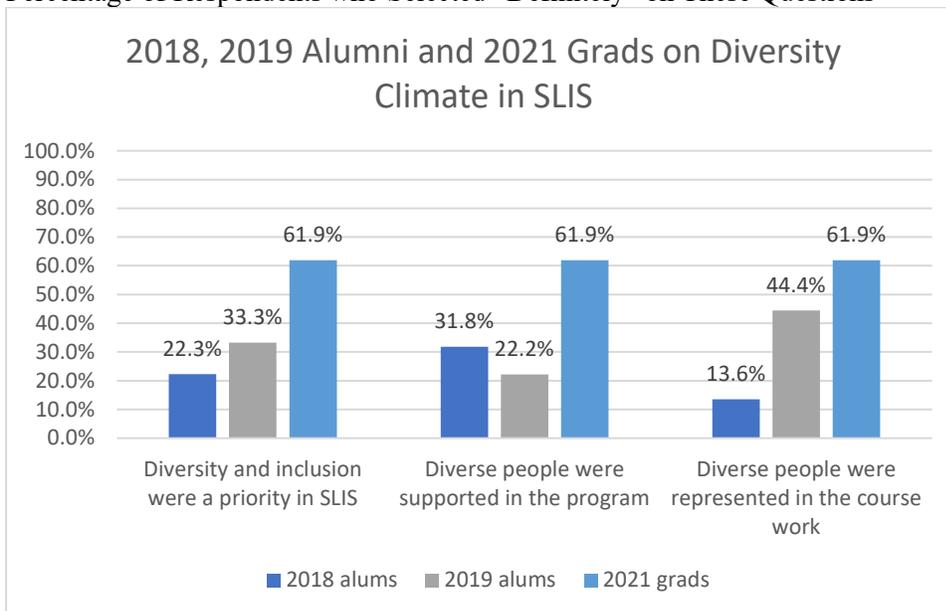
Figure IV.2: MLIS Student Experience with Racial/Ethnic Diversity at OU



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

OU has a centralized office for diversity initiatives. The [Office of Diversity, Equity, and Inclusion](#) was established in 2019 and a chief diversity officer was appointed in January 2020. Many units on campus also have diversity policies and statements. For example, the Provost’s office adopted a policy of [Inclusive Excellence](#) in regard to teaching (as well as research and service), and the [Graduate College Bulletin](#) contains both an equal opportunity statement and an affirmative action statement. Additional policies and statements about diversity can be found on the website of the [Institutional Equity Office](#). As part of the new SLIS strategic plan for 2021-2027, the School is drafting its first diversity policy statement with an expectation that the new statement will be forthcoming in the 2022-23 academic year.

Figure IV.3: 2018, 2019 Alumni and 2021 Grads on Diversity Climate in SLIS and the MLIS Program. Percentage of Respondents who Selected “Definitely” on These Questions



(2012 alums N=21, 2019 alums N=9, 2021 exit survey N=21)

In spring 2020, SLIS added permanent diversity climate questions to the MLIS graduating student exit survey and added the same questions to the Alumni Survey in summer 2020. These questions explore how students perceive diversity issues in their courses and in their student experiences in the program. Over time, they will indicate whether the diversity climate within SLIS is changing. Figure IV.3 compares the opinions of 2018 alumni ([surveyed in 2020](#)), 2019 alumni ([surveyed in 2021](#)) and spring 2021 graduating students in the [exit survey](#), on three questions concerning the diversity climate in SLIS and the MLIS program. For all three questions, the 2021 graduates were much more likely to state that diversity and inclusion were a priority in SLIS, diverse people were supported in the program, and diverse people were represented in the coursework. There was an across-the board increase to 61.9% of respondents in 2021 stating they definitely felt SLIS was accomplishing these measures, demonstrating a very good improvement and reflective of significant actions by OU and by SLIS faculty to improve diversity efforts.

In the January 2021 stakeholder survey, the spring 2021 graduating exit survey, and the 2021 survey of 2019 alumni, respondents were asked the open-ended question, “What suggestions do you have for SLIS to grow a supportive climate for diversity and inclusion?” The most common response was to infuse diversity and inclusion into all courses through readings, lectures, and assignments (12 responses). The second most common suggestion (10 responses) was to increase the recruiting of diverse students. One respondent suggested recruiting through historically Black colleges and universities, and in response to that suggestion SLIS has reached out to Langston University and scheduled a booth at their March 2022 career fair. The School also reached out to Bacone College, a tribal college in Muskogee, OK. The next most common response was that SLIS and OU are already doing a great job promoting diversity and inclusion on campus and in the curriculum. Other suggestions included recruiting additional diverse faculty, increase funding for diverse students, and invite information professionals with diverse backgrounds to serve as student mentors, guest lecturers, and otherwise engage with the students and School.

As mentioned above, SLIS’s new strategic plan for 2021-2027 places additional emphasis on enhancing diversity, equity, and inclusion efforts throughout SLIS academic programs. The School will continue to track efforts to increase diversity, equity, and inclusion through evaluation of the surveys noted above.

Student Body Composition

The percentage of self-reported minority students in the MLIS program has increased slightly over the past several years, and tripled since 2014, the beginning of this review period. See Table IV.3.

Table IV.3: OU MLIS Student Numbers from ALISE Statistics

	MLIS Students	MLIS Minority Students	% Minority
2020	206	58	28.2%
2019	214	50	23.4%
2018	206	51	24.8%
2017	181	40	22.1%
2016	146	30	20.5%
2015	142	28	19.7%
2014	141	13	9.2%

Table IV.4 shows more detailed information about minority enrollment. The numbers are slightly different from the previous table as these came from different reports with data gathered at different times. Both tables reflect official data from OU’s [Institutional Research and Reporting office](#).

Table IV.4: Race and Ethnic Diversity of SLIS Graduate Students

	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
Hispanic/Latino	6	4.2	8	5.4	14	7.5	14	6.8	14	6.5	17	8.0
Am.Ind./Alask.Nat.	4	2.8	5	3.4	6	3.2	4	1.9	6	2.8	10	4.7
Asian	2	1.4	2	1.4	3	1.6	6	2.9	2	0.9	4	1.9
Black/African Am.	3	2.1	3	2.1	6	3.2	8	3.9	9	4.2	8	3.8
Hawn/Pac. Islndr	1	0.7	1	0.7	1	0.5	2	0.9	1	0.5	2	0.9
Two or more races	12	8.5	11	7.5	10	5.4	16	7.8	17	7.9	16	7.5
<i>Total Minority</i>	28	19.7	30	20.5	40	21.5	50	24.3	49	22.9	57	26.8
White	101	71.1	104	71.2	135	72.6	148	71.8	161	75.2	151	70.9
Race/Ethn.Unkwn	12	8.5	11	7.5	11	5.9	7	3.4	3	1.4	0	0
International	1	0.7	1	0.7	0	0	1	0.5	1	0.5	5	2.3
Total	142		146		186		206		214		213	

Source: OU Institutional Research and Reporting.

ALA's [2017 member survey](#) states that 86.7% of U.S. librarians self-reported as being White. Table IV.4 indicates that 70.9% of OU MLIS students in 2020 reported themselves as White. This is more reflective of the population than the librarian profession as a whole, but does not mirror the 60.1% White (not Hispanic or Latino) estimates for 2021 by the [U.S. Census Bureau](#) for the U.S. population, or 65.0% for Oklahoma. The 2020 ALISE Statistical Report states that for the 2018-19 academic year, "White students accounted for sixty percent of the total ALA-accredited master's degrees awarded"; however, they also report that 18% of degrees were awarded to students of "unknown race or ethnicity" ([Trends and Indicators Summary Report](#)). At OU, the number of "unknown" students declined steadily over the reporting period and was zero in 2020. For other comparisons, the OU MLIS student body included 4.7% students in 2020 who identified as American Indian or Alaska Native, compared to 0.5% of the students in the ALISE report. However, OU had a smaller percentage of students identifying as Black or African American (3.8% in 2020) compared to the national figure of 4.7%. The State of Oklahoma has a smaller percentage of most minority groups than the U.S. as a whole except for "American Indian or Alaska Native" and "two or more races" which held much larger percentages in Oklahoma than in the U.S. ([link](#)).

Table IV.5: SLIS Graduate Students by Gender and Age

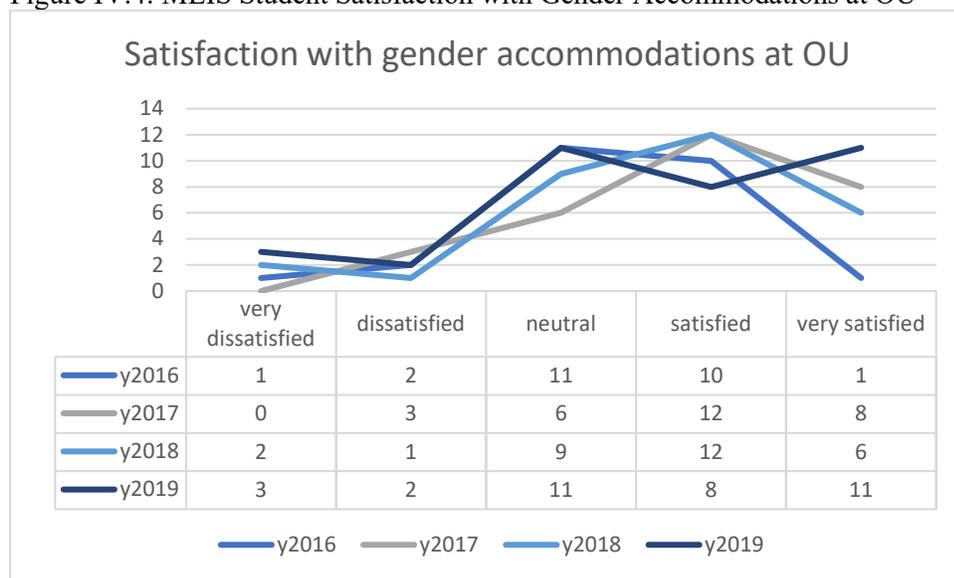
	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
Male	21	14.8	27	18.5	33	17.7	36	17.5	39	18.2	42	19.7
Female	121	85.2	119	81.5	153	82.3	170	82.5	175	81.8	171	80.3
Total	142		146		186		206		214		213	
<20	0	0	0	0	0	0	0	0	0	0	0	0
20-24	28	19.7	22	15.1	20	10.8	30	14.6	29	13.6	36	16.9
25-29	49	34.5	51	34.9	69	37.1	79	38.3	82	38.3	77	36.2
30-34	32	22.5	31	21.2	42	22.6	42	20.4	52	24.3	37	17.4
35-39	9	6.3	14	9.6	22	11.8	23	11.2	24	11.2	26	12.2
40-44	12	8.5	14	9.6	11	5.9	8	3.9	12	5.6	19	8.9
45-49	6	4.2	6	4.1	10	5.4	10	4.9	5	2.3	11	5.2
50-54	4	2.8	4	2.7	7	3.8	9	4.4	7	3.3	5	2.3
>54	2	1.4	4	2.7	5	2.7	5	2.4	3	1.4	2	0.9
	142		146		186		206		214		213	

Gender distribution of OU SLIS graduate students remained relatively constant, shifting slightly to a larger percentage of male students with 19.7% in 2020 compared to 14.8% in 2015. This is comparable to

the national percentages reported in the ALISE Statistical Report with 2018-19 graduates at 79.6% female and 20.4% male. OU only collects gender data as male/female with no additional categories offered. Students' ages also remained similar across the review period with around half (from 47.9 to 54.2%) of students up to age 29, between one quarter and one third (28.8 to 35.5%) from age 30 to 39, and fewer than 20% (12.6 to 19.1%) age 40 and above. See Table IV.5.

The OU Student Satisfaction Survey asked students about their satisfaction with gender accommodations (they did not define that term) at OU. Few students were dissatisfied and, except for 2016, the majority of students were satisfied/very satisfied (44.0%, 70.0%, 60.0%, and 54.3%). Also, with the exception of 2016, around half of students marked this item as not applicable to them.

Figure IV.4: MLIS Student Satisfaction with Gender Accommodations at OU



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

As discussed in chapter 2 Standard II.1 under Course Formats, in 2017, SLIS made a data-informed decision to shift all required and most elective classes for the MLIS to an online format. This has contributed to an increased student body size, and the proportion of out-of-state students has doubled from 8.1% to 16.7%. However, the majority of OU MLIS students continue to be from Oklahoma. See Table IV.6.

Table IV.6: Enrollment by Residency

	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
In state	127	89.4	135	92.5	171	91.9	180	87.4	178	83.2	173	80.5
Out state	14	9.9	10	6.8	15	8.1	25	12.1	35	16.3	36	16.7
Internat'l	1	0.7	1	0.7	0	0	1	0.5	1	0.5	6	2.8
Total	142		146		186		206		214		215	

When students apply to the program, they self-select the Norman campus, the Tulsa campus, or the online program. Typically, the Norman campus enrollment represents approximately three-quarters of the MLIS students compared to Tulsa's one-quarter. Students enrolled in the online program are counted as Norman students. Both Norman and Tulsa enrollment increased by about one-third from 2015 to 2020. See Table IV.7.

Table IV.7: MLIS Enrollment by Campus

	2014	%	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%
Norman	101	73	102	72	97	67	131	73	137	71	151	72	145	71
Tulsa	37	27	39	28	48	33	49	27	55	29	58	28	58	29
Total	138		141		145		180		192		209		203	

The data on race/ethnicity, gender, enrollment by campus, enrollment by residency, and amount of scholarship money awarded are reported on the SLIS [Graduate Student Quick Facts sheet](#), an annually updated data sheet that has been used as an information handout for meetings with administrators and advisory boards. Most of the data in the fact sheet are compiled from centralized OU data sources such as the OU Institutional Research and Reporting, the Graduate College, and an OU database called Cognos.

The learning environment at SLIS focuses on encouraging all students to become actively involved in the University community through participation in [campus organizations](#) and [events](#) (also [Graduate Student Life events](#)), as well as outside the University through involvement in professional organizations, volunteering, and internships. Within SLIS, students have opportunities to serve on School committees, become involved in student organizations such as OLISSA, work as graduate assistants, and upon graduation, may be invited to join the [Lambda chapter of the Beta Phi Mu](#) international honor society. For full-time working students and distance students, active involvement may be difficult, but interactions are facilitated through the use of Zoom and various social media channels, when possible.

Outside of SLIS, students have a myriad of opportunities within professional organizations as student members. Some examples include the ALA, the Oklahoma Library Association and other state library associations, the Oklahoma chapter of the Association for College and Research Libraries, the Oklahoma Archivists Association, the Society of American Archivists, and NASIG, just to name a few. While not always directly connected to SLIS, professionals in the field as SLIS alumni often provide paths to potential internships, professional development, mentorships, and more simply because of their strong relationships in and outside of SLIS. In addition to these professional and academic organizations, there are other activities in which students are engaged, including such events as Banned Book Week activities in cooperation with campus libraries, volunteering for social service projects such as the library for the Juvenile Justice Center in Oklahoma City and the archives for the Dennis R. Neill Equality Center in Tulsa, as well as various SLIS-sponsored campus events such as the mini-conference jointly held by SLIS and the School of Social Work in 2018.

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 MLIS program is governed by policies of the university, the College of Arts and Sciences, the Graduate College, and of SLIS. Policies are implemented through the operational practices of the School. Current information about the SLIS program is accessible via [SLIS’s website](#). Relevant pages, with links, are described briefly below.

Information and Documentation

The [SLIS website](#) was completely redesigned in November 2017 through January 2018 to conform with the College of Arts and Sciences’ change to a different web server with a new structural model. The

redesign offered a good opportunity to restructure and update SLIS information to improve navigation and ensure current information about the academic programs. The website is kept up-to-date with identified errors corrected as soon as they are reported and other items updated as needed.

Subpages of the website include:

- “[About SLIS](#)” includes pages with information regarding strategic planning, vision, mission, goals, and student learning outcomes. Information required by ALA about student and graduate outcomes is in the “About SLIS” section of the website on the [Student Achievement and Accomplishments](#) Page.
- “[Faculty/Staff](#)” pages include a listing of all full-time faculty, part-time faculty, staff, graduate assistants, and student workers. Full-time faculty members have subpages with research and teaching interests, as well as PDFs of CVs.
- “[Prospective Students/Admissions](#)” details policies, processes, and requirements to apply to academic programs.
- “[Academic Programs](#)” and “[Student Information and Resources](#)” describe the programs, student requirements, advising information, descriptions of courses and focus areas, course rotation schedules, end of program assessment choices, and policies and procedures.
- “[Tuition and Aid](#)” includes information on calculating tuition, SLIS and external scholarships, how to find student employment such as graduate assistantships, and career services information. This page also includes a section on OU Career Services and links to LIS jobs lists.
- The [MLIS Policies and Procedures](#) page, found under MLIS student resources, is the MLIS student handbook (which was previously a PDF) with details about student performance expectations with retention standards, official degree time limits, and special requirements for conditionally admitted students. This includes GPA expectations of SLIS and the OU Graduate College. This page also includes a description of the criteria for evaluating student performance.

The University of Oklahoma makes detailed degree information available in a standardized format within the online General Catalog. These pages contain information about available degrees and their requirements, a complete course list with descriptions, and additional student information. Here is the General Catalog page for the [MLIS](#) and another page for the “[electronic delivery](#)” (online) [MLIS](#). The General Catalog provides official “degree check sheets” with the exact requirements for each degree. Here is the [MLIS degree check sheet](#). The MLIS and the online MLIS have identical degree requirements and application processes. There are separate degree check sheets because these programs have different program codes even though the content of the programs is the same. The Graduate College’s official [program of study form for the MLIS](#) also provides degree requirements. The cost of the MLIS per credit hour is higher for out-of-state students than for Oklahoma residents, although Arkansas students can qualify for in-state tuition through the Academic Common Market agreement with various caveats. The [OU tuition and fees calculator](#) can help prospective students estimate their costs.

SLIS has a [Facebook page](#) that is moderately active with announcements about career opportunities, new courses, and other news approximately monthly. The student organization, OLISSA, has a [fairly active Facebook page](#) where they post information useful for students and alumni. OLISSA holds their meetings through Facebook Live and Zoom, and actively fosters interactions between current students and alumni.

The SLIS office maintains a very active interaction with students and alumni. For current students, the weekly digest compiled by the SLIS office pulls together a wide variety of opportunities, information, links, and more that might be of interest to students. The office also maintains the aforementioned very active jobs list with a subscriber list which includes students, alumni, and area professionals. The student organization, OLISSA, also maintains a listserv.

Currently, OU uses [Canvas](#) as its course delivery system. In addition to courses, SLIS uses Canvas to disseminate an online new student orientation to the MLIS program. The university also maintains a new student orientation to online learning through Canvas. SLIS has a Canvas site for comprehensive exams where exam questions are posted and students submit their completed exams. The new e-Portfolio also has an in-depth Canvas site to guide students through that process.

Documentation of Progress Toward Achievement of Program Goals and Objectives

The required public documentation of progress toward achievement of the MLIS program goals and objectives is available on the SLIS website as the [Student Achievement and Accomplishments](#) page. It includes specific data on Graduates' Employment Outcomes, Admissions, Retention, Time to Degree, End of Program Assessment Outcomes During Current Accreditation Period 2014-2021, Institutional Information About SLIS, Student Support, and Service Learning. This page is regularly updated by the SLIS director as new data become available.

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 Policies and Procedures

Applicants who submit all required admissions materials (an application, transcripts, a resume, a statement of purpose, and three letters of recommendation) are fully admitted if their GPA is 3.0 or higher. Their admissions GPA is calculated by the Graduate College. For applicants who do not meet the 3.0 GPA threshold, their applications are reviewed by the director, the chair of the Graduate Studies Committee, and the SLIS graduate student coordinator, who collectively decide whether to deny or conditionally admit these applicants based on a holistic review of all application materials.

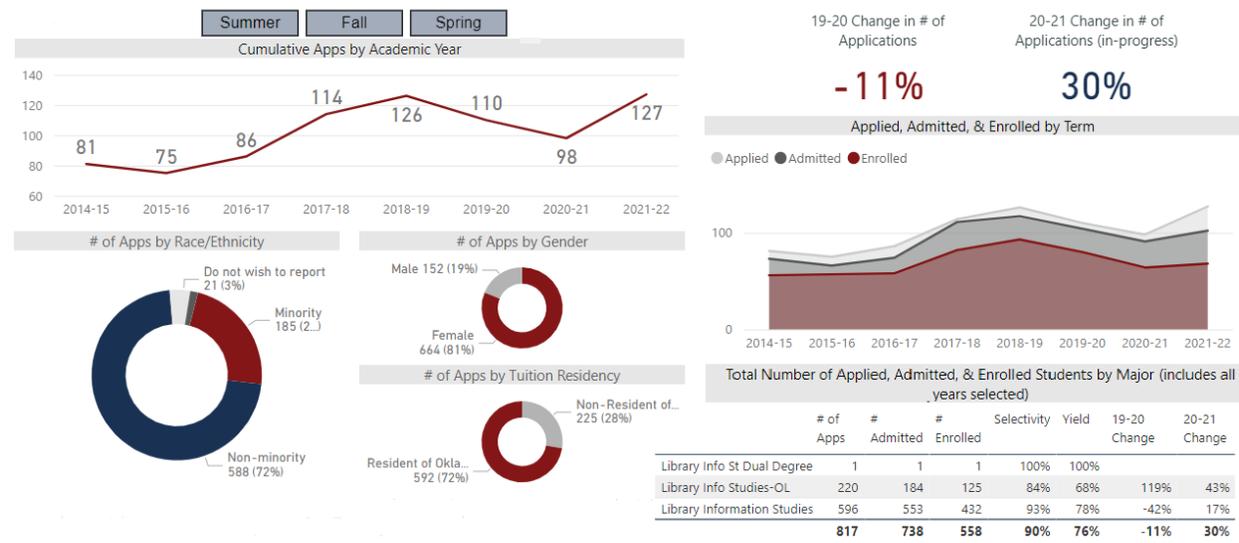
The MLIS admissions requirements have changed since the last ALA accreditation review. Previously, GRE scores were required of all applicants who did not have a completed graduate degree. The minimum application GPA for full (not conditional) admissions was 3.2 on previous undergraduate or graduate coursework. Beginning in spring 2017, the SLIS faculty voted to drop the GRE requirement and reduced the GPA threshold for full admission to 3.0. The data upon which the decision was made to change the requirements is as follows:

1. SLIS faculty members Martens and Brown conducted an IMLS-funded planning grant for which they gathered data in 2015 from focus groups, interviews, and surveys of over 100 public library staff members, library directors, and other stakeholders from Oklahoma and Arkansas. Respondents' comments on admissions particularly targeted the GRE scores as an intimidating barrier to pursuing the degree.
2. In July 2016 the SLIS director examined the websites of all U.S. ALA-accredited MLIS programs' GPA and GRE admissions requirements. With a GPA requirement of 3.2 for full admission and GRE scores required of all applicants, OU had one of the highest MLIS admissions requirements among the ALA accredited programs.

- These findings were discussed with the OU SLIS Alumni Association Board of Directors in July 2016. Many alumni relayed anecdotes about potential applicants to the program who applied to other programs because of the OU MLIS GPA and GRE requirements.
- A discussion was held with SLIS faculty at the 2016 August Planning Day and the faculty voted to reduce the GPA requirement from 3.2 to 3.0 to bring Oklahoma more in line with other MLIS programs. After discussion, a vote was also passed to make GRE scores an optional rather than required admissions data point for the MLIS. The new requirements took effect for the spring 2017 student cohort.

As previously mentioned, the MLIS program has rolling admissions and new students can begin the program in the fall, spring, and summer semesters. The MLIS admissions information recommends that applicants submit their applications by October for a spring start, and March for a fall start. However, these are not firm cut-off dates for applications. A balance is attempted between admitted students and seats in required MLIS classes.

Figure IV.5: MLIS Applications Screenshot from Graduate College Data Portal



The [Graduate College's Data Portal](#) provides up-to-date information for degree programs and includes applications, acceptances, yield, diversity data, time to degree, retention, and more. The portal can be viewed with the publicly available data and offers more detailed data with an OU login. Above is a snapshot of the MLIS detailed data from November 13, 2021. The data are updated weekly, and the External Review Panel can receive access to the portal or an up-to-date printout when they are on site in spring 2022. In Figure IV.5, notice the sudden increase in applications from 2017. This correlates with when SLIS moved required MLIS classes online and removed the GRE requirement for admissions. As mentioned earlier, our intention was to grow the MLIS program by making the degree more available to potential students, and these data indicate that the implemented changes were successful. Yield data by academic year for [2014-2022 are here](#).

Conditional Admission

Standard IV.3 references “policies and procedures for waiving any admission standard or academic prerequisite.” The minimum GPA of 3.0 for full admission is the only application prerequisite that can be waived, and that is done only within the context of conditional admission as described in this section. The OU Graduate College requires a 3.0 GPA to fully admit graduate students but will allow departments to

conditionally admit students with GPAs lower than 3.0. As mentioned above, applications for conditional admission receive a holistic review by SLIS director, the chair of the Graduate Studies Committee, and the SLIS graduate student coordinator. SLIS has more stringent retention policies and requirements for conditionally admitted students than does the Graduate College. For the MLIS, conditionally admitted students must take three required core classes within their first 12 credit hours in the program and must earn A or B grades in their first 12 hours. Once they have met these conditions, they become fully admitted.

From 2014-2020, 111 students were admitted conditionally to the MLIS program, and 93 matriculated. These students were only slightly less likely to complete the MLIS degree than fully admitted students. See Table IV.8. Accurate graduation rates can only be calculated following the five-year period which all students are given to finish their programs of study, as indicated by the asterisks in the table. For the conditional students who matriculated in 2014, 2015, or 2016 and took comprehensive exams, four failed their first attempt at the exam and three of those passed their second attempt. One failed their second attempt and was dropped from the program.

Table IV.8: Matriculation and Graduation of Conditionally Admitted Students (2014-2020)

	Conditionally Admitted	Matriculated	Graduated	Completion Conditional Students	Completion All Students
2014	17	14	12	85.7%	89.1%
2015	15	13	10	76.9%	85.7%
2016	9	7	6	85.7%	*
2017	26	23	*	*	*
2018	16	12	*	*	*
2019	19	16	*	*	*
2020	9	8	*	*	*
Total	111	93			

*Too early to calculate

In addition to tracking the graduation rates of conditionally admitted students, performance in coursework is also reviewed. The data consistently indicate that, overall, conditionally admitted students are successful in the program. These data inform the continued work and decision-making processes of the admissions team. Following is an analysis of conditional students who entered the program in 2016-2020. During this time period, 63 conditionally admitted students matriculated into the MLIS program. Over the 5-year period, 34 have graduated and 19 are still enrolled. Five students (8%) failed out and 4 (6%) stopped attending. Overall, these conditionally admitted students maintained high GPAs:

- 25 have maintained a 4.0 GPA
- 25 have maintained a GPA between 3.5 and 3.99
- 5 have maintained a GPA between 3.0 and 3.49 (1 failed out due to a D grade)
- 4 received GPAs of 0.0 to 1.67 (4 fails)

Student Enrollment Data

The MLIS total student body grew by 49.3% from fall 2014 to fall 2020, then dropped slightly in fall 2021. The majority of the growth was in the online program.

In the 2015-16 Academic Program Review for SLIS, the Provost's Office recommended that SLIS create some graduate certificate programs. During the review period, SLIS added three graduate certificates. The Archival Studies and Data Analytics graduate certificates were created because of high levels of student interest in those areas. The Digital Humanities certificate was created as a joint effort with the History of

Science department and the University Libraries. Graduate certificates are popular with students who wish to get a second specialized credential at no additional cost.

Student interest in dual degrees also grew over the review period, with students pursuing dual degrees in Anthropology, Art History, Communication, English, History of Science, Museum Studies, Music, and Plant Biology ([see spreadsheet](#)).

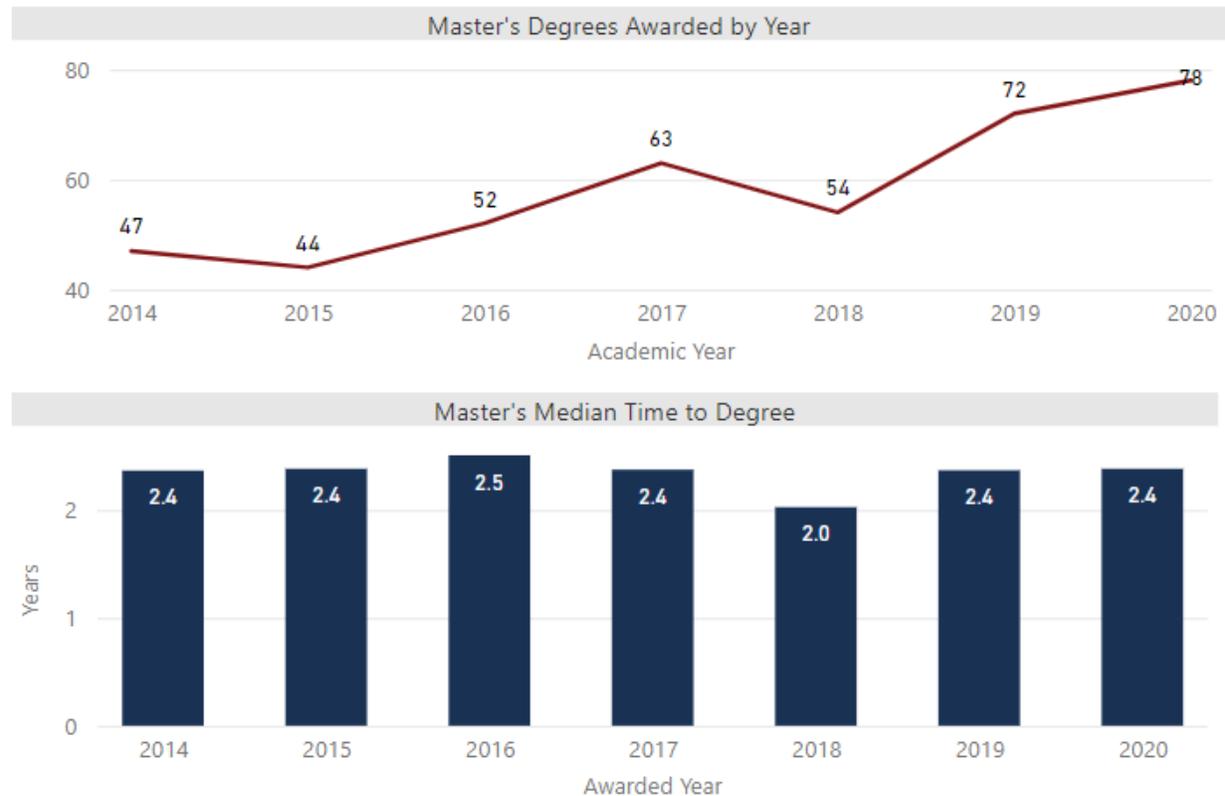
Table IV.9: Enrollment in MLIS and Related Programs in Fall Semesters. Data from IRR

	2014	2015	2016	2017	2018	2019	2020	2021
MLIS	136	137	130	154	161	174	157	127
MLIS online	2	4	15	26	31	35	46	57
Accelerated MLIS*					1	1	3	3
MLIS total	138	141	145	180	193	210	206	187
Graduate Certificates								
Archival Studies				6	12	12	10	9
Digital Humanities					1	1	2	1
Data Analytics						14	12	13
Dual Degrees	1	1	1	1	3	2	7	13

*Students in the graduate portion of the accelerated degree

Degrees Awarded and Time to Degree

Figure IV.6: MLIS Time to Degree and Degrees Awarded



In addition to enrollments, it is important to track the degree outcomes including time to degree and number of degrees awarded. The [Graduate College Data Portal](#) provides information on these data points.

Figure IV.6 is a screenshot taken on November 11, 2021. During the review period, SLIS awarded 410 MLIS degrees and students' median time to degree was 2.4 years. In addition to the number of MLIS degrees awarded, SLIS awarded 28 graduate certificates in Archival Studies, 15 graduate certificates in Data Analytics, and in 2021 awarded the first graduate certificate in Digital Humanities. All of the awarded certificates were for concurrently registered MLIS students, except for one student from outside the School who received the Data Analytics certificate.

The changes implemented in 2017 of eliminating the GRE requirement, reducing the GPA for full admission to the MLIS to 3.0, and moving the required MLIS courses to online every semester were intended to grow the MLIS program without compromising the ability of MLIS students to succeed. The admissions, enrollment, and completion data suggest that the program is achieving its intended outcome.

Unsuccessful Completion by Students

The following table shows the number of students who failed out of the program and did not return. Students who fail out due to their grades have the option of petitioning the SLIS Graduate Studies Committee and the Graduate College dean to be allowed to continue. Many petitions are approved. Some students either chose not to pursue that option or were not allowed to continue. The following table shows the number of students who did not complete the program due to either failing the end of program assessment or failing to maintain the required GPA for retention.

Table IV.10: Number of Students Dropped from the MLIS Program Due to Failing Grades or Failing End of Program Assessment. By Calendar Year

	Failed Grades	Failed End of Program Assessment
2014	2	0
2015	2	1
2016	2	0
2017	1	1
2018	5	0
2019	1	0
2020	2	0

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.”

Advising Process

All MLIS students are assigned a full-time faculty member to be their academic advisor. Students have been matched with advisors according to areas of professional interest and geographic location (Tulsa campus students typically have had a Tulsa faculty advisor). The name of the advisor is presented to the students in their acceptance to the program email, and students may switch advisors if they wish to do so. Some students proactively seek out advising while others do not. Students do not need enrollment permissions from their advisors every semester, leading some students to not take advantage of advising.

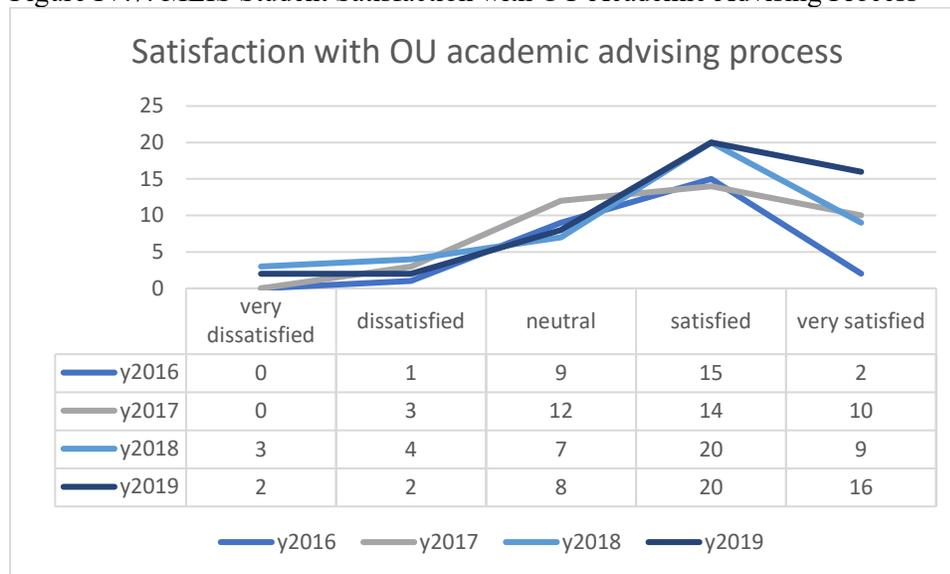
As described below, beginning in spring 2020 new students are required to contact their advisors as an assignment in the introductory course (LIS 5033).

Following are the advising points in the program:

1. Preparing their [Program Planning Form](#) during their first semester or within their first 12 credit hours, including specifying their end of program assessment choice. This is now a required element of the advising assignment in the introductory course, LIS 5033.
2. Regular check-ins with their advisor for students who choose the portfolio as their end of program assessment. For the new e-Portfolio, [this flyer](#) shows the advising check points.
3. Submitting their [Program of Study](#) form to the SLIS office for the Graduate College in the semester before the student takes the end of program assessment.
4. Annual student reviews are required by the Graduate College – satisfactory progress towards the degree, satisfactory progress towards completing the required courses, and submission of the Program Planning Form.

On the OU Student Satisfaction Survey, the MLIS students were very satisfied with the advising process as can be seen in Figure IV.7.

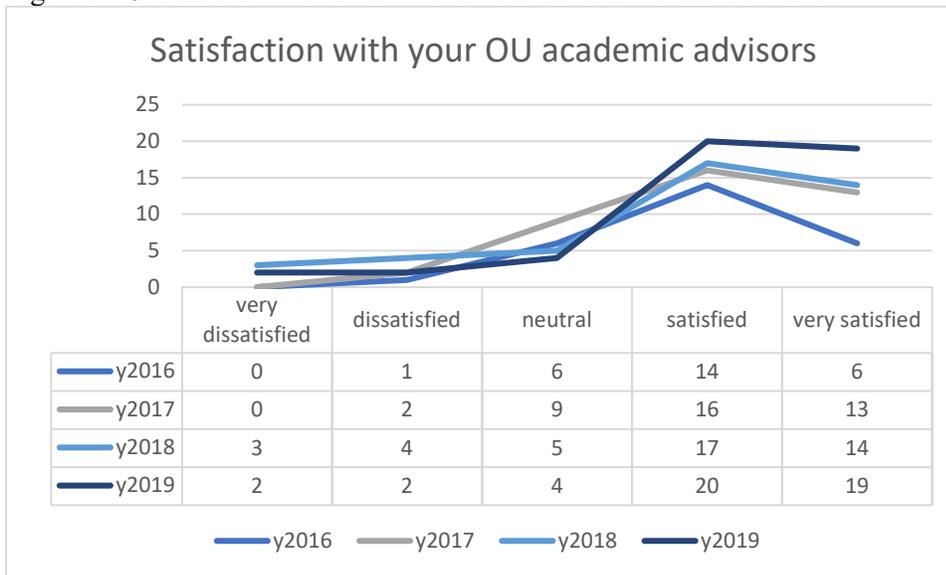
Figure IV.7: MLIS Student Satisfaction with OU Academic Advising Process



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

Advisors have been assigned to MLIS students to align with student professional interests or preferences. However, this has led to an unequal distribution with some faculty members having a small number of advisees and others having a very large number (see Table III.15 in chapter three). Beginning with the fall 2021 cohort, students will be assigned to advisors in a more equitable manner. It should be helpful to students to have advisors with fewer advisees as the advisor will have more time for each advisee. Despite certain advisors' heavy advising loads, most MLIS students were satisfied or very satisfied with their advisors (74.1%, 72.5%, 72.1%, and 83.0% satisfied or very satisfied). See Figure IV.8.

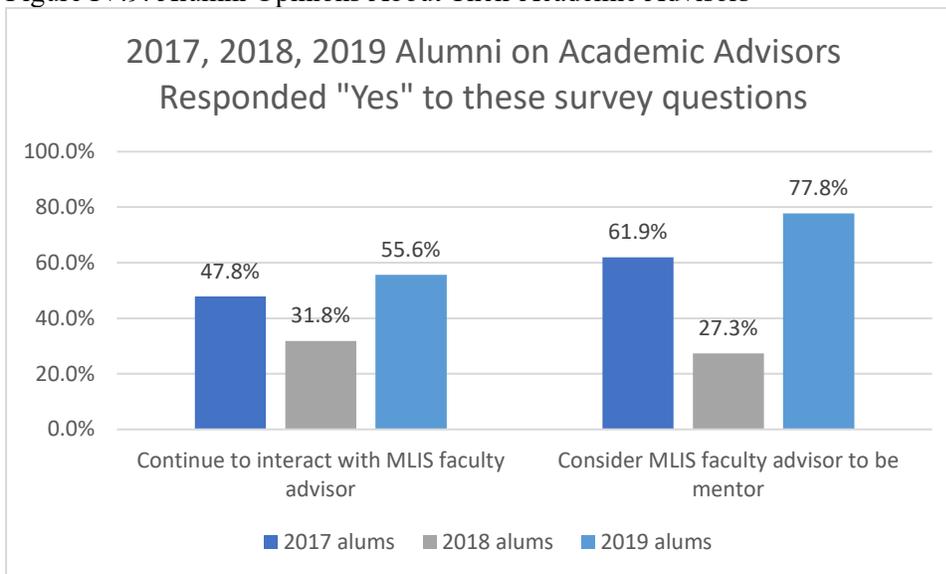
Figure IV.8: MLIS Student Satisfaction with Their Academic Advisors



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

SLIS also asks questions about academic advisors in the alumni survey. Figure IV.9 shows the percentage of respondents from three alumni surveys who responded “yes” to whether they kept in contact with their MLIS faculty advisor, and if they considered their faculty advisor to be a mentor (Also Figure III.2).

Figure IV.9: Alumni Opinions About Their Academic Advisors



(Alumni Survey 2019 (2017 alums) N=21; 2020 (2018 alums) N=22; 2021 (2019 alums) N=9)

Advising Forms

SLIS has an internal [Program Planning Form](#) that students are expected to submit within their first 12 hours, previously by the end of their first semester in the program and now tied to the introductory class. The form is intended to be used in a conversation (in person, over email, on the phone, or through Zoom) with their advisor. During their annual review of advisees, faculty advisors check to see if students have submitted the form.

The Graduate College requires students to submit an official [Program of Study](#) form in order to register to take the end of program assessment. This official form is a contract, and if students take different courses from those listed, they must officially update their form with the Graduate College. They submit these forms through the SLIS office. At the following links are examples of Program of Study forms from students with different professional interests. These are actual examples of student forms, but the names have been redacted for privacy. The examples include students focused on [Archives](#), [General Librarianship](#), [Information Science](#), [Public Services](#), and [School Librarianship](#).

Improvement of the Advising Process through the Systematic Analysis of Data

In fall 2019, the Assessment Committee identified a lack of student interaction with faculty advisors as an issue that needed to be addressed based on information from student exit surveys, alumni surveys, and the number of students entering their final semester without having completed the core courses. The committee presented this information to the faculty at the December 2019 faculty meeting. After discussion, the faculty voted to require an advising assignment in the introductory course, LIS 5033 in order to address these issues. From spring 2020 forward, students are required to interact with their advisors for program planning as part of this core course. The impact of this requirement will not be measurable until students who started the program in 2020 begin to graduate, mostly from fall 2021 and forward. To track the effects of advising on student program planning the School is analyzing students' Program of Study forms for the Graduate College in order to monitor the percent of those entering their final semester with core courses still to complete.

When the MLIS student body began increasing in 2017 due to the new admissions requirements and the decision to move all core courses online, it became apparent that core classes were filling up more quickly. This may have contributed to students completing their core courses later, as they were not able to enroll in them earlier in their program. To help alleviate this problem, in 2018 the director began scheduling extra sections of core courses during the fall, spring, and summer semesters to address this enrollment issue. In 2020, the director also began assigning core course sections to adjunct instructors, with the proviso that the core course teams of regular faculty members would continue to oversee course development and delivery. Table IV.11 shows the number/percentage of students entering their end of program assessment semester still needing core courses (this is also Table I.9 from chapter one). These data indicate that in fall 2021 there was a large drop in the percentage of students taking core courses in their final semester.

Table IV.11: Students Entering End of Program Assessment Semester Without Some Core Courses Completed

	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021
Total N in final semester	30	27	42	32	48	27
n core unfinished	8	7	8	8	19	2
% core unfinished	26.7%	25.9%	19.0%	25.0%	39.6%	7.4%

*End of program assessment: comprehensive exams or portfolio

New Advising Process Starting with Fall 2021 Cohort

Upon the recommendation of the Graduate Studies Committee, the SLIS faculty have voted to revise student end of program assessment choices, eliminating the comprehensive exam for the fall 2021 cohort and forward. The end of program portfolio choice was completely revised as described in the next section. Part of that revision will include three required advisor check-ins at 9, 12, and 30 credit hours. With the

introductory course advising assignment, this means students will be required to contact their advisors at least four times during the program.

Options for Students to Personalize Their Programs

In addition to a wide range of elective course options, students have numerous opportunities to shape their programs in ways that meet their needs. These options are discussed in detail in chapter 2, Standard II.3. Below are brief descriptions of student options.

BAIS/MLIS Accelerated Program: Students in the Bachelor of Arts in Information Studies can opt for the accelerated master's program which allows undergraduates to take four courses at the master's level, to count towards both their bachelor's and master's degrees. This allows them to complete the master's degree in an accelerated timeframe.

Dual Degrees: At OU, two master's programs may enter into a formal dual degree agreement, or students can use the "generic" dual degree designation to design a combination that meets their needs. The dual degree designation allows a certain number of courses to count towards both master's degrees, allowing students to complete both degrees with fewer total hours. Currently, the most popular dual degree with the MLIS is the Master of Arts in Museum Studies.

School Librarianship Concentration: In order to meet state certification requirements, students choosing to focus on school librarianship have a specific curriculum laid out with just one elective. The School Librarianship Advisory Board created in-depth guidelines for these students, and they are found [on this webpage](#). The page includes information about courses, procedures for applying for certification, and useful links.

Graduate Certificates: As mentioned earlier in this chapter, SLIS offers three graduate certificates which students can pursue to create a specialization and credential to enhance their MLIS. Certificate courses count concurrently towards the certificate and the MLIS, which allows students to graduate with two credentials for the same number of credit hours.

Transfer Courses: Students may apply up to 9 transfer hours towards their MLIS. These may be from other graduate programs at OU, or from outside of OU from another ALA-accredited program. Students' advisors must approve transfer courses, and those from outside of OU require a petition to the Graduate College.

Independent Courses: Independent courses include internships, directed projects, directed readings, and directed research. Internships are discussed in detail below. The other independent courses allow students to pursue special interests under the supervision of a faculty member.

Work Experience, Internships, and Graduate Assistantships: As noted earlier in this chapter, most MLIS students worked in the LIS field before or during their MLIS program, or both. Students without relevant experience are strongly encouraged to complete an internship. [Details about internships are found here](#). Library employers commonly advise SLIS that library work experience is of paramount importance when they review applications for open positions. During this review period, students have done internships at a wide variety of archives, museums, academic libraries, public libraries, and school libraries (select list of sites in chapter 2, Standard II.3 under Internships). Internship placements are selected through a combination of interested sites and students' preferences. SLIS keeps a record of professional sites that have expressed interest in hosting internships and the SLIS Internship Paperwork Coordinator works with students to find a placement that meets their interests and needs. Sometimes students have already lined up an internship site and they approach SLIS about using that site for an internship.

Table IV.12: MLIS Graduates Who Completed Internships

Year Graduated	# Completed Internships	% Completed Internships	Total # of Graduates
2020	7	9.0%	78
2019	10	13.9%	72
2018	15	27.8%	54
2017	17	27.0%	63
2016	13	25.0%	52
2015	6	13.6%	44
2014	13	27.7%	47

The percentage of MLIS graduates who completed an internship has decreased in recent years as shown in Table IV.12. The low number for 2020 is likely at least partially due to the pandemic, and 2021 will probably also be low for this same reason.

Students also gain valuable experience through graduate assistantships. SLIS hires several MLIS students as G.A.s every year. In addition to these positions, MLIS students are hired as Graduate Assistants in a variety of locations around campus, as discussed earlier in the chapter. See Table IV.13 for numbers of graduates who held G.A. positions, by year.

Table IV.13: MLIS Graduates Who Held G.A. Positions

Year Graduated	# Held G.A. Positions	% Held G.A. Positions	Total # of Graduates
2020	19	24.4%	78
2019	13	18.1%	72
2018	13	24.1%	54
2017	21	33.3%	63
2016	12	23.1%	52
2015	13	29.5%	44
2014	15	31.9%	47

Taking into account work experience in libraries before and during the MLIS program, internships, and G.A. positions, most students graduating from the program have library, archive, or other LIS experience when they graduate. However, a small number do not, and, from alumni survey responses, those students may have difficulty finding a professional job upon graduation.

End of Program Assessment Choices

The OU Graduate College requires all master's students to complete an end of program assessment. MLIS students have had a choice of comprehensive exam, portfolio, or thesis. From the fall 2021 cohort, students entering the program will select between thesis and e-Portfolio, with comprehensive exams and the current portfolio option being eliminated.

The following table shows the distribution of students' choices of end of program assessments by academic year. Comprehensive exams have been the most popular choice, but the number selecting portfolios has grown during the review period.

Table IV.14: MLIS Student End of Program Assessment Choices

Academic Year	Total #	Comprehensive Exams	Portfolios	Theses
2014-15	54	47 - 87.0%	7 - 13.0%	0
2015-16	47	34 - 72.3%	12 - 25.5%	1 - 2.1%
2016-17	62	43 - 69.3%	18 - 29.0%	1 - 1.6%
2017-18	62	42 - 67.7%	20 - 32.3%	0
2018-19	58	33 - 56.9%	25 - 43.1%	0
2019-20	72	52 - 72.2%	20 - 27.8%	0
2020-21	79	52 - 65.8%	27 - 34.2%	0

Comprehensive exam

Students who select the comprehensive exam option typically take the exam during their last semester in the program. The exam is offered every spring and fall. On approximately the eighth week of the term, students are given access to the comprehensive exam via a Canvas account on Thursday at noon. Their completed exam is then due on Monday morning by 9 am. The exam consists of one question developed by the faculty with the guidance of the Graduate Studies Committee, and students write a 2,000 to 3,000 word essay in response. [Here is the list](#) of questions used from 2012 through 2021. Students have access to a [detailed handbook](#) of exam expectations.

Each comprehensive exam is read independently by three faculty members who use rubrics to score the exam and then meet to discuss their scorings before coming to a consensus. Students who fail the written exam have the option of an oral defense. If they also fail the oral defense, they have one more attempt to take the exam in a later semester. Students who fail their second attempt do not receive their degree. If students fail their initial end of program assessment, they must enroll in at least two credit hours in the semester in which they make their second attempt.

Portfolio

For the current portfolio design, students develop a portfolio website that includes the student's goals and objectives for their MLIS program, a description of their area of specialization, professional goals, leadership potential, professional organization participation, and achievement in the program. They describe the courses they took and how those courses contributed to their goals, and include work products from their courses. They also include a record of their advising history and a professional resume. The detailed [portfolio handbook is here](#). In addition to the portfolio website, the student gives a 20-minute presentation defense followed by questions from a committee.

Student portfolios are assessed by a committee of three; the student's advisor, a SLIS faculty member selected by the advisor and student together, and one external LIS practitioner selected by the student and approved by the advisor. The committee uses a rubric to assess the portfolio and defense, and informs the student of their outcome. Students may pass outright, pass with minor required revisions, pass with major required revisions, or fail, in which case they have another attempt in a subsequent semester. Failure of the second attempt at the comprehensive exam or portfolio by MLIS students is uncommon, but when it does happen the student is dropped from the program without receiving the degree.

Thesis

Students who choose a thesis form a committee of three faculty members and go through the standard academic process of writing a proposal, conducting original research, writing the thesis, and giving an oral defense. The thesis option is chosen by very few SLIS students. Only one student in recent memory

did not complete the thesis, and that was because she passed away from a serious health issue. However, many thesis students have found that choosing the thesis option extended their time to graduation by a year or more. Some faculty speculate that the number of students choosing thesis will increase going forward, either because of the reduction of other options or as a result of the increased emphasis on research within the School. Here are the [thesis guidelines](#). There were only three theses during the review period including the student who passed away.

Changes to End of Program Options Based on Assessment

SLIS continually monitors student performance on comprehensive exams and portfolios and makes changes when warranted. During this review period, the comprehensive exam process was revised based on student outcomes. The portfolio was completely re-designed into a new e-Portfolio which was implemented for the fall 2021 student cohort. Below are descriptions of the changes to both the exams and the portfolio, and the rationale behind these changes.

Comprehensive exam

Prior to this review period, the comprehensive exam was an in-lab timed exam with an oral defense option for students who did not pass the written portion. The comprehensive exam was changed to a take-home exam with no oral defense option in 2012 as a result of the Graduate Studies Committee’s recommendation to make the exam process better reflect actual writing assignments within core courses.

Upon the Graduate Studies Committee’s recommendation in 2019, the faculty also voted to change the process for writing exam questions from a general faculty discussion about potential questions to one in which faculty submit suggested questions in advance to the committee, which refines the questions to be considered. Faculty then vote on the final question that students receive.

Table IV.15: MLIS Students' Comprehensive Exam Results by Semester and Year

Year	Semester	# Taking Comps	# Oral Defense	# Failed	% Failed
2014	Fall	17		1	5.9%
2015	Spring	30		8	26.7%
2015	Fall	21		5	23.8%
2016	Spring	13		1	7.7%
2016	Fall	14		5	35.7%
2017	Spring	29	1	2	6.9%
2017	Fall	19	2	2	10.5%
2018	Spring	23	2	1	4.3%
2018	Fall	15	3	1	6.7%
2019	Spring	18	1	1	5.6%
2019	Fall	20	2	2	10.0%
2020	Spring	32	3	0	0.0%
2020	Fall	19	2	0	0.0%
2021	Spring	34	5	1	2.9%
Total		304	21	30	9.9%

In Table IV.15, notice the comprehensive exam failure rates for spring 2015, fall 2015, and fall 2016. One-quarter to one-third of exam takers failed the exam during those semesters. The faculty discussed this trend and possible reasons for it, focusing on improving student preparation for the exam as well as providing a more comprehensive approach to faculty evaluation of the exam itself. In fall 2016, faculty voted to re-establish the oral defense option for students who failed the written exam, beginning with

spring 2017. Also, from fall 2017, faculty began using a comprehensive exam grading [rubric](#) to standardize grading. The data for subsequent semester show that student failure rates decreased.

Portfolio

The current portfolio is a labor-intensive end of program option for which students are required to declare that they plan to complete a portfolio early in their program and work on it incrementally each semester. The portfolio focuses on reflectively integrating both coursework and related activities relevant to the competencies necessary for specific categories of professional positions, thereby contributing useful knowledge and practice to students who select it as their end of program assessment option. Table IV.16 tracks portfolio results during the review period.

Table IV.16: MLIS Students' Portfolio Results by Semester and Year

Year	Semester	# Portfolios	# Pass Outright	# Minor Revision	# Major Revision	# Failed
2014	Fall	2	2	0	0	0
2015	Spring	5	1	4	0	0
2015	Fall	1	0	0	0	1
2016	Spring	11	6	2	0	0
2016	Fall	8	6	2	0	0
2017	Spring	10	9	1	0	0
2017	Fall	10	5	3	2	0
2018	Spring	10	5	5	0	0
2018	Fall	13	7	5	1	0
2019	Spring	12	11	1	0	0
2019	Fall	10	6	3	0	1
2020	Spring	10	7	3	0	0
2020	Fall	13	10	2	1	0
2021	Spring	14	9	4	1	0
Total		129	84	35	5	2

The new e-Portfolio

During the 2019-20 academic year, the Assessment Committee and Graduate Studies Committee (GSC) discussed eliminating the comprehensive exam to create a revised portfolio that would cover the most educationally useful elements of the comprehensive exams and current portfolio in a revised format that is capable of accommodating the growth of the student body and interest in the portfolio option, while spreading the MLIS advising more equitably among SLIS faculty members. Factors contributing to this idea include that the current portfolio design is labor intensive for the advisor, and as indicated previously, some advisors have had far more advisees than others. See Figure I.5 which graphs the growth in the number of students selecting portfolio, by academic year, through the review period

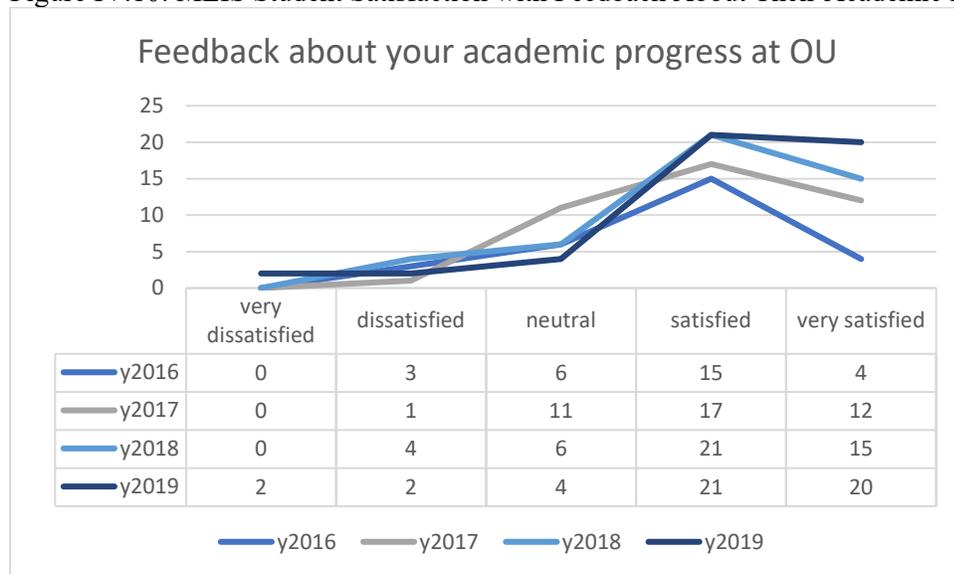
The Assessment Committee and GSC did a study of end of program options at 12 accredited MLIS programs and found that many have moved to an e-Portfolio. Transforming to a new e-Portfolio would both solve logistic problems within SLIS and align with current trends in the MLIS field while contributing to a more evidence-based evaluation of student learning outcomes. The committees brought the idea to the SLIS faculty, and in May 2020 the faculty voted to support having the next year's GSC create the new e-Portfolio process and bring it to the faculty for consideration. Therefore, in Fall 2020, based on extensive faculty discussions during the previous year, the GSC was charged with designing a new e-Portfolio experience.

In 2020-21 the GSC reviewed all ALA-accredited programs’ portfolios and selected exemplars to discuss. They also surveyed MLIS graduates who had completed portfolios in the past two years to ask for student insights. From these and other data gathering efforts, they created the e-Portfolio design and process, basing it on the program-level student learning outcomes rather than the current design focus on the core courses, thus allowing for students to highlight their professional interest areas. The GSC brought the proposal to several faculty meetings in spring 2021 for discussions and revisions, and at the May 2021 faculty meeting SLIS faculty approved moving forward to implement the new e-Portfolio beginning with the fall 2021 student cohort. The new e-Portfolio process will require students to connect with their advisors at [specific points in their programs](#), thus further strengthening the advising connection that began to be addressed with the required advising assignment in the introductory master’s course, implemented in spring 2020. The e-Portfolio does not have a PDF handbook on the SLIS website. Instead, it has a Canvas site (Portfolio 101) that walks students through the process for developing their e-Portfolio.

The new e-Portfolio will not require an oral defense in front of a specifically assembled faculty and practitioner committee. Instead, students will include a video presentation in their portfolio, and the portfolios will be assessed by teams of faculty in the way that comprehensive exams have been done in the past. These teams are carefully selected by the SLIS director to create teams with junior and senior faculty members evenly distributed. While each student’s advisor will work closely with the student during the stages of portfolio development, the advisor may or may not be on the grading team. The comprehensive exam will be retired, although students who started the MLIS program before fall 2021 will be able to complete their degree under the old comprehensive exam and portfolio options if desired.

Evaluations of Students

Figure IV.10: MLIS Student Satisfaction with Feedback About Their Academic Progress



(Student Satisfaction Survey 2016 N=28; 2017 N=42; 2018 N=46; 2019 N=49)

Students are evaluated by faculty in the individual courses in which they are enrolled, annually in late spring by their advisors, and at the end of their master’s program with their choice of end of program assessment. Students who take internships are also evaluated by their internship site supervisors and faculty internship advisors.

In the OU Student Satisfaction Survey, students were asked their satisfaction with the feedback they received about their academic progress at OU. The majority of students were satisfied or very satisfied with such feedback (67.9%, 70.7%, 78.2%, and 83.7%). See Figure IV.10.

Placement Services

Students have access to a variety of career and placement services. The University of Oklahoma [Career Services](#) office was introduced in section IV.1. They are willing to meet with MLIS students individually or in groups (such as at meeting of the student organization, OLISSA), although reportedly few students take advantage of their services. Also discussed in IV.1, the OU Tulsa Schusterman Library holds an annual job finding workshop for the Tulsa MLIS students. There was also a session about what employers want and a career connections event in the 2021 Virtual Summer Institute, discussed earlier.

The SLIS office's jobs listserv was presented in IV.2. This active list is popular with MLIS students and alumni. The [Oklahoma Department of Libraries](#) also has a state and regional job ad website to which SLIS refers students, and the state's library systems commonly list paraprofessional and professional job openings on their websites.

The MLIS alumni survey asks, "Did any of the following help you obtain a professional LIS job?" Survey responses from 2019, 2020, and 2021 show that "SLIS faculty" was the most common response (42%, 40%, 33%), followed by "Internship" (11%, 33%, 33%), and "Graduate Assistantship" (32%, 13%, 0%). "SLIS Staff," "SLIS Joblist," and "SLIS weekly digest" were also selected by some respondents. ([Alumni survey reports here](#)).

Campus Resources for Students

The university offers numerous resources for students. These include (but are not limited to) the [Disability Resource Center](#), the [Counseling Center](#), [Goddard Health Services](#), the [Behavior Intervention Team](#), the [Behavior Intervention Team in Tulsa](#), [University of Oklahoma Tulsa Student Affairs](#), [Veteran Student Services](#), the [Writing Center](#) (available on campus and virtually), the University Library's [services for distance students](#), the Graduate College's [Graduate Student Life Center](#) and [Graduate Student Life Programming](#). Students who live near the Norman campus can access the large [children's literature collection](#) in Bizzell Library, which was created through the Mildred Laughlin Festival of Books for Young People. A graduate student can also request [Academic Life Coaching](#) where they will be matched with a coach.

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:"

The Graduate Studies Committee, which shapes policies for the MLIS program, has a Norman student and Tulsa student committee member every year to allow students a voice in the MLIS program. The Curriculum Committee also had student members, but that committee has been rolled into the Graduate Studies Committee; therefore, students continue to have input on curricular decisions. For example, students on the Graduate Studies Committee have been involved in developing the e-Portfolio design. The strategic planning committee also had one Norman and one Tulsa student member. Most faculty committees have one to two student members, the president of OLISSA (sometimes from Norman, sometimes Tulsa) attends the faculty meetings, and one to two students attend the OU SLIS Alumni Association Board of Directors meetings.

Graduating students are invited to complete an exit survey where they can give feedback and recommendations about their experiences in the program. They are also sent alumni surveys to gather their opinions and experiences about how well the program prepared them for their careers. Student and alumni feedback on the surveys are reviewed annually and their recommendations are taken into consideration for program improvements.

Standard IV.5.1

“Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;”

SLIS regularly seeks student members for departmental committees, and that [membership is documented here](#) for 2014-2021. Students are also invited to represent SLIS on the Graduate College’s Graduate Student Senate and in many years, the School has had one or two senators.

Standard IV.5.2

“Participate in research;”

Students participate in research in a number of ways. All MLIS students are required to take a social research methods course (LIS 5713) where they learn the basics of data collection with surveys, focus groups, experimental design, and content analysis. They are introduced to descriptive statistics, how to write a research literature review, and the elements of a research proposal. Students may choose the thesis option if they wish to conduct original research, although as noted above, few students do so.

SLIS employs MLIS students as graduate assistants (G.A.s) and some faculty members use their G.A.s for research support, such as assisting in gathering data, cleaning datasets, and writing literature reviews. Sometimes these students are included as co-authors on presentations or articles. Additional G.A.s are hired with grant funding as research assistants to participate in grant-funded research. MLIS students hired as G.A.s outside of SLIS may also participate in research, depending upon their positions. Some faculty work with students in directed readings courses, which can result in a conference paper or article authored by the student or co-authored by the student and the faculty member.

Two MLIS students were funded as fellows on an IMLS grant received by WGBH in Boston, for which OU SLIS served as a partner. These student fellows worked with the community partner, the Oklahoma Educational Television Authority in Oklahoma City, to select historically significant broadcasts from their collections to digitize and upload to the [American Archive of Public Broadcasting](#). IMLS has funded a second round of this project and SLIS will have another student fellow in fall 2022.

MLIS students have presented posters and talks at conferences within and outside of Oklahoma. The two WGBH fellows mentioned above traveled to several national conferences to present their work. SLIS offers a small financial award of \$200 to each student presenting at a non-local conference to help with travel expenses. The Graduate College also offers the more substantial [Robberson Travel Grants](#) to students traveling to present at professional conferences, and some MLIS students have received this award. For example, the most recent MLIS thesis student received the Robberson Travel Grant to present his work at a conference in Brazil. Student involvement with grants and scholarship activities [listed here](#).

Standard IV.5.3

“Receive academic and career advisement and consultation;”

Each MLIS student is assigned an advisor at the time they are admitted, and their advisor's name and contact information are given to them in their acceptance email. Students may change advisors at any point in their program. Students are also encouraged to contact any faculty member for academic or career advisement. See section IV.4 above.

Students have numerous opportunities to interact with LIS professionals. As mentioned in IV.4, the majority of MLIS students worked in the profession before they started the program. Therefore, they were already in contact with the professional field. Numerous other students annually do internships or hold graduate assistant positions where they also are working directly with LIS professionals (see Tables IV.16 and IV.17). Core courses LIS 5023 and LIS 5033, and elective Diversity Fundamentals in LIS (LIS 5173) all require students to visit libraries, interview librarians, or job shadow librarians to learn about the professional work environment. The very popular Oklahoma Information Environment summer course (LIS 5233) offers students the opportunity to visit a variety of archives, libraries, and other information organizations in the state, guided by the course instructors.

From 2016 to 2019, at the beginning of the fall semester, SLIS held [Back to School receptions](#) on the Norman and Tulsa campuses to which new and continuing students, faculty, and area professionals were invited. These receptions were an opportunity for students to meet each other, instructors, alumni, and potential future employers. These receptions were not held in 2020 or 2021 due to the pandemic but may be reinstated in 2022.

As described in Standard IV.1 Retention, the School maintains several avenues of outreach for students who may need additional assistance including from the course instructors, the student advisors, the SLIS student coordinator, and the SLIS director. Students may be referred to resources around campus such as the Behavioral Intervention Team, counseling services, the Accessibility and Disability Resources Center, or the Writing Center. The School may work with the Graduate College to create plans for success to create incremental goals for students to improve their academic performance, or may work with students to petition to continue in the program if they do not meet the MLIS program's or Graduate College's retention requirements.

Standard IV.5.4

“Receive support services as needed;”

The previous section of this chapter had a paragraph with links to campus support services for students. Here they are again in a bulleted list:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Goddard Health Services](#)
- [Behavior Intervention Team](#)
- [Behavior Intervention Team in Tulsa](#)
- [University of Oklahoma Tulsa Student Affairs](#)
- [Veteran Student Services](#)
- [Writing Center](#) (available on campus and virtually)
- The University Library's [services for distance students](#)
- The Graduate College's [Graduate Student Life Center](#) and [Graduate Student Life Programming](#)
- [Academic Life Coaching](#) (graduate students can request and they will be matched with a trained coach on campus)

Standard IV.5.5

“Form student organizations;”

SLIS has a robust master’s student organization, OLISSA (Oklahoma Library and Information Studies Student Association). OLISSA has an active [Facebook page](#) and a very [informative website](#). OLISSA has a faculty advisor, and that service role rotates around to different faculty members, but all OLISSA activities are student driven. The OLISSA president or another representative attends the monthly faculty meetings to report on their activities and to report back to their membership on School and faculty activities. OLISSA frequently hosts annual Banned Books Week events on campus, brings MLIS alumni back to discuss their end of program assessments and job search process, and hosts social activities to build community. In the past two years, the group has worked to make their meetings accessible to distance students by using Facebook Live or Zoom. This effort allowed them to continue meeting uninterrupted during Covid-19.

SLIS also has an on-again, off-again student chapter of the Society of American Archivists. This organization is also student-driven and SLIS offers support when students volunteer to take leadership roles. There is a standing faculty advisor for this student group. Here is the [SAA@OU website](#), which is currently not active.

SLIS faculty vote annually on recently graduated students to select those with outstanding records to be invited to join the Lambda Chapter of the Beta Phi Mu International Honor Society for Library & Information Studies, which has a regular SLIS faculty member liaison. The Lambda chapter has its own website, which is [linked from the SLIS website](#).

Students are also welcome to join any of the wide variety of OU student organizations that are not tied to departments. While many of the [listed organizations](#) are for undergraduate students, some are for graduate students or for both undergraduates and graduate students. The [Graduate Student Life](#) office is another way that students can connect with graduate students outside the School.

Standard IV.5.6

“Participate in professional organizations.”

SLIS uses a number of venues to encourage MLIS students to join professional organizations. This information is included in courses, particularly in LIS 5033, the introductory course. Advisors recommend appropriate professional organizations for students’ career interests, and the [SLIS website has a page](#) with links to many of the major professional organizations. Many students become involved in these organizations during their time at SLIS and often continue this involvement after graduation.

SLIS participates in the ALA Student to Staff program and selects a student every year to send to the ALA annual conference. SLIS also holds a booth at the annual Oklahoma Library Association (OLA) conference and pays the conference registration for students who volunteer to work at the booth. Up until 2020, SLIS and the Education Division of OLA co-sponsored a student paper session called [“Fresh Takes.”](#) Students were invited to submit interesting new ideas and work from their courses for presentation, and every year several presented their work. The session was typically very well attended. OLA did not offer Fresh Takes in 2020 or 2021, but it is back for 2022. Additionally, students with an interest in medical librarianship are encouraged to participate in the South Central Chapter of the Medical Library Association and students often receive conference scholarships from the chapter.

In 2020-21, OLISSA partnered with the School Librarianship Advisory Board, Oklahoma School Librarians, and Oklahoma Library Association to plan and deliver the [Virtual Summer Institute](#) on June 4, 2021. Additionally, the OU SLIS Alumni Association Board of Directors has a student liaison who attends the board meetings and reports to the Board on MLIS student interests and activities.

Standard IV.6

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

Faculty Involvement in Evaluation Processes

As discussed more extensively in chapter one on systematic planning, there are numerous points during the year when the SLIS faculty regularly and systematically review student data. See Figures I.1, I.2, I.3, and I.4 for graphical representations of the systematic review process. Each academic year starts with the [August Planning Day](#) retreat where faculty review student outcomes from the previous academic year including admissions, student body size, enrollment figures, pass rates for end of program assessments, graduation numbers, numbers of students who failed out of the program, and student learning outcomes (SLO) assessment data. At this time, faculty typically discuss process improvements, such as to the SLO assessment processes: all program level SLOs being assessed, are there meaningful patterns in the SLO assessment data across the core courses and end of program assessments, how might individual students in the program have been better helped if particular services were available, and similar discussions on how to make improvements. Much of the discussion is then carried into faculty committee work and [core course team](#) planning for further action during the ensuing year.

The program-level student learning assessment [results](#) are submitted to the OU Office of Academic Assessment on the last Friday of September every year through the *TracDat* system. The Office later provides feedback to each program on its assessment process, outcomes, and use of outcomes for program improvement. The Office is available to visit faculty meetings and give trainings. [Dr. Wao](#) from the Office of Academic Assessment has given talks and workshops to the SLIS faculty on several occasions and has been involved in the SLIS accreditation planning.

In November, the Accreditation Committee (previously the Assessment Committee) reviews responses to the previous year's graduating student exit surveys, alumni survey, and other stakeholder surveys such as the strategic planning stakeholder/employer survey. The committee identifies issues that need to be addressed. They then bring these issues to the faculty at the December faculty meeting for discussion of possible solutions (see Standard I.1.3). In 2019-20, the first year for this process, the identified issue was with problems caused by the lack of student engagement in academic advising, due to an earlier decision to allow all students to register each semester without advisor approval. The solution was to add a required advising assignment to the introductory master's class. Details of this were discussed in Standard IV.4. In 2020-21 the identified issue was student and new graduates' frustration with the difficulty of finding professional jobs. The solution the School implemented to address this was the Summer Institute career sessions, discussed in Standard IV.1 under Career Services. The intention is to offer the Summer Institute annually.

The data-informed changes to the comprehensive exam and the portfolio are detailed in section IV.4 and IV.8. The changes to the comprehensive exam were the result of several semesters of high failure rates. A faculty grading rubric for standardization, and an optional oral defense were added and failure rates

returned to more expected levels. Changes to the portfolio were less about student outcomes and more about the process becoming unwieldy when the number of students pursuing portfolio increased rapidly.

Stakeholder Involvement in Evaluation Processes

SLIS has three boards with whom we share information, problems, and ideas and receive suggestions. These boards are the School Librarianship Advisory Board, the OU SLIS Advisory Board, and the OU SLIS Alumni Association Board of Directors. These groups are discussed below.

The School Librarian Certification Advisory Board was started in 2013 to advise SLIS on matters pertaining to School Librarian Certification. The name changed in 2017 to the School Librarianship Advisory Board and the purpose broadened to keep the school up to date with Oklahoma and National changes to school librarianship. For example, in 2019-20 the board worked with SLIS faculty concerning changes to the AASL competencies and how those are being covered in the MLIS core courses. The board is made up of faculty from SLIS, faculty from the College of Education, professional librarians, and MLIS student members. In the early years, the board met once or twice per year, and currently it meets monthly during the fall and spring semesters. In academic year 2018-19, the board members met with school librarianship professors from NCATE-accredited programs from other universities in the state, both in November and in April. The meetings of the board offer a venue where constituents of the school's librarianship-focused MLIS can be apprised of developments in the School and give their feedback on the MLIS program. A history of the board and meeting documents [are in this folder](#).

The [OU SLIS Advisory Board](#) was formed in 2010 to create a panel of experts to advise SLIS on matters relevant to all degree programs. The advisory board meets two times per year and members are on 2-year rotating terms. Board members have given SLIS valuable and impactful information about curriculum, strategic planning, assessment procedures, and accreditation planning. Feedback from this advisory board about curriculum has included strong encouragement that students take internships if they have not worked in the field, and that students perform job shadowing or volunteering in libraries to gain practical understanding of library workplaces. This feedback has also informed core course assignments and advising information.

The OU SLIS Alumni Association Board of Directors is an external group of OU SLIS MLIS graduates. The SLIS director and one to two MLIS students are liaisons on the board. Until the 2020 pandemic, the board met in the SLIS conference room on the Norman campus. Meetings are now held over Zoom. At each meeting the SLIS director gives a report on School and MLIS matters and the student liaisons report on interesting things they are doing academically and within OLISSA. Board members often give the SLIS director feedback on recent graduates they have hired and suggest particular instructional areas to which they feel the School should devote additional attention. Examples of feedback include that they would like to see students with more soft skills (interpersonal skills) and a clearer understanding of library catalogs. They have given positive feedback about graduates' technology skills. The board sponsors an annual best paper award that comes with a \$200 honorarium. They also sponsor a scholarship award which is selected with a competitive process through essays submitted by students. Finally, they annually select an outstanding OU SLIS MLIS alum who is announced at the annual OLA conference.

Student Involvement in Evaluation Processes

As noted above, students serve on the School Librarianship Advisory Board and also on all other SLIS committees, with the exception of Committee A, the administrative committee of the School. Student members supply student perspectives and provide feedback on all charges of each committee, other than the Graduate Studies Committee's development of the comprehensive exam question each semester. Student participation is a vital part of SLIS committee work and their insights provide useful ideas and

perspectives. For instance, the development of the new e-Portfolio as an end-of-program assessment included extensive student involvement. Student membership on SLIS committees [is listed here](#).

In conclusion, SLIS regularly performs systematic evaluation to determine how effective the School's academic and administrative policies and other activities concerning students have been in accomplishing the desired objectives. During the current review period, extensive and exhaustive changes were made to previous processes, as explained above. Stakeholders such as students, alumni, and employers contribute to the evaluation of the program through committees, boards, surveys, and informal feedback.

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.”

The decision-making processes for program improvement take place within [SLIS committees](#), at the [monthly faculty meetings](#), and at [August Planning Day](#). For a detailed description of the ongoing decision-making processes, including the assessment of student learning outcomes, see chapter one, Standard I.1, and Figures I.1, I.2, I.3, and I.4.

During this review period, the SLIS faculty created program-level student learning outcomes (SLOs), mapped them to the six required core MLIS classes and ALA accreditation standards, and developed in-depth methods for assessing them in a cyclical, systematic manner. The development took place over two years and the review procedures also rolled out over a period of two years. The systematic assessment process is detailed in chapter 1, Standard I.1.2. Very briefly, the MLIS SLOs are:

- SLO 1 Core Knowledge
- SLO 2 Intellectual Skill
- SLO 3 Professional and Scholarly Communication
- SLO 4 Technology
- SLO 5 Methods and Analysis
- SLO 6 Diversity

These SLOs each have subsections and those can be seen [here on the SLIS website](#). The SLOs are assessed using rubrics every fall and spring semester in the [comprehensive exams, portfolios, and core courses](#) LIS 5023, LIS 5033, LIS 5043, LIS 5053, LIS 5063, and LIS 5713. The assessment of the core courses also includes a narrative section in which faculty discuss changes they made to the course, the results of those changes, and their recommendations for further changes. The core course teaching teams meet annually in May to discuss the assessments for the academic year.

Table IV.17 lists the direct and indirect measures used to evaluate student learning outcomes and individual student learning in the MLIS program. The direct measures listed are, by their nature, the outcomes of individual student learning and individual student performance. If patterns in outcomes suggest that there are problems larger than an individual student's performance, then those are addressed with course/assignment revisions by individual instructors or by core course teams for core courses. If there are issues with end of program assessments, those are addressed by the Graduate Studies Committee and the faculty as a whole as discussed in Standard IV.4.

Table IV.17: Direct and Indirect Measures of Individual Student Learning and Student Learning Outcomes

Direct Measures, Individual Student Learning	Indirect Measures
Coursework: Papers, discussions, exams/quizzes, projects, assignments, presentations (including independent courses)	Student course evaluations
Internship site supervisor evaluations	Graduating student exit survey
Internship faculty supervisor evaluations	Alumni survey
Comprehensive exam essays and oral defense results (see Table IV.15)	Employer survey
Student portfolio websites and defenses	Retention, graduation, and placement
Theses and thesis defenses	Informal feedback from employers

NOTE: The direct measures column and the indirect measure column are not linked

Student course evaluations are reviewed by faculty to use to improve their courses or teaching. Survey data from the three listed surveys are reviewed by the SLIS director and the Accreditation Committee to identify issues for improvement. The systematic process of using the surveys to improve the program is discussed in Standard I.1.3.

All of the assessments are gathered, and a cumulative assessment profile is reviewed by faculty at the August Planning Day. The final assessment outcomes are submitted to the OU Office of Academic Assessment annually on the last Friday of September. The director of that office then reviews the assessment reports and gives departments feedback about their assessment processes.

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 in this chapter and in chapter one on systematic planning, SLIS evaluates student performance using a variety of direct and indirect measures. Faculty review those performance results regularly throughout each year at August Planning Day, monthly faculty meetings, within committees and teams, and by individual faculty in relation to individual courses. Improvements are made as a result of student outcomes when those changes are needed. Sometimes the outcomes data indicate that things are currently working and there is no need for change at that time. This chapter has discussed changes implemented during this review period, including updating admissions requirements, creating a new website, creating graduate certificates, revising the advising process, revising the comprehensive exam process, revising the portfolio process, and improving student job/career planning opportunities. The supporting documentation for the decision-making processes for these changes is in the minutes and annual reports in the document archive and has been linked extensively in this chapter. Particularly relevant for this chapter are the minutes of the [Graduate Studies Committee](#) and the [faculty meetings](#).

Admissions Requirements Changes

The processes and data used in the decision to update the admissions requirements are discussed extensively in section IV.3 of this chapter. In section IV.1, data in a bulleted list show that after the admissions change starting in January 2017, the admissions GPAs of students for the MLIS program remained high, suggesting that dropping the GRE and reducing the GPA for full admission to 3.0 did not compromise the academic quality of the applicants to the program. Figure IV.5 with data from the

Graduate College's Data Portal shows that this change (along with moving courses online as discussed in the curriculum chapter) did result in student body growth from 2017 forward. Therefore, SLIS was able to attain the objective of growing the student body without compromising the quality of the students admitted to the program. The final outcome, retention and graduation rates of students admitted in 2017 and forward, cannot be calculated until 2022 and forward as students have five years to complete the program.

SLIS Website Redesign

The next improvement positively impacting students was the complete redesign of the SLIS website. The decision to change the site was not data-driven. The College of Arts and Sciences announced in September 2017 that they were decommissioning the website server and establishing a contract with a new company and changes had to be completed by early spring 2018. The new server company used a completely different design model and information could not simply be imported from the old site to the new site. This was good news, however, since the old website was in a poor state and needed to be overhauled. The new site was designed to make information easily available to prospective and current students alike. The redesigned site was built by the director, and several G.A.s were tasked with examining the site to provide feedback so as to make the information more complete and findable to address student program information needs. The structure of the new website is discussed in section IV.2. One of the identified needs in the [new strategic plan](#) is the development of a more comprehensive communication plan, which will include the next phase of website redesign.

SLIS Graduate Certificates

Academic departments at OU undergo an Academic Program Review (APR) every seven years. At the conclusion of the most recent APR in spring 2016, SLIS was advised by the Provost's Office to consider creating some graduate certificate programs. This was an enrollment push by OU based on national information at the time about graduate certificates providing growth potential for graduate education. The cross-departmental graduate certificate in Digital Humanities had already been in development for three years, and in fall 2016 the SLIS faculty voted to submit the program proposal for approval. That certificate began to be offered in fall 2018. Since SLIS had a very clear set of archival studies courses and student interest data from program applications showed consistently approximately 25% of applicants were interested in archives, a graduate certificate in archival studies program proposal was developed and SLIS faculty voted to submit it to start in fall of 2017. Later, a graduate certificate in data analytics program proposal was developed and SLIS faculty voted to submit it to begin in fall 2018. Enrollment and graduation numbers in section of IV.3 show that the archival studies and data analytics certificates have been quite popular. The digital humanities certificate was more complex, and the requirements were modified in 2019 to accommodate difficulties students experienced in completing the certificate.

Changes to MLIS Academic Advising

In this chapter, Standard IV.4 details the advising process and the changes that were made during this review period. The first change was implemented in spring 2020 and requires students to meet with their academic advisor and create a program planning form to submit in the LIS 5033 introductory course as an assignment. This new requirement was informed by data from the graduating student exit surveys and the alumni surveys, which identified the advising process as problematic. The Assessment Committee brought the issue to a faculty meeting for discussions and solutions. The second change was implemented in fall 2021 and is tied to the new e-Portfolio design which will require students to interact with their advisors at four specific points during their academic progress. The increased requirements for students to interact with their advisors should solve problems such as students reaching their final semester without having completed their core courses.

Changes to End of Program Assessments (Comprehensive Exam, Portfolio)

As detailed in Standard IV.4, during the review period and upon the recommendation of the Graduate Studies Committee, SLIS faculty voted to change the comprehensive exam process by adding an oral defense option for students who fail the written exam. This decision was based on the data of student exam outcomes. Faculty also began using a grading rubric from fall 2017 forward. Student outcome data after the changes indicate that these changes had the desired effect of reducing student fail rates.

Also described in detail in Standard IV.4, the portfolio as currently designed is being retired for the fall 2021 cohort forward and replaced with a new e-Portfolio that is based on the MLIS program-level student learning outcomes rather than the previous focus on core courses. The new e-Portfolio will solve numerous logistical problems, such as scheduling synchronous defenses and unequal advising loads among SLIS faculty.

Need for Career Services

The November 2020 cyclical survey review process highlighted responses from the alumni survey about difficulties some graduates had finding professional employment in the LIS field. The faculty discussed the issue extensively, but there was no easy solution. While the director of the OU Tulsa Schusterman Library annually offers a careers workshop to Tulsa MLIS students, there was not an equivalent offering for Norman or online students. To address this, the School Librarianship Advisory Board developed two career sessions for the Summer Institute, a new annual event launched in June 2021 for MLIS students and Oklahoma LIS professionals.

Summary

In summary of using the results of the evaluation of student outcomes to improve the program and plan for the future, this section has demonstrated the use of data-driven decisions to improve admissions requirements, communication through a redesigned website, students' abilities to focus their degrees by adding graduate certificates, more academic advising engagement, improved end of program assessment options for student success, and career services.

Data shared in this chapter demonstrated the positive outcomes of the admissions requirement changes. Three newer changes have been introduced for which the data to fully assess success are not yet available: the new e-Portfolio implemented in fall 2021, the new advising process with its first change in spring 2020 with a required advising assignment and a second change tied to the e-Portfolio, and the career sessions at the new virtual Summer Institute in summer 2021.

In conclusion, SLIS initiatives during the review period have both impacted and involved a diverse graduate student body, with the immediate goal of helping them towards understanding, achieving, and applying the core competences and foundational principles of librarianship as expressed by the American Library Association. The ultimate goal is to see them become leaders within the profession as exemplified by those recent SLIS graduates listed at the beginning of this chapter.

Chapter V: Administration, Finances, and Resources

Standard V.1

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

The School of Library and Information Studies is an academic unit within the College of Arts and Sciences. The School has a director, an administrative committee (Committee A), an annual budget created by the School and approved and funded by the college, full-time and part-time faculty, two staff members, six to seven graduate assistants funded centrally and additional grant-funded graduate assistant positions, and one student worker. Infrastructure charts for SLIS, the college, and various charts for the university, including those for the Tulsa campus, can be found [here](#). Many of them came from the [OU Factbook](#) organizational charts. This [list of OU administrators](#) is also helpful.

School Administrative Structure

The director of the SLIS is hired either through a national search process or through an internal hiring of a current SLIS faculty member to the position. Whether for a national or an internal search, the final candidate is selected through faculty discussion and vote. The term is four years with the possibility of renewal. Feedback from faculty, staff, students and other stakeholders is solicited in the third year of a four-year term if renewal is sought. The director directly supervises the School’s two full-time staff members. Graduate assistants and the student worker are supervised by the student coordinator staff member (official position title: “University Student Programs Specialist”). Matters pertaining to the academic programs are run by faculty governance, and faculty personnel matters are overseen by Committee A which consists of the director and two elected, tenured SLIS faculty members.

Each academic department at OU has a Committee A and its structure and duties are described in the [Norman Campus Faculty Handbook](#) Section 2.8.2. Within SLIS, Committee A is predominately engaged with various aspects of faculty evaluation including creating evaluation policies and rubrics, managing the annual faculty and director evaluation processes every spring, managing the tenure and promotion processes such as identifying outside evaluators, and evaluating faculty with five-year post-tenure reviews. The committee may also engage in other faculty policy discussions such as teaching loads and leave policies. During this review period, Committee A was particularly involved in discussions and taking actions on accreditation matters from 2016 to 2019 when the School was initially determining how to address the ALA Committee on Accreditation’s concerns.

In addition to Committee A, there are standing faculty committees for each level of academic program: the Undergraduate Studies Committee, the Graduate Studies Committee (for the MLIS), and the Doctoral Program Committee. These committees make decisions about courses and academic programs, and review student petitions of various sorts (ex. reinstatement, course substitutions, late acceptance of Programs of Study). There is also a standing Strategic Planning Committee and a standing Accreditation Committee. These committees are concerned with planning, policies, and actions relating to their purposes (which are clear from the committee titles). The history and development of these committees is covered more thoroughly in chapter one.

The faculty as a whole draft policy statements such as the vision and mission. Program goals and objectives are typically designed within the program committees and voted on by the faculty as a whole. For example, the draft goals and objectives/SLOs for the MLIS program were designed by the Assessment Committee (later named the Accreditation Committee) and voted on by the faculty. Later, the SLOs were expanded and defined by the Assessment Committee and discussed, one SLO per faculty meeting, and voted on.

Evidence relating to the administrative structure of the school can be found particularly in the [Committee A agendas](#) and year end reports, [faculty meeting minutes](#), and the [agendas/minutes of other committees](#), [August Planning Days](#), and minutes of the meetings of the various stakeholder advisory boards ([here](#) and [here](#)).

Budgeting Structure and Developments

SLIS creates an annual budget for a fiscal year that runs from July 1 to June 30. The SLIS administrative assistant collaborates closely with the college financial staff to work within college guidelines while planning the budget. During the planning process, additional requests can be made for increased support for instruction or special programming with funds from both the college and Provost level. The budget shells also include projected spending of funds held by the OU Foundation, and scholarship amounts to be distributed. The budgeting process changed significantly over the course of the review period as OU and the college experienced and then resolved a financial crisis. Until the 2016/17 fiscal year, budgeting was an interactive back and forth with the college over the course of the year, without an overarching budget shell submitted prior to the start of the fiscal year. SLIS also had quite a large pool of carry-over funds that were used for a variety of faculty, student, and School support. In September 2016, SLIS drafted and submitted its first budget shell under the new model. In subsequent years the draft budget shells became due in February or March and, through an interactive process with the college, are finalized before the start of the next fiscal year. In 2016 all OU departments were required to begin spending down any carry-over or other accumulated pockets of cash, and by the end of 2018 any remaining carry-over money was swept by the college. One of the drivers of this policy was the opinion of the state legislature and the state regents concerning funding and the wealth of the university. Here are copies of the [SLIS budgets](#) and links to the [OU budget](#).

Financial Support

Beyond budgeting, the College of Arts and Sciences provides additional financial support when supplemental funds are needed for course instruction, building and office renovations, and other special projects. The college also provides internal financial support directly to faculty through fellowships, awards, and publication support. The Shared Business Service Center provides a service network that helps support entry of payroll actions, payment processing, and regular account maintenance including monthly reconciliations and other standards as issued by the Department of Financial Services. The OU Foundation is a 501C(3) organization that supports the School through investment funds and by managing gifts, scholarship funds, and endowments. The OU Foundation also serves as the platform to connect alumni and other donors to fundraising efforts for the School. The Office of the Vice President for Research and Partnerships assists faculty with developing grant proposals and budgets, and also offers competitive internal grant programs for faculty.

Academic Program Intellectual Content Policies and Procedures

The SLIS faculty are responsible for the design of academic programs within the School including the structure of the curriculum and the regular and special topics courses offered. Procedures for submitting new academic program proposals and new course proposals are explained in detail in the curriculum

chapter. Documents and forms relating to program and course proposals are found on the [Provost's website](#).

The deans and Provost have oversight to reduce overlap across degree programs and courses, and if significant overlap is suspected programs or courses may not receive approval. As SLIS worked to rebrand itself from a library school to an iSchool starting around 2017, there was some pushback from the College of Engineering concerning new LIS courses on technology and data science, a new graduate certificate in data analytics, and a new bachelor of science in information science and technology. While there was some conflict on those programs and courses, as the only ALA-accredited MLIS program in Oklahoma, the School has received complete support from the administration for MLIS program changes and development. New OU procedures from 2021 forward require departments to submit new program ideas to be reviewed by the Dean's Council before starting the work of designing a degree. Therefore, while SLIS faculty have autonomy over the intellectual content covered in the School's degree programs, the School is situated within the context of a very large university and there are checks and balances to reduce overlap across colleges and academic programs.

Faculty Hiring, Tenure, and Promotion

Near the beginning of this review period, in 2015, OU appointed a new Provost who changed procedures for faculty hire requests. Previously, if a faculty member left a department, the department could submit a plan and request to fill the line. In other words, the line "belonged" to the department within parameters. Under the new Provost, all vacated faculty lines reverted to the Provost's office and academic departments across the university could vie for the lines. This process was used to reduce the total number of faculty across the university due to financial stress, and to award lines to strategically important programs as the university aimed to strengthen its relatively new Carnegie R1 status (received in 2011). SLIS, along with all departments at OU, was welcome to request faculty lines through this process. The issue of faculty hires has been a matter of intense debate at SLIS faculty meetings. Factors that have gone into the faculty specialties requested have been strategic directions, teaching needs, research needs, and a vision for the direction of the School. Chapter 3, Table III.7 shows what faculty hires were requested and the outcomes of those requests. Once a faculty search has been approved, the SLIS faculty follow the OU mandated search process including: forming a search committee to advertise, screening applicants, and coordinating campus interviews for candidates. Once all interviews have been completed, the SLIS faculty meet to discuss and vote to select the top candidate. While SLIS does have the autonomy to conduct their search process within the parameters set by the university, candidates do have to also be approved by the college and Provost before a job offer is extended. Search committee documents are [here](#).

The university has specific tenure and promotion policies and procedures which units must follow, but at OU each department writes their own criteria for tenure and promotion. Departmental tenure and promotion criteria must be approved by the college and by the Provost. The current SLIS criteria have been in place since 2014. Revisiting and possibly revising the criteria has been set as a strategic goal in the new SLIS strategic plan. Once dossiers for tenure and/or promotion are completed and external review letters received, the SLIS faculty discuss and vote on the candidate's tenure and/or promotion. Committee A members get an additional vote, and the director gets an additional vote. The dossier is then reviewed by the college committee and voted on. It then moves to the campus tenure and promotion committee which reviews the dossier to ensure that all departmental procedures were followed correctly, and it is voted on there. Finally, the Provost reviews the dossiers and all votes, and casts the deciding vote for tenure and/or promotion. Therefore, SLIS has the autonomy to set its tenure and promotion criteria and to vote on faculty outcomes.

Sources of information relevant to this section are the [Norman Campus Faculty Handbook](#), the Provost's information on [faculty hiring](#), the Provost's information on [promotion and tenure](#), the [SLIS Faculty Handbook](#), the [SLIS promotion and tenure policy](#), and [faculty search documentation](#).

Student Admissions Policies

SLIS is solely responsible for the selection of students to be admitted into the MLIS program within the criteria set by the Graduate College. The MLIS program requires applicants to provide more application materials than are required by the Graduate College, and the SLIS faculty affirmed by vote in 2020 that they wanted to continue to require the following application materials: a formal application form, a personal statement, transcripts, three letters of recommendation, and a resume. The SLIS faculty voted to discontinue the GRE requirement beginning in 2017 after reviewing other ALA accredited MLIS programs' application requirements. MLIS applications received by Graduate Admissions are forwarded to SLIS through the SLATE system and applications are reviewed in the SLIS office. Applications for conditional admission receive more stringent review, as described in the student chapter. The Graduate College requirements for [master's student admission are found here](#), and the SLIS website with [information for MLIS applicants](#) is here.

Parent Institution Support

The technology and teaching needs of SLIS are supported through the college and university support systems including the [college IT support](#), [university IT support](#), [website support](#), and [online teaching support](#). Financial transactions are assisted by the [Shared Business Service Center](#) and staff in the college. Donors and donor accounts are supported by the college development office and the [OU Foundation](#). Faculty support includes research and grant support from the [VPRP's office](#) and various support from the [OU Center for Faculty Excellence](#), and from the college's associate dean for research.

Standard V.2

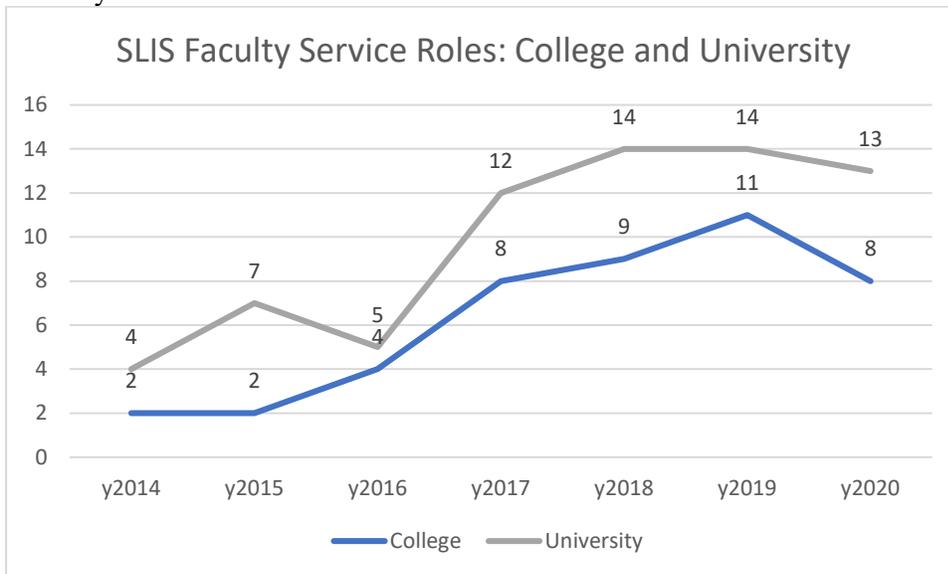
“The program’s faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and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

SLIS faculty staff and students have the same opportunities as those from other departments to serve on college and university committees, boards, and other service activities. For faculty, the college and the [Faculty Senate ask for nominations](#) for candidates for service roles, and then faculty are selected through elections to serve in various capacities. SLIS faculty participation in college and faculty service roles increased over the review period as shown in Figure V.1. This document, “[Faculty Service 2014 to 2020](#),” details faculty members’ activities by year. At the university level, SLIS faculty served on the OU [Faculty Senate](#), the Faculty Appeals Board, the [Institutional Review Board](#), and the University Libraries Committee, among others. Within the college, [service](#) included the Executive Committee, the Dean’s Advisory Council, the Tenure and Promotion Committee, the Support of Teaching and Research Committee, the CAS IT Committee, and more.

SLIS staff have the opportunity to serve on the [Staff Senate and other campus committees](#). In fact, one of the SLIS staff members was the Staff Senate Chair in 2019-20 (and the accompanying roles of chair elect and past chair). This staff member is also currently serving a two-year elected term on the Executive Council of the Provost’s Advisory Committee on Academic Advising. MLIS students are welcome to

serve on the Graduate Student Senate, and some SLIS students have done so. The School has up to two Graduate Student Senate positions available annually for student volunteers.

Figure V.1: Number of SLIS Faculty Members Serving on Committees, etc. at the College and University Level by Year



SLIS Collaboration with Other Units on Campus

SLIS coordinates with other departments within and outside of the College of Arts and Sciences on shared courses and dual degree programs. These include cross-listed courses from the College of Education and the department of Women and Gender Studies, and dual degrees with the History of Science, the Master of Museum Studies, and other departments. The School shares a Digital Humanities graduate certificate with the History of Science department, and the steering committee for that certificate includes a faculty member from SLIS, a faculty member from Women and Gender Studies, and a faculty member from History of Science. Since 2015, a SLIS faculty member has been an associate dean in the College of Arts and Sciences. Chairs and directors in the College of Arts and Sciences meet formally and informally to discuss matters of concern to departments. In addition to these administrative collaborations, individual faculty have formal affiliations with Native American Studies, African American Studies, the Oklahoma Mesonet, the Harold Hamm Diabetes Center, the Computer Science department, and the Data Institute for Societal Challenges. They additionally have research collaborations with computer science and engineering, classics and letters, biology, university libraries, and more. Three SLIS faculty members were part of the college’s working group that created the Data Scholarship Program, an interdisciplinary degree program including courses from a variety of departments, and a SLIS faculty member has become the interim director of that program. In 2018, SLIS and the School of Social Work collaborated to host a mini-conference on social services work in public libraries. These course, program, service, and research relationships allow students and faculty to engage in interdisciplinary interaction and be involved with the university outside of SLIS. SLIS staff also work daily with departments across campus, including financial staff within the college, Shared Business Service Center, Human Resources, the Registrar’s office, and academic advisors in departments across campus.

Funding and Resources

Funding and resource decisions are made at a variety of administrative levels from within departments, to colleges, to the Provost's office, the university president, and the Regents. Some resource allocation decisions are across the board, such as cost of living raises. Other allocations are competitive such as internal grant awards. All academic departments at the university receive funding and resources under the same policies. "The Board of Regents is constitutionally vested with the governance of the University" including "the governance of all finance and management matters." The current regents' policy manual with [lengthy descriptions of fiscal policy is located here](#).

Salaries for new faculty fall within approved ranges, although faculty candidates do have some room for negotiation on salaries and start-up funds. These procedures meet college and Provost criteria and SLIS is on equal footing with other departments. Here is the Provost's [page on compensation policies](#). The Provost's office also has set [minimum compensation rates](#) for faculty and graduate assistants. One important recruiting and faculty support resource for new faculty is start-up funds. Typically, these funds are provided by the Provost's office. [Here is a description](#) of the funds and their policies. Faculty and staff salaries at OU had remained flat with no money for cost of living or merit raises for several years. In 2019, faculty and staff were given across the board raises and some merit money was awarded to departments to distribute to faculty using their own criteria. SLIS participated on the same basis as other departments in these salary increases.

Competitive individual funding comes in the form of grants and awards from the [VPRP](#), the [college \(and also this link\)](#), and the [Provost](#). Relevant information may also be found in the [faculty handbook](#) and the [staff handbook](#). For the department, annual budget creation and approval through the college is described in the previous section.

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 administrative head of the School is the director. Within the College of Arts and Sciences, most unit heads are called "chair," but there are other directors such those for the Data Scholarship Program, Environmental Studies, First Year Composition, and the School of Social Work. Dr Susan Burke is the current SLIS director and is in her second, four-year term. Dr. Burke reports to the Dean of the College of Arts and Sciences, David Wrobel, and the Associate Dean for Faculty, Kelvin White. The director is responsible for implementing policies concerning students and academic programs, approving (or not) student petitions, and acts as the Graduate Liaison to the Graduate College on matters pertaining to graduate student education. She serves on decision-making bodies for student admissions and the distribution of scholarships and awards. She also advises faculty on faculty/student interactions, particularly in cases where students have stopped attending classes. The director works closely with the SLIS staff member who coordinates student matters from the first point of contact of potential student inquiries to the final point of contact, student graduation, and beyond with alumni.

Currently in her sixth year as Director (and 18th year in the School), Dr. Burke has transformed the School with an increase in academic programs, students, and credit hour production. As described in the introduction to the self-study, since 2014 the School has expanded from three academic programs to nine. All of the new programs were implemented under Burke, although three (the Ph.D., the accelerated

BAIS/MLIS, and the digital humanities certificate) were planned under the previous director, Dr. Cecelia Brown. In 2015, the MLIS program had 142 students with 28 minority students. In 2020, there were 206 MLIS students with 58 minority students. This is a 45% increase in students and a more than doubling of minority students, a 107% increase (see table IV.3). For total SLIS academic programs, the student enrollment increased significantly under Burke, going from 199 students in fall 2016, to 325 students in fall 2021, a 63.3% increase ([IRR](#)). The amount of scholarship money has doubled under Burke, from \$17,250 in 2015-16 to \$35,850 in 2021-22 (see Table IV.2). In fall 2016, Burke's first semester as director, the School produced 1,198 credit hours. In fall 2020, it produced 2,296 credit hours, a 91.7% increase ([IRR](#), official fall 2021 credit hours not yet available. Fall credit hour calculation includes winter intersession).

The university's administration uses credit hour production and growth as a metric to help inform decisions concerning resources for departments such as funding faculty lines and other funding requests (as per Stewart Berkinshaw, OU's chief financial officer, in academic chairs and directors meetings). Burke's strategy as director has been to grow the student body and credit hours to lay the foundation for growth in other areas. This has not always been popular with faculty because a larger student body and more credit hours means more full classes and heavier teaching and advising loads. In order to alleviate this pressure on faculty, Burke has succeeded in having three full-time renewable term contract teaching faculty positions approved. At the time of this writing, two of those contract faculty have not yet started but we anticipate that they will begin in fall 2022. Their presence should ease the teaching, advising, and School service load that the regular faculty have had for the last several years.

In addition to student and program growth, Burke has led the School in making significant inroads into establishing and implementing a systematic evaluative process for program improvement, including developing and implementing MLIS program-level student learning outcomes and a cyclical assessment system as detailed in Standard I.1.2. The School was also finally able to move forward with badly needed renovations of the physical facilities, described in detail in Standard V.10.

The director position for the School of Library and Information Studies must be filled by a tenured associate or full professor with a Ph.D. in Information Studies or related field. Director Burke has a Ph.D. in sociology from Texas Woman's University where her doctoral minor was library science, and a master of science from the University of Illinois School of Information Sciences. She was an academic librarian at the University of Illinois and the University of Washington, and a cataloger at Fort Worth Public Library. After her bachelor's degree and before starting her master's, she was library staff at the University of Illinois first in the Chemistry Library and then the Slavic and East European Library. With this background of being first library staff, then a librarian in both academic and public libraries she has a solid work background in the LIS field to inform decisions related to the MLIS degree. Before coming to the University of Oklahoma as an assistant professor in SLIS in 2004, she was a visiting assistant professor in the School of Library and Information Studies at Texas Woman's University from 2001 to 2004. Therefore, she has over 20 years of experience as a faculty member in Schools of Library and Information Studies. Here is [her CV](#) and director position [appointment letter](#). Specific examples of her leadership and administrative actions can be seen in the director's annual self-assessment reports to the dean and the Committee A annual evaluations of the director which are available upon request with the other personnel files.

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.”

The SLIS mission revolves around teaching, research, and service which are the cornerstones of faculty work expectations. The expected number of courses taught and enrollments per year per faculty member are set by the university and college, and the director is attentive to these when creating teaching assignments. The director strives to create an equitable environment where tenured and tenure-track faculty have a comparable number of enrollments per year, and the same number of departmental service assignments per faculty member. While the director can control service assignments within the School, faculty are free to seek out service at the college, university, and professional level as they see fit. The director and Committee A encourage faculty members to take on service outside of SLIS and on the national level through the annual faculty review feedback process.

The SLIS tenure and promotion guidelines state a minimum expected level of scholarly output and faculty are expected to engage in scholarship on a continual basis. Director Burke is invested in the idea of fairness, and within that concept works to assign work fairly and evenly among the faculty. Of course, there is inherent complexity in this effort as senior faculty assignments include more responsibility than junior faculty, and new faculty are more likely to be developing numerous new courses. Senior faculty also develop new courses, but they have taught many of their regular courses multiple times. All faculty have equal opportunity to apply for sabbatical leaves within the policies outlined by the university, and all tenured faculty members except Burke and White took sabbatical leaves during this review period (from Chapter 3, (Sabbaticals: Abbas fall 2014, Brown fall 2016, Rubenstein spring 2019, Lu spring 2020, Martens fall 2020, Kim spring 2021).

Faculty may pursue additional opportunities through grant funding such as summer salary money and course releases (see Table III.4 for course releases). The director is responsible for approving requests and does so equitably. Faculty may also request summer overload teaching, and Director Burke approves these requests if the class is likely to make the minimum required summer enrollment. All faculty have access to the same amount of departmentally funded annual faculty development funds to assist them in their scholarly endeavors. They may supplement their faculty development funds through funded grants which commonly include conference travel, graduate assistant support, contract labor support (such as data cleansing), and equipment. The equality of opportunity to apply for additional support promotes an environment of fair distribution of resources. Dr. Burke is encouraging and supportive of faculty members pursuing avenues for additional compensation, and promptly supplies support letters for faculty grant and sabbatical applications as needed. During the review period, most SLIS faculty received extra financial support through internal OU grants and summer teaching (Abbas, Kim, Koh, Liu, Lu, Rhinesmith, and Rubenstein received [internal grants](#); Burke, Brown, Edwards, Kim, Lu, and Martens did overload teaching in [intersessions or summer](#)). In 2021, the College of Arts and Sciences dean began to encourage faculty to pursue internal research support for extra summer money rather than overload teaching, particularly for assistant professors who need to work towards applying for full professor. A recent large gift to the College will make more internal grant support available.

Standard V.2 described how SLIS faculty, staff, and students interact with other OU academic units through shared courses, shared degree programs, research and service activities, and events such as the SLIS/Social Work mini-conference in 2018. Students are encouraged to take advantage of opportunities for professional socialization through many scheduled activities to interact with area professionals. These opportunities include course assignments with job shadowing and interviewing librarians, internships in LIS settings, receptions for students and area professionals, adjuncting and guest lectures by LIS professionals, graduate assistant positions in libraries and archives, and career networking such as the Career Connections at the recent Summer Institute 2021, and the OU Tulsa Schusterman Library's annual MLIS career workshop. Students also have chances to work at conference booths for SLIS, apply for programs such as ALA's Student to Staff, and apply for student funding to help them present their work at professional conferences. The students have a very active student organization, OLISSA, and practice

professional leadership skills by organizing and coordinating multiple meetings and events annually, commonly through Facebook Live or Zoom. SLIS has also been offering a variety of colloquia and workshops over the last few years, and MLIS students are invited to attend. Chapter IV shared data that the majority of MLIS students worked in the LIS field before beginning their master's program, or they worked in libraries and archives concurrently with pursuing their degree. That chapter also showed that up to one quarter of MLIS students pursue internships in some years, although that was significantly reduced in 2020, probably due to the pandemic. Student participation in dual degrees has increased dramatically from one student per year in 2014 through 2017, to 13 students in 2021 (see Chapter IV, Table IV.9). This increase occurred after the director promoted dual degrees on the website and discussed dual degree possibilities with the leaders of other departments.

The director has had numerous outreach conversations with the Department of History about archives education, with the College of Professional and Continuing Education about collaboration with the Museum Studies master's program, with the History of Science about our collaborative graduate certificate with them in Digital Humanities, with the School of Social Work about a collaborative conference and dual degrees, with Native American Studies about a potential joint faculty hire, and with Computer Science about synergy between our disciplines (the chair of Computer Science has an MLIS degree). Some of those conversations yielded outcomes for the School and some did not, but they served to pave the way for future, continued collaborative efforts. SLIS faculty have particularly engaged in collaborative projects with Computer Science, Native American Studies, Social Work, and the History of Science. Students have recently taken many museum studies courses, and SLIS developed a special topics course meant to bridge the MLIS and museum studies disciplines, Archives in the Museum Setting.

The director enhances the accomplishment of the program goals and objectives through course scheduling, course rotation schedule design, and teaching assignments. Through her outreach and collaboration with other units, she leads by example and encourages faculty to do the same. She also shares with faculty and students many opportunities to collaborate, and supports faculty efforts in applying for funding with researchers in other academic units and disciplines. The MLIS program goals are centered around producing graduates who are steeped in the core competencies and essential characteristics of the field of library and information studies, and they attain these skills through careful program execution by the director and student planning with their advisors.

Standard V.5

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

The administrative head of SLIS is a full-time director who is responsible for the daily administration of the School. The director is also a faculty member with a 2 course per year teaching load, research expectations, and service expectations. SLIS has two full-time staff members, one who is predominately engaged in financial matters and managing the physical spaces of the School. The other is the coordinator of student-related processes. Staff members are evaluated annually in the spring following college and university guidelines ([guidelines and forms here](#)). Both staff members are on the Norman campus and they provide support to both the Norman and Tulsa faculty and students. These staff members contribute to fulfilling the School’s mission and program goals and objectives by managing the processes that keep the School functioning physically and financially, and assist in keeping the programs working by managing registration and coordinating with Classroom Management on the enrollment schedules and

physical classroom spaces. The SLIS staff are integral to the success of the MLIS program and the School. Here are the [staff position descriptions](#). The SLIS director manages and updates the SLIS website.

The student coordinator serves as the advisor for SLIS undergraduate majors, coordinates correspondence with the Graduate College, serves as administrative support for the Graduate Liaison, engages in recruiting such as creating and distributing recruiting materials and attending numerous recruiting events annually, and advises the director on matters pertaining to recruiting, enrollment, programs, and students. She interacts in an informal advising capacity with MLIS students, particularly regarding coordinating paperwork for petitions for a variety of student needs such as late withdrawals, course substitutions, academic probation, and more. She created a Canvas course for new students to introduce them to the program and the resources that are available to them. She also assists students with registration. She manages the Graduate College's required annual graduate student assessment process by advisors. She is involved with MLIS students from their first point of contact of inquiries about the program and applications through the completion of degree requirements, end of program assessments, and graduation paperwork. She assigns advisors to new MLIS students and provides faculty with information about their advisees. She also coordinates the paperwork for school librarian certification needs, both for graduating students and for alumni that are seeking a specialization change to school librarianship. She administers the MLIS jobs list for students and alumni, and the weekly digest for all SLIS students. She was a standing member on the MLIS Admissions Committee until that committee was disbanded and has recently been made a standing member of the Undergraduate Studies Committee because she serves as the academic advisor of the two SLIS undergraduate majors and one minor. She is involved in the SLIS systematic data collection and analysis by disseminating the graduating student exit survey and providing survey response reports to the director. She obtains the Oklahoma results from the *Library Journal* survey. She additionally compiles annual ALISE statistics and ALA annual statistics. This staff member manages the student office worker and the SLIS graduate assistants. She coordinates the SLIS Facebook account in concert with the director. She also attends faculty meetings to take minutes, provides written minutes to the director, and archives the minutes on the SLIS server. She enters new courses and course modifications into the university Courseleaf database and submits updates to keep the SLIS information up to date in the OU General Catalog.

The second staff member is the administrative assistant, and she coordinates all financial matters for the School including budgeting, invoicing, administering grant funds, and coordinating with the OU Foundation on scholarships and other accounts. She stewards the physical spaces for SLIS including faculty and graduate assistant offices, the computer lab, the classroom, and more. This staff member collects syllabi and archives them and other important documents on the SLIS server, manages textbook ordering for faculty, manages the SLIS electronic calendar and the SLISinfo email contact. While the director creates the semester teaching schedules and course rotation schedules, this staff member operationalizes them by coordinating with Classroom Management and the Tulsa administration to enter the courses correctly on the registration system, manages seats and wait lists, and coordinates rooms and times to meet faculty and student needs.

The administrative assistant is centrally involved in coordinating the processes of faculty review. She enters Committee A's assessments of faculty into the Provost's review system, ensures that faculty enter complete dossier content into the third year, tenure, and promotion review databases, corresponds with external reviewers about faculty review letters, and runs the faculty voting process for tenure/promotion and other School decisions that need votes. She coordinates between faculty, staff, and students with the Shared Business Service Center on purchases, travel, and reimbursements. She is involved in implementing faculty searches by placing advertisements and paying vendors for advertising, creating campus visit schedules, making reservations for lodging, and processing reimbursements for travel and per diem expenses. She monitors the Taleo application system during the application phase of faculty searches and keeps search committees apprised of new applicants. Tulsa faculty members seek staff

support remotely from the Norman SLIS office or on the Tulsa campus they receive support through the OU Tulsa Schusterman Library and the Tulsa College of Arts and Sciences.

Faculty oversee the academic programs of the School through curriculum development planning, advising graduate students, designing and assessing the outcomes of end of program assessments, and teaching. Decision-making processes for the academic programs are engaged by the director and faculty through regular meetings, including [monthly faculty meetings](#) and meetings of the [standing committees](#) such as Committee A, and for the MLIS, the Graduate Studies Committee. At these meetings faculty discuss and vote on options and changes to policies and procedures that impact the School and the academic programs. On the Friday before the start of each new academic year, the SLIS faculty hold an all-day retreat in August called [Planning Day](#). This retreat and other systematic planning venues are discussed extensively in chapter one.

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.”

SLIS Annual Budgets

As discussed at the beginning of this chapter, the budgeting process at OU and within the College of Arts and Sciences changed dramatically from 2016 forward. Changes included:

1. Academic units are now required to submit a budget prior to the start of the fiscal year
2. Carry over funds are no longer allowed. Units are required to spend down pockets of accumulated money
3. Faculty salaries are no longer included as part of departmental budget sheets
4. One-time instructional funds (OTIS) requests must be budgeted ahead of time
5. OTIS expanded to include graduate assistant lines and lecturer lines, in addition to the previous use for adjuncts/part-time faculty

Each new budget year is based on the expenditures of the previous budget year, with adjustments made to accommodate increases, reductions, and anticipated new expenditures. The following table shows the total SLIS income as reported in the ALISE statistics. The income changes documented in the table are due to structural changes in OU financial systems. The [COA trended statistics](#) spreadsheets and the [SLIS annual budgets](#) are found in the SharePoint document archive.

Table V.1: Total SLIS income (numbers from ALISE statistics)

	2014	2015	2016	2017	2018	2019	2020
Total Income	\$1,610,919	\$1,794,149	\$1,673,397	\$1,322,689	\$1,176,939	\$1,179,709	\$1,141,093
From OU	\$1,276,177	\$1,506,237	\$1,361,177	\$1,212,636	\$1,144,226	\$1,135,553	\$1,141,093
Other Income	\$334,742	\$287,912	\$312,220	\$110,053	\$32,713	\$44,156	\$0

Donors and Gifts

SLIS has 14 endowed donor accounts for scholarship funds held in the OU Foundation, plus a general development fund and an unendowed one-time scholarship gift that is held in the general fund and encumbered for that scholarship. The School's alumni association also has an account with the OU Foundation, held with the School accounts. The School has an additional two endowed donor accounts held by the OU Regents.

Small donations are received on a regular basis, typically from alumni and family of alumni. These gifts typically range from \$25 to \$200. Occasionally, SLIS receives a large gift such as the \$10,000 scholarship gift from the Bartlesville Women's Network, intended to be paid out in scholarships at \$1,000 per year for ten years. SLIS has recently been notified that the School has an in-process endowed chair or endowed professor position gift, but it is unclear when that position will become available as it is an estate gift. During the review period, SLIS developed a donor stewardship program where student scholarship recipients are required to write a thank you card/letter to the donor or donor's family. This thank you must be received in the SLIS office before scholarship funds are released to students. The college sends SLIS a list of donors monthly for our records and the School sends thank you letters signed by the director to each donor. In late spring 2021, the college announced that it was creating an additional centralized donor program where they will be sending thank you letters to each donor for donations of one dollar and up. They will be rolling out an information and training program in fall 2021. The college has long had a development office that interacted directly with donors and potential donors. That office was rolled into the Foundation in fall 2021, with Foundation liaisons to college departments. Table V.2 shows gifts received by fiscal year during the review period.

Table V.2: Total Gifts Received to Foundation Accounts During Review Period

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Gifts to Endowments	\$1,710.00	\$6,730.00	\$1,775.00	\$10,710.00	\$15,480.00	\$455.00	\$3,048.00	\$13,253.00
Misc. Gifts			\$345.00	\$125.00	\$50.00			
Total	\$1,710.00	\$8,440.00	\$2,120.00	\$10,835.00	\$15,530.00	\$455.00	\$3,048.00	\$13,253.00

College and University Funded Faculty Support

As described earlier in this chapter and in chapter three, faculty may seek internal grant support from various units on campus. The most common supports received by SLIS faculty members are from the Vice President for Research and Partnerships (VPRP) and the college, which are awarded on a competitive basis. The VPRP grants include junior faculty summer fellowships, research seed grants, technology grants, and big idea challenges. Faculty may also receive course buyouts to work on large, external grant proposals. The college offers junior faculty and senior faculty summer research support grants and data scholarship grants. Faculty may also receive one-time or ongoing financial awards for various highly competitive professorship awards from the Provost's office and from the Regents, and from college faculty awards. SLIS provides faculty with annual development funds.

Additional faculty support includes family and medical leave which falls under the university Human Resources, and sabbatical leaves for which tenured faculty are eligible to apply every six years. University support units include the [Accessibility and Disability Resource Center](#), [Center for Faculty Excellence](#), Shared Business Service Center, [University Libraries](#), [University IT](#), and physical spaces such as computer labs and classrooms. Technology support includes university-provided computers, software such as Microsoft Office and SPSS, Canvas, Zoom, and various types of web platforms. New faculty receive start-up funds to use within their first two years. In summary, the university and college

provide continual access to support opportunities that include financial support, technology support, and resource centers.

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.”

Faculty

University-Wide

Faculty base salaries vary by discipline. It is difficult to compare salaries by department, so compa-ratio is a better metric. A compa-ratio divides an individual's pay rate by the midpoint of a predetermined salary range (this range is a regional range established by OU HR using regional salary data collected by CUPA HR). A compa-ratio of 1.0 means that the employee is paid at the exact midpoint of the range, whereas values higher or lower than 1.0 indicate how they are paid relative to the midpoint. Concerning base salaries for SLIS regular faculty, most faculty (except the School's one full professor) are currently at around .98 compa-ratio. The full professor is at .68 and is an outlier. All chairs and directors in the college receive the same administrative stipends and three months of summer salary. They are all also under the same university-wide step up and step down policy which states that if they complete 1 term, they keep ½ of the admin stipend. If they complete 2 terms, they keep the entire stipend. The SLIS director is at 1.09 compa-ratio compared to other LIS department chairs in the region. As mentioned above, faculty also supplement their salaries with internal grants, external grants, and overload teaching. According to [U.S. News and World Report](#), Oklahoma is the second most affordable state in the U.S. behind only Ohio, and this contributes to the value of salaries at OU.

The university has been working to address salary inequities, inversions, and compressions for the past several years. OU recognized that faculty across campus, on average, were not paid comparably to regional peers and started a campus-wide initiative to close the salary gap. In 2015, an internal report stated that tenured and tenure track faculty in the College of Arts and Sciences made an average of 87% of the salaries of regional peers. In 2018, then-president Gallogly announced that he intended to address salary issues for faculty and staff. The administration in 2018 released a five-year plan to address faculty salaries with the first round of raises in 2019 focusing on compression, competitiveness, and some merit. Years two through five were meant to focus on merit. The pandemic derailed these plans temporarily, but the university's tentative plan is for across-the-board raises in January 2023.

Planning for salary improvements commenced in fall 2018, and in January 2019, all full-time faculty (tenured, tenure-track, and renewable term contract) received a raise that ranged from a 1.5% to 6% increase with a minimum of \$1,000 to address salary compression and inversion. In fall 2019, the university gave an additional 1.2% across the board increase to faculty and an additional small sum to each department to allocate as they saw fit. The plan was that the annual faculty evaluation process should be attached once again to merit raises. Merit raises had not happened at OU for about ten years prior to fall 2019.

Faculty in SLIS

In fall 2018, the [OU Institutional Research and Reporting](#) office provided the following data about SLIS faculty compared to regional peers (Central US Peers Comparative Faculty Salary Study figures from Fall 2017).

Table V.3: SLIS Faculty Compensation Compared to Regional Peers

Library and Information Studies	# SLIS Faculty	SLIS Average Salary	Average Peer Salary	Ratio SLIS/Peer
Tenured/Tenure-Track Professor	2	\$87,718	\$131,594	0.67
Tenured/Tenure-Track Associate Professor	3	\$71,324	\$96,796	0.74
Tenured/Tenure-Track Assistant Professor	3	\$68,340	\$78,816	0.87

The Tulsa SLIS faculty had been left out of some of the Norman campus raises in previous years and their salaries were significantly compressed compared to comparable Norman SLIS faculty. In 2016-17, the SLIS director petitioned the Tulsa Graduate College dean for a \$10,000 raise for the Tulsa SLIS faculty. In May 2018, the new Tulsa dean of the Graduate College approved this request and each of the two SLIS Tulsa faculty members received a \$10,000 raise. They also received the across the board raises described above that were applied in 2019 and their salaries became on par with the Norman SLIS faculty at the same rank.

The SLIS Committee A was particularly aware of the compressed nature of one full professor who was being paid at around \$50,000 less than regional peers. The Committee attempted two years in a row to obtain an additional raise for her through submitting nominations for professorships in 2018 and 2019 as these awards come with permanent salary increases. These attempts were unsuccessful. However, this faculty member did receive the maximum 6% increase in January 2019, and in fall 2019 Committee A allocated most of our discretionary salary increase funds to her. In fall 2021, SLIS once again has submitted a nomination for her to be considered for a professorship award that will come with a permanent salary increase.

Staff

University-Wide

There are two main staff-related items that need to be discussed here. One is the staff version of the campus-wide salary increase initiative discussed above. The other is the systematic reduction of staff positions across campus and the centralization of staff functions. While President Gallogly was committed to raising the compensation, especially for faculty but also for staff, he was also determined to significantly reduce the number of staff positions across the university, reducing the numbers of staff within departments and concentrating the workload among fewer staff while outsourcing some work, particularly related to finances and travel, to a newly created unit in the Provost’s office called the Shared Business Service Center (SBSC). The College of Arts and Sciences had already been sweeping empty staff positions for financial reasons, so Gallogly’s initiative dovetailed with what was already happening in the college. Gallogly’s team set targets for staff reductions for each college, and Arts and Sciences was determined to achieve the target through sweeping empty positions, thus protecting staff already working for the college.

Staff did not receive raises in January 2019 when faculty received them. However, there was an across-the-board staff increase of 3% in November 2019.

Staff in SLIS

At least as far back as the 1990s, SLIS had three full-time staff positions. One was an administrative assistant. One was a financial staff member, referred to as VIP staff. And one was the MLIS student

coordinator, a position held by a staff member with an MLIS degree. Right at the time of the previous site visit, the MLIS student coordinator of 18 years retired. The staff position was then redesigned to include the MLIS student coordination, but also undergraduate advising, recruiting, and more. An MLIS degree was no longer required for this position.

Another SLIS staff member of 18 years filled the administrative assistant position and when she retired in spring 2017, her position was permanently swept. Soon afterwards, the 10-year SLIS VIP staff member retired in summer 2018. The Provost's office intended to sweep that position, but the SLIS director was able to successfully argue in an audit with HR, that SLIS needed the position to retain ALA accreditation. However, the Provost's office did reduce the position from full-time to 80% time. In fall 2019, the director was able to negotiate with the dean of the College of Arts and Sciences to restore the position to full-time as part of a restructuring of the Kantor Political Commercial Archives. In the meantime, some of the previous VIP job functions were swept into the SBSC so the SLIS position was restructured to absorb work from the swept position and balance work with the SLIS student coordinator position. The VIP staff position was redesignated as an administrative assistant position, although it retained significant financial responsibilities. In summary, during the review period SLIS went from three full-time staff members to 1.8 FTE staff, and then to 2 full time staff. Some of the staff work was transferred to the central staff hub and the work from the swept staff position was redistributed between the remaining two staff positions. The SLIS office also has a 20 hour per week student worker who answers the phone, files documents, constructs the weekly student digest under the supervision of the student coordinator, and does other work to assist the SLIS full-time staff. Staff position descriptions are [here](#), and annual staff evaluation forms are available upon request.

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.”

The University of Oklahoma has a variety of faculty support opportunities that are available to tenured and tenure track faculty across the university, including within SLIS. These include research grants, travel grants, and faculty awards that come with funding. Administrative units that offer resources include: As described in Standard V.6, the Vice President for Research and Partnerships Office (VPRP) offers summer funding for junior faculty, available on a competitive basis (several SLIS junior faculty have been recipients of the award). The VPRP also has technology grants and seed grant money, also available on a competitive basis. SLIS faculty have received both technology and seed grants from these programs, and these received grants [are listed here](#).

The Provost's office distributes university awards and Regents awards. These include highly competitive distinguished professorships; a variety of awards for teaching, research, service, and community outreach; and length of service awards. The Provost's website about [these awards is here](#). None of the SLIS faculty received these awards during the review period, but two did receive the Presidential International Travel Fellowship. That and additional awards [are listed here](#).

The College of Arts and Sciences annually offers competitive summer junior faculty and senior faculty research funding. SLIS faculty have received these grants. The college offers a data scholarship research grant and SLIS faculty have received these funds on numerous occasions. The [college's grants page is here](#) and contains more information. The college also offers faculty and staff awards that come with a monetary prize. [That website is here](#), and previous winners [are listed here](#). SLIS staff member Jenifer Fryar was awarded the Dean's Outstanding Staff Award in 2017.

Other centrally administered faculty resources and recognition include [sabbaticals](#), which several SLIS faculty took during the review period. Each tenured faculty member at OU is eligible to apply for sabbatical leave after six years of work. Family and medical leave is available and some faculty and staff have availed themselves of this benefit. Some faculty have received an extended tenure clock due to various approved reasons. Leave policies, including sabbatical leave and extended sick leave, are detailed in the [Norman Campus Faculty Handbook](#). Two faculty members were awarded emeritus status during this review period. Faculty may also apply for Open Educational Resources (OER) grants from the University Libraries for switching to OER textbooks in their classes.

Within SLIS, faculty have access to faculty development funds annually. The amount of faculty development funds has varied over the review period, ranging from \$1,000 to \$2,000 per faculty member in different years. SLIS also has grant sponsored research incentive (SRI) money (now called FAR) that can be used for faculty and student research support. These funds are from the indirect costs the university receives from funded research grants. The college receives a portion of this funding, the department receives a portion, and faculty members get the remaining funds to use at their discretion. The School's portion goes into a central SRI/FAR fund. Both the Tulsa campus Arts and Sciences dean and the Norman campus Arts and Sciences dean have some discretionary faculty support funds and have offered them to SLIS faculty on an ad hoc basis for travel support to supplement SLIS faculty development funds and allow a faculty member to attend a prestigious conference. [Here is a table](#) of how faculty spent their development funds in the previous three fiscal years.

Graduate students are eligible to apply for the Graduate College's Robberson Travel Grant. This grant was received by one MLIS student during the review period. The Graduate College's travel and research [grant page is here](#). They also offer various scholarships and awards to graduate students, and those are [listed here](#). The College of Arts and Sciences also offers a Student Travel Assistance Program available to MLIS students. An MLIS student received the Graduate College's Wethington Scholarship in 2017. Another MLIS student received a university-wide scholarship, the Harriet Harvey Memorial Scholarship, in 2016. SLIS has small awards of \$200 available to MLIS students that are traveling to out of state conferences to present talks or posters. Several MLIS students received these funds during the review period.

Financial aid is available to all OU students within a variety of criteria, and MLIS students are as eligible for aid as any other students. The [OU Financial Aid website is here](#). Students can also take advantage of the Money Coach program. The OU CASH scholarship database helps identify scholarships for which students are eligible. SLIS also has a number of scholarships, as discussed in chapter four, Standard IV.1.

SLIS staff are eligible for a variety of awards from the College of Arts and Sciences and the university. One staff member who is now retired received the Dean's Outstanding Staff award during this review period. Academic Advisors are eligible to apply for funding from the Provost's Advisory Committee on Academic Advising to present at conferences. One current staff member has received this funding to present at the state academic advising conference in 2019, as well as received funding through the Oklahoma Academic Advising Association to present at the National Academic Advising Association in 2020. College faculty and staff awards are [listed on this page](#), and the university level staff awards are listed on [this Provost's page](#).

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.”

While this standard refers to physical and technological resources, those are covered in depth in the next two sections, V.10 and V.11. Therefore, this section will focus on support services for teaching, research, and service.

Students, faculty, and staff all have technology support needs and the university and college provide teams of knowledgeable information technology professionals to answer questions and fix problems. Both the Norman campus and the Tulsa campus have excellent, responsive IT support teams that respond to requests for help with hardware, software, and on-campus internet connectivity issues ([Norman campus IT](#); [Tulsa campus IT](#)). The Norman College of Arts and Sciences additionally has its own [IT support team](#) that provides computers to SLIS faculty on both campuses, to staff, and to graduate assistants. This college team also provides ongoing maintenance and trouble shooting for these computers. The School's computer classroom lab, discussed more in later sections, belongs to the college and the college IT staff set up and maintain the technology in the lab. Some SLIS faculty have specialized computer hardware and software to support their research activities, and the IT support staff in Norman and Tulsa also provide support for these specialized technologies. The Norman campus college IT team provides support for technology during classes, for example if the Polycom (previous distance technology) or Zoom (current distance technology) are having connectivity issues, even if the classes are in the evenings or on the weekends. On the Tulsa campus, the Tulsa IT provides similar on-the-spot classroom support.

All formats of OU courses, even on-campus courses, are required to have a syllabus posted to Canvas by the first day of the semester. Many on-campus courses also use their Canvas courses to disseminate additional course materials such as readings and assignment instructions, and as a location for students to submit their work. Online courses, by their nature, rely completely upon Canvas to engage students in all aspects of the course. OU offers a [general Canvas help option](#), but for departments in the College of Arts and Sciences, the college's [Online and Academic Technology Services \(OATS\)](#) office provides absolutely dynamic support from course design ideas based on best practices for online teaching, to actual help in setting up the course, to troubleshooting during teaching. Canvas course shells are also used for a variety of other group engagement activities for faculty, such as for committee and team work, and for students, from orientations (the general OU student orientation to online learning, and the MLIS new student orientation) to end of program assessment support (comprehensive exams, e-Portfolios).

The University Libraries (UL) on the Norman campus offers all manner of support to students, faculty, and staff, both in the libraries' physical locations and in virtual venues. The UL offers physical and virtual materials including books, articles, government documents, and other information resources in addition to technology lending. They also offer access to information through a wide variety of databases, facilitate requests of materials through interlibrary loan, and offer assistance with open educational resources. They offer consultations, a wide variety of technology use workshops, and data management and analytics training. The UL is on the forefront of academic libraries' promotion of emerging technologies, data science, and digital scholarship and offers a range of user support services in these areas. A list of UL services is found [on this page](#). Section V.12 contains a lengthy description of the UL.

The OU Tulsa Schusterman Library offers the same types of materials and services as the Norman library, but with their own flair. The library is predominately a medical library to support the nature of many programs on the Tulsa campus, but of course also offers materials for students of other programs such as the MLIS. Schusterman Library services include research consultations, presentation consultations, writing assistance, interlibrary loan, literature searching help, technology checkout, and physical and digital books, articles, and other information resources. The Schusterman Library is also described in detail in section V.12.

SLIS staff are located on the Norman campus, but they support both Norman and Tulsa faculty and students, plus both on-campus and online students. The staff may be able to resolve faculty and student

problems themselves, or they may use their expertise to connect faculty and students with the units outside of SLIS that can help with those particular problems. The staff meet with faculty and students in person, via email, on the phone, or over Zoom.

The student coordinator assists students with all manner of problems from enrollment, to problems with courses, to withdrawals. She is often the first point of contact for students that are having problems that are affecting their progress in the program and may refer them to campus support services or to their advisors or the SLIS director as appropriate.

The administrative assistant keeps faculty, graduate assistant, staff, and student worker payroll in order and assists with all manner of financial transactions including travel reimbursements, purchases made with grant and start-up funds, part-time instructor pay, faculty overload pay, and scholarship disbursements. She handles purchases of items for faculty and staff on both the Norman and Tulsa campuses and coordinates technology connections for meetings. She also manages the physical spaces to ensure they are available for in-person meetings and classes.

The staff may be able to resolve the problems themselves, or they use their expertise to connect students with the units outside of SLIS that can help with those particular problems. The staff meet with students in person, via email, on the phone, or over Zoom.

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.”

Physical Facilities and Program Administration

In Norman, SLIS offices and physical space are located within the Bizzell Memorial Library in the center of campus. In Tulsa, SLIS faculty reside in the OU Tulsa Schusterman Library. This location, on both campuses, allows students and faculty easy access to facilities, while also maintaining the School’s connection and access to the libraries. On a campus as large as the University of Oklahoma, being located in the heart of campus is an important advantage as staff and faculty can attend meetings and interact with other departments without a long commute. This saves time and increases collaboration across campus which contributes to the efficient administration of programs. Within the SLIS main office in Norman, the two full-time staff, director, and student office assistant all share a connected space directly off the south library entrance. This proximity allows for quick communication between individuals, and easy availability to assist visitors, faculty, or students. Below is a table of spaces maintained by SLIS and their usage.

Renovation of SLIS Facilities

During the review period, the College of Arts and Sciences committed to a significant financial investment in the School’s facilities in terms of new flooring, furniture, and technology upgrades. The carpeting throughout the School had been installed in 1977 (as best as could be determined from records) and the mismatched desks and overcrowded spaces lent an air of unprofessionalism and a sense of outdatedness. These renovations were phased as follows.

In 2016, a major deep cleaning of the basement faculty offices was done due to an increasing mold problem. All furniture and other items were removed from faculty offices, walls were scrubbed with

bleach solution and many were painted, carpets were subjected to specialized mold removal cleaning, and some of the old radiators were replaced.

Table V.4: List of SLIS Physical Spaces

SLIS Maintained Facility Spaces on Norman and Tulsa Campuses					
Norman Campus					
Room Number	Room Name	Number or Spaces	Percentage of total SLIS square footage	Primary User(s)	Primary Function(s)
118D	Computer Lab	1	15%	Students	Instruction, open study
100	Classroom	1	12%	Students	Instruction
118A	Human-Computer Interaction Lab	1	8%	Dr. Liu & GRAs	Research
118A	Student Lounge and Study Space	1	8%	Students	Open Study
multiple	Faculty Offices	8	26%	Faculty	Individual office space
multiple	GA Offices	4	10%	Students	Shared office space
120C	Director's Office	1	2%	Faculty	Program Administration
120/120D	Reception and Staff Offices	2	8%	Staff, Student, Faculty	Program Administration
120B	Conference Room	1	6%	Staff, Student, Faculty	Instruction, meeting space
105/LL24	Storage	2	10%	Staff, Faculty	Storage
Tulsa Campus					
Schusterman Library 207/208	Faculty Offices	2	64%	Faculty	Individual office space
Schusterman Library	GA offices	1	33%	Students	Shared office space

In 2019 the SLIS main offices including the SLIS office reception area, the director’s office, the conference room, the student coordinator’s office, and the file/break room received new carpeting. Numerous old desks, file cabinets, and other furniture were removed. One older staff desk was replaced with a desk that matched the two newer staff desks, and decorative items such as stuffed chairs, end tables, a bench, and wall art were purchased to make the space visually appealing and welcoming to visitors. At this time, a rotating display of children’s books from the Festival of Books was established in the main reception area as an attractive book art exhibit.

In 2021, throughout the spring semester the SLIS administrative assistant worked closely with OU Facilities and the Bizzell Library building manager to highlight and address mold problems in the basement offices. In addition to scraping, replastering, and painting, efforts included cleanup and water mitigation actions on the outside of the building to reduce moisture in the walls by repairing exterior

tuckpointing and guttering. Improvements including installing venting on interior doors and cleaning of air vents will help improve air quality and air flow which should help reduce mold growth. SLIS also resubmitted a request to the college to have downstairs carpeting replaced with wood-look linoleum which can be more easily cleaned. This flooring change was first requested in 2018. After several visits from the college's Space Committee, the flooring was approved and installed in fall 2021. This renovation also included a very expensive removal of the underlying asbestos tile, repairing and painting plaster walls, and newer desks and chairs for the downstairs faculty and G.A. offices.

In fall 2021, SLIS received approval for new carpeting in the upstairs computer lab, the north lab room that contains the lounge, the human-computer interaction lab, and the upstairs faculty and G.A. offices. In addition to carpeting, old aluminum blinds were replaced with wood blinds in the computer lab. The renovation to the SLIS teaching classroom has been moved to the 2022-23 fiscal year.

The final cost of renovations from 2016 through 2022 is estimated to be around \$150,000. This includes new flooring, removal of asbestos flooring, plastering and painting walls, new and new-to-us furniture, technology upgrades to the conference room and teaching classroom (fall 2022), and a variety of mold mitigation efforts. The majority of funds were supplied by the College of Arts and Sciences, but the asbestos removal was paid by a university fund specifically for this purpose, some of the work was paid by building maintenance and facilities funds, and some furniture and moving expenses were covered by SLIS funds.

Facilities maintained by SLIS

Main Administration Offices

As introduced above, the SLIS main office is located not only centrally on the Norman campus but also in the heart of the Bizzell library complex. Staff members are provided with computers that are replaced every 3 years with the Computer Standardization Program, phones, and ample desktop space. The primary office contains the networked copier/printer/scanner, faculty mailboxes, file storage, and a convenient food area with coffee equipment and a refrigerator. Having these amenities located in the main office make it easy for the staff to provide support and assistance to faculty and students and to notice when maintenance is needed. In addition, within the SLIS main office there is a large conference room where faculty meetings are traditionally held, and faculty can also reserve this space for their committee meetings or classes. During Covid-19 each faculty member was given Zoom Professional access by the university, so the faculty can now meet virtually with research partners, students, and each other. The Zoom Conference Room also provides an easy way to facilitate collaborations between the two campuses, reducing the need for travel. Faculty and students can share and live-broadcast presentations from the conference room. The main office includes display shelves for new titles of children and young adult books that are collected through the Festival of Books program, scholarship and award plaques, and other historical items of significance.

Faculty Offices, Norman

Each faculty member has their own private office within the School's physical space with a college-funded computer which is replaced every three years per a university-wide Computer Standardization Program. This private space allows faculty the ability to focus on research, and to meet with students during office hours or when advising. Most faculty offices are located in the level immediately below the SLIS main offices and can be easily accessed by stairs or elevator. The upper level contains 3 additional faculty offices that adjoin the lounge, research lab, and computer instructional lab. The proximity of the faculty offices allows for collaboration between faculty members.

Faculty Offices, Tulsa

Each Tulsa faculty member has an office in the Schusterman Library on the second floor. These are private offices with a college-funded computer. Because SLIS faculty offices are in the Schusterman Library, faculty there have been able to build close relationships with library faculty and staff which has led to collaborative recruiting and social gatherings on the Tulsa campus. While offices in the library have been convenient for the last many years, the Tulsa campus administration is currently discussing moving the SLIS faculty to the Arts and Sciences faculty area so that they are located with other college faculty.

Graduate Assistant Offices, Norman

SLIS maintains multiple G.A. office spaces. On the Norman campus the G.A.s are assigned a shared office space with 1-2 peers. These offices are located on the lower level adjacent to the faculty offices and on the upper level across from the main SLIS office.

Graduate Assistant Offices, Tulsa

For the Tulsa G.A. office, the Schusterman Library provides a shared office space. Since currently OU SLIS only has one G.A. position on the Tulsa campus, this gives the G.A. the opportunity to network and work with other G.A.s from a variety of backgrounds. Being in the library also provides easy access to materials, additional study space, and SLIS faculty.

Instructional Spaces Maintained by SLIS

SLIS controls two classroom spaces. One is a traditional classroom and the other is a computer lab. The traditional classroom features seating for up to 40 students, and instructional tools including digital and page projectors, instructor computer, and whiteboards. In fall 2022, this space is scheduled to be upgraded to a Zoom Room through funding from the College of Arts and Sciences. Adding the Zoom Room functionality will keep this physical space relevant as class formats evolve. The computer lab has 25 student desktops and 1 instruction desktop as well as seating for students who want to use their own laptops. This space receives upgraded computers every 3 years following the Computer Standardization Program. When faculty teach in-person classes, the School can schedule them in one of these classrooms to make it faster and more efficient for them to teach. Both the students and faculty can easily receive support from the main SLIS office staff since the spaces are conveniently located on the same floor.

SLIS Maintained Research Spaces

Through Dr. Liu's start-up funds provided by the college and Provost, he has created a human-computer interaction lab in the SLIS north lab room. This research lab contains two separately enclosed computer work stations. The previous use of the space as a graduate lounge was taken into consideration when enclosing work stations, and the redesigned space will continue to house a general student lounge area plus the new research lab.

Other Physical Facilities and Faculty

The faculty have access to extensive meeting rooms, research facilities, and additional office spaces throughout both campuses. In the lower level of the Bizzell Library is the Zarrow Family Faculty and Graduate Student Center. This center has exclusive spaces that can be reserved by faculty that include meeting and consultation rooms, workrooms, and focus rooms. This space houses the Data Analytics, Visualization & Informatics Syndicate (DAVIS) which is discussed in the next section. The study rooms provide space that can be reserved for up to eight hours and feature a variety of furniture such as sit-to-

stand desks and even treadmill desks. The research rooms are quiet shared workspaces with shelving that can be reserved for personal use. These spaces provide easy access to additional space that is flexible to meet faculty needs and different than the traditional office spaces provided by SLIS. The Schusterman Library and Schusterman Center in Tulsa also have additional classrooms and conference rooms that can be reserved by faculty.

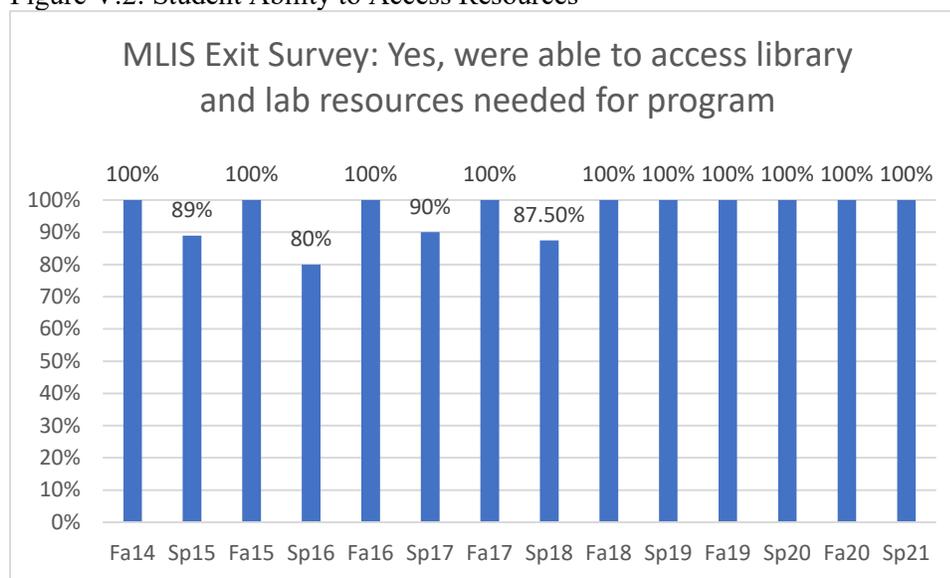
Physical Facilities and Students

The SLIS facilities provide an efficient space for students. Many of the OU MLIS students did not attend OU as undergraduate students and are therefore unfamiliar with (and often overwhelmed by) the large Norman campus. Because the main SLIS office, faculty offices, and classrooms are all in the same building, students are not burdened with having to learn the layout of the entire campus. Instead, they quickly become comfortable with the SLIS space. They can easily meet for consultations with faculty in their offices, stop by the SLIS main office with a question, and get to class without leaving the building.

Tulsa SLIS classes are scheduled in the Schusterman Library, where the faculty offices are housed, or in the building adjacent to the library, so Tulsa students have a similar experience to their Norman counterparts. Of course, many MLIS students attend online, and they connect with faculty for advising or course questions via Zoom. Faculty are always happy to work with students on research, in-person or virtually. Dr. Liu’s new human-computer interaction research lab will provide additional opportunities for research for SLIS graduate students. As discussed above, SLIS employs several G.A.s with university and grant funding. These G.A.s each receive an office in SLIS (either private or shared with one other G.A.) with a university-provided computer.

Overall, according to the MLIS Exit survey, students report that they have access to the library and lab resources that they need to be successful in their MLIS program. The students who felt they did not have access said this was due to attending online and not having access to the physical lab on campus. See Figure V.2.

Figure V.2: Student Ability to Access Resources



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.”

Instructional and Research Facilities

SLIS and OU offer facilities that support faculty instruction and research. As mentioned above, SLIS has a computer lab that faculty can use to teach technology intensive courses and has recently designated a space for a new human-computer interaction research lab. The university began providing professional Zoom accounts in 2020 for all faculty to facilitate remote instruction and collaboration. This has proven to be very beneficial for SLIS faculty, and it is expected that the university will continue supporting these Zoom accounts moving forward.

In addition, OU has several innovative facilities to support faculty research on campus. This includes the [OU Supercomputing Center for Education and Research](#) where faculty can run large computing jobs or store data. The University Libraries (UL) also has a flexible experimentation and innovation space in the Bizzell Library building called The Edge, where faculty can use 3D printing tools and virtual reality workstations, to further their research or teaching needs. The Helmerich Collaborative Learning Center in the Bizzell Library also provides instructional space for faculty as well as access to recording studios. The [Tom Love Innovation Hub](#) in Bizzell Library offers opportunities for learning and making. Finally, the UL recently opened the Zarrow Family Faculty and Graduate Student Center in Bizzell with collaborative spaces, as well as study and meeting rooms that are available by reservation.

SLIS students also have access to the spaces mentioned above for their own research and creative endeavors. In addition, Bizzell Library offers a student computer lab with commonly used software and printing stations. The Helmerich Collaborative Learning Center has the Bookmark Café which allows students to get food and drinks while studying. In addition, this space and the Zarrow Family Faculty and Graduate Student Center both have study rooms available to students to work privately or with a group. MLIS students are fortunate to have access to multiple collaborative and research spaces from SLIS and the UL all in the same building.

Instructional and Research Services

In addition to the facilities for faculty and students, there are a variety of services that support instruction and research. The College of Arts and Sciences has a team of IT professionals available to help faculty with any technology needs, including hardware and software needed for instruction or research. This group is the first point of contact when SLIS faculty need technology help. The college also has an office specifically for online and academic technology services (OATS). OATS is on hand to assist faculty in the development and maintenance of online courses. They provide online resources as well as one-on-one appointments with instructional designers. OATS additionally offers video capture green rooms and provides services to ensure courses are ADA compliant.

The UL offers the Data Analytics, Visualization, and Informatics Syndicate (DAVIS) which provides one-on-one assistance, software and data carpentry workshops, and workshops on a variety of other data and research tools. The Open Educational Resources (OER) office within the UL offers support for faculty who want to create or adopt OERs in their classes, including sponsoring a competitive grant to support faculty efforts. Finally, the UL subscribes to online collections and databases that support SLIS faculty research. SLIS is in frequent contact with the UL through assigned liaisons to ensure that the resources and publications that are most pertinent to the LIS field are retained by the library. The

circulation desk at the library also provides technology lending services, which allow faculty to check out commonly needed hardware including chargers, laptops, and projectors.

In addition to the college and UL resources, OU also has a Center for Faculty Excellence which was recently created to support faculty research and teaching by providing support with writing, developing curriculum, grant applications, research collaborations, community engagement and leadership. These services are provided through a combination of one-on-one meetings, peer mentoring, online services like GrantForward, and workshops. Another recent addition to the university is the Data Institute for Societal Challenges (DISC) which seeks to bring together researchers from diverse fields of study in data science, artificial intelligence, and machine-learning, which are the primary areas of interest for several of the SLIS faculty.

Students have access to IT support and specific Canvas support 24-hours a day. In addition to help desk support, students are encouraged to take advantage of DAVIS consultation and workshops to support their research and data needs. Both campus-based and online students can seek class and research assistance from academic librarians and the OU Writing Center. Students can also engage in research collaborations through the OU Supercomputing Center and the Data Institute for Societal Challenges. The UL and a variety of campus archives and museums provide internship sites for MLIS students. These internships are predominately on-campus, but some remote-work internships are also available particularly through the Carl Albert Center archives.

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.”

SLIS enjoys a close relationship with the academic libraries on the Norman campus, the OU Health Science Center (OUHSC) Campus in Oklahoma City, and the OU Tulsa Schusterman Campus. A brief overview of SLIS’ interactions with these libraries is as follows. SLIS director Burke has met with the current dean of the UL and had several meetings with previous UL deans to discuss ways that SLIS and the UL could collaborate that would be helpful for both units. One persistent idea that has been discussed but not yet been actualized is a post-MLIS program where new graduates can get academic library work experience for a year or two (like a post-doc program). The new UL dean has expressed interest in further discussions on how this could be created. SLIS faculty and UL librarians engage in interrelated service. For example, one SLIS faculty member who is also an associate dean in the College of Arts and Sciences chaired the search committee for the recently hired dean of the UL. Another SLIS faculty was a member on that search committee. SLIS faculty members have also served as members of the OU Libraries Digital Scholarship Advisory Board and the University Libraries Committee. UL librarians have served on the OU SLIS Advisory Board, and currently the new UL dean is a member of the board. A librarian was, for several years, a member of the steering committee for the SLIS graduate certificate in Digital Humanities. The UL provides a liaison librarian to SLIS and SLIS provides a liaison faculty member to the UL. The previous Interim Dean of the UL was one of the library leaders that the SLIS Strategic Planning Committee interviewed as part of the strategic planning effort. Other interviews for strategic planning included the directors of the OUHSC library and the OU Tulsa Schusterman Library. Similarly, the UL invited SLIS faculty to participate in focus groups for the UL’s strategic planning. In the area of teaching, numerous librarians in the libraries on all three OU campuses teach classes as adjuncts for the MLIS program. Other librarians from these OU libraries give guest lectures and create lecture videos to enhance MLIS classes. Staff members from libraries on all three campuses become students of the OU MLIS program, and these libraries hire OU MLIS graduates. All three of these libraries hire MLIS students as

graduate assistants and serve as internship sites for MLIS students. SLIS faculty and the SLIS director have also worked with the UL to create additional special graduate assistant positions for MLIS students in the UL. A UL librarian worked with a SLIS faculty member to create a LibGuide for the MLIS internship program. SLIS faculty have made presentations to the UL librarians about special topics. Several SLIS faculty have collaborated with librarians on all three campuses on research projects and publications. Also, the SLIS staff work with the UL facilities manager on repairs, renovations, and other facilities-related issues in the SLIS physical spaces.

University of Oklahoma Libraries, Norman Campus

The Norman campus library system is referred to as the University Libraries (UL), and the main building is Bizzell Memorial Library where the SLIS offices are also housed. In addition to the main library building, UL has a remote facility ([Library Service Center](#)) where library acquisitions, cataloging/metadata, most technologists, and off-site storage are housed. The UL has numerous special collections and three branch libraries. Departments, special collections, and branch libraries [are listed here](#). The UL states, “The University of Oklahoma Libraries is the intellectual crossroads of the university, providing materials and assistance to facilitate knowledge creation. Library services are provided from six locations, including the largest research library in Oklahoma. The UL contains world-class special collections in Western history, the history of science and Chinese translation, as well as branch libraries for fine arts, architecture, and geology.” Their [facts page](#) also includes information about their facilities, special collections, and awards. Additionally, the UL mission and values [are listed here](#). OU MLIS alum Denise Stephens became the new UL dean in summer 2021, and is developing a new strategic plan. Dean Stephens also has affiliate faculty status in SLIS. The School looks forward to forging renewed alliances with the UL under her leadership. The UL assigns a liaison librarian subject expert for collection management, and SLIS designates a faculty member as the School’s liaison to the library. The UL and SLIS faculty liaisons coordinate on School information resource needs from the library including new purchases, evaluation of existing databases and journals, and evaluation of new resources that become available. SLIS faculty have served on the Library Dean Advisory Committee charged with advising the library dean on matters related to services to campus.

More than 70 professional librarians and curators, plus dozens of support staff and student workers manage the more than five million volumes that the UL holds. Approximately \$9.5 million is spent annually on new materials in both print and electronic format, and the UL is ranked 32nd by the Association of Research Libraries out of 112 research libraries nationwide in the number of volumes held. The library is the largest research library in the state with physical holdings of approximately 4.4 million books, 3.6 million media materials, and 74,000 serials. Additionally, there are 1.8 million digital books, 109,220 e-serials, and more than 300 databases. The UL spends approximately \$8.3 million for ongoing resource purchases, including periodical and database subscriptions. As a depository library, the UL holds over one million historic government documents and provides access to current and historic online government documents. The UL has access to the databases *Library, Information Science & Technology Abstracts (LISTA)*; *Library Literature & Information Science*; *ACM Digital Library*; and *IEEE Explore* as well as many other databases to help support the School’s curriculum. See this [section](#) of the Research Guide for SLIS for more information. There are more than 70 subscriptions to periodicals on the UL’s fund code for library science. Please note, however, that count does not include periodicals that come with JSTOR, Project Muse, and other stable databases that the library now relies on in order to hold down serials costs.

Access to Material: SLIS faculty members, students, and staff can access the UL materials regardless of whether they are Norman-based, Tulsa-based, or online. E-resources are accessible 24/7 with OUNetID credentials. Sooner Xpress transports physical materials between the Norman and Tulsa campuses, and will provide digitized copies of journal articles, book chapters, and books from the UL collection to OU

faculty, students, and staff. Library staff can also scan articles for faculty to put into their Canvas course shells. Faculty can additionally direct link electronic articles into their Canvas pages using proxy URLs. Materials not owned in the collection may be requested through ILL.

Facilities: In addition to collection materials, as mentioned previously in this chapter, the UL offers a variety of quiet study and collaborative work areas for faculty, students, and staff. The Bizzell Library has undergone significant renovation since the last site visit, opening the [Helmerich Collaborative Learning Center](#) in fall 2014, the [Zarrow Family Faculty and Graduate Student Center](#) in fall 2017, and the [Learning Lab](#) in fall 2017 which contains the student Writing Center, a Learning Lab Classroom, and a variety of individual and group work spaces. The Bizzell Memorial Library also offers the Great Reading Room which is popular for quiet study. There are vending machines and a coffee shop in the building. Regular building hours are Sunday 12:00 pm to 2:00 am, Monday through Thursday 7:30 am to 2:00 am, Friday and Saturday 7:30 am to 10 pm. Extended hours are available during finals week.

Services: In addition to expected academic library services, the UL offers workshops including data carpentry and others through [DAVIS \(Data Analytics, Visualization and Informatics Syndicate\)](#), the [Podcast Studio](#) offers the OU community the technology to make audio and video recordings, [Digital Scholarship](#) consultations are available by appointment, [Digital Collections and Digitization](#) are focused in the Digitization Lab, and an [Emerging Technologies](#) office offers 3D printing, virtual reality, and more. Additional available technology includes scanners, copiers, printers (wired and wireless), and various technology items for check out. There are around 150 computers available for student use (including PCs, Macs, checkout laptops, and catalog-only workstations). These computers offer broadband internet access, and wireless access is also available across campus and within the library. More services offered by the UL [are listed here](#).

[Services for People with Disabilities](#): The UL offers an array of services for library users with disabilities. These include book and article retrieval, proxy cards, Sooner Xpress, specialized software/hardware, wheelchair access and directions, accommodations to special collections and library events, parking, and maps. All OU websites are accessible and [information regarding accessibility](#) is located on the main page of the library website. An [assistive technology computer](#) is available in Bizzell.

The UL is a vast, dynamic organization and it is not possible to list all of their services, renovations, initiatives, and growth since the previous site visit. SLIS interacts with the UL on a variety of levels from MLIS student graduate assistantships in the library, MLIS student internships in the library, the collaborative building of the UL children's literature collection with the Festival of Books materials received regularly by SLIS from publishers, SLIS faculty collaborating on research and publication with UL librarians, UL librarians serving on SLIS committees and advisory boards, and more.

OU Tulsa Schusterman Library

The [Schusterman Library](#) at the University of Oklahoma-Tulsa campus is the primary academic library for the faculty, staff, and students of the Tulsa programs, including the faculty and students of SLIS. The Schusterman Library enjoys a close relationship with SLIS in Tulsa. SLIS faculty offices are located in the library building, and the library facilities are commonly used to host activities and events for SLIS in Tulsa, including an annual reception for new students, workshops on job placement and resume building, and portfolio defenses.

In addition to six FTE professional librarians and 4.375 FTE staff, the Schusterman Library employs as many as six part-time (0.5 FTE) graduate assistants (G.A.s) who benefit from an enriched educational experience, including hands on learning opportunities and specialized support from faculty librarian mentors. The majority of the G.A.s employed by the library are enrolled in the MLIS program. At the

Schusterman Library, these students have the opportunity to apply theory and knowledge from classes to true professional-level experiences in the library, providing fellow students with complex technology and research support and navigating team dynamics while working alongside a cohort of peers and faculty librarians. Additionally, G.A.s in the MLIS program are exposed to a wide variety of library settings and activities, including academic librarianship, health sciences librarianship, technical services, archival work, mediated searching, and research.

The library building, constructed in 2011, occupies 22,000 square feet and features a variety of study spaces to accommodate diverse study habits. Hours of operation (76 hours a week) are extensive for a commuter campus, offering Sunday 1:00 pm-6:00 pm, Monday through Thursday 8:00 am-10:00 pm, Friday 8:00 am-6:00 pm, and Saturday 1:00 pm-6:00 pm.

All areas of the library, including two outdoor tables, have network connectivity for use with laptops. Additionally, the first floor Knowledge Commons provides 24 workstations with a variety of configurations, including traditional computer desktops with direct internet access, dual monitor stations, large screen monitors, and monitors for laptop connection. These workstations include two height adjustable standing desks and one accessibility computer equipped with screen reading software for visually impaired students. Incorporated within the Knowledge Commons is the Library's *Mind+Body* initiative, which promotes physical activity while studying. *Mind+Body* has added three walking treadmills with height adjustable desks, three desk bikes, three underdesk elliptical stations, and four additional height adjustable standing desks, all designed for laptop use. Standing mats, laptop stands, ergonomic chairs, and mobile whiteboards are available for use at any of the Commons study spaces. An additional 57 study seats on the first floor include traditional study tables and soft seating options.

Four group study rooms are equipped with glassboards, large monitors, and Creston Mercury tabletop panels to support collaborative screen sharing and web conferencing. These rooms can accommodate from five to seven students each and are available by reservation.

The second floor of the library is designated as a quiet study environment with 19 study carrels and four Brody work lounges available for independent study. Various configurations of tables, chairs, booths and soft seating add approximately 52 study seats for both individual and group work.

The physical library contains nearly 80,000 volumes, of which over 12,000 are books and technology, and the remainder are bound journals. The library holds over a thousand unique periodical titles in print; current print periodical subscriptions number one hundred and eleven. Students also have access to thousands of electronic titles. The library offers free interlibrary loan and document delivery to all faculty, students, staff, and residents. In the previous calendar year, they received and processed over 2,800 ILL/Document Delivery requests from campus users.

Additionally, the Schusterman Library provides remote access to the same electronic databases, journals, and books available through the UL from the main campus in Norman. A [resource guide in library science](#) includes links for several major information and library science databases, including *Library Literature & Information Science*, *LISTA*, *JSTOR*, *Web of Science*, and *WorldCat*. Furthermore, the library provides [online tutorials](#) to instruct students in utilizing online library resources, and routinely teaches information literacy sessions for the campus.

The library's six professional librarians provide extensive support for research and scholarship to students and faculty. The library's literature search service provides search results within two business days to fulfill research requests from both students and faculty. In addition to regularly available instruction sessions, they routinely offer individual research consultations to focus on specific topics, either in person or by Zoom. Specialized consultations on presentations and scientific posters are also available. Support

for scholarly writing is provided through style manuals, online citation style guides, and instruction on using citation manager software (including EndNote and Zotero).

OU Health Science Center (OUHSC) Bird Library

The Robert M. Bird Health Sciences Library (BHSL) on the OUHSC campus in Oklahoma City holds a leadership role within the state, and regionally within the National Network of Libraries of Medicine, engaging in and advancing health information initiatives in service to HSC faculty and student patrons, the community, state, and region.

Housing the Graduate College and surrounded by five of the other six colleges on campus, the Robert M. Bird Health Sciences Library Building serves as a hub for the campus. Departments housed in the building include the Provost's Office, Academic Technology, Admissions and Records, and the Office of Academic Affairs and Faculty Development. The building sits adjacent to the Stanton L. Young Walk (outdoor space) and across from the Student Union.

The BHSL library faculty are health information professionals whose expertise furthers the mission of the University. The Library (faculty, staff, resources, facility) serves as the most comprehensive resource for bioscience and health information publications and related services in the State of Oklahoma. The core purpose of BHSL faculty and staff is to facilitate discovery of and access to health information for education, research and creative activities, continuing education, public service, and clinical care at the OUHSC. Administratively, the Library falls under the Office of the Vice-Provost for Academic Affairs and Faculty Development at the University of Oklahoma Health Sciences Center.

Five faculty librarians hold appointments in the Department of Health Sciences Library and Information Management (HSLIM), in the Graduate College, for which the library Director serves as the Chair. The other four faculty are responsible for teaching the two biomedical sciences courses offered through the SLIS. Three full-time staff are students in the MLIS program and a non-employee is completing an internship during the Spring 2022 semester. The BHSL holds two positions for graduate assistants, although they are not currently filled.

Currently a staff of 23 provide teaching and services, manage the space in the library building, and manage the largest health collection in the State of Oklahoma (7,923 current journal titles, approximately 149,000 titles and 306,000 volumes).

In addition to the expanding collection of electronic resources that support the current discoveries and changes related to health and health education, library staff maintain the History of Medicine Collection. This collection houses books, journals, non-print media, realia, equipment, art, personal archives, and select University publications, specifically related to the history of the health disciplines.

Access to Materials

All electronic resources are licensed for OUHSC students, faculty and staff of the Oklahoma City and Tulsa Schusterman campuses, and are available 24/7. The library utilizes EZproxy to facilitate access to restricted resources for valid users that are not physically on the OUHSC network. Faculty, students, and staff of the OUHSC use their university credentials to authenticate and gain access to these resources when off-network, through the proxy or VPN. Currently the Library is open 70 hours through seven days of the week.

Services

The Reference and Instructional Services department at BHSL offers searching and research assistance through one-on-one spontaneous interactions, scheduled consultations, as well as specialized class instruction. Resources not held by the library are obtained through interlibrary loan from other libraries in the OU system utilizing the Docline (National Library of Medicine) and OCLC systems. Other services include document delivery, e-reserves, 3D-printing, test proctoring, and a book club.

Facilities

The Library occupies the 3rd and 4th floors of the Library Building, for a combined study area of 8700 square feet. Individual study rooms accommodate 7; that number was tripled as of January 2022 with the completion of an additional individual study area that seats 14. Four group study rooms each accommodate 6. Open study areas have seating at tables for 338, and lounge seating for 73. Workstations are available for research, along with a PC Lab for training and testing. Seven conference or gathering areas available for group meetings or events include 2 outdoor areas. Outdoor areas are equipped with wi-fi and electricity.

Technology Support Services

Previous sections of this chapter extensively described the technology services from OU IT, the College of Arts and Sciences IT, and the college's OATS online teaching support office. Since those were already described, that information will not be repeated here. In addition to these services which provide technology assistance, the VPRP Office provides competitive funding opportunities for faculty to purchase technology and equipment for research purposes through the [Strategic Equipment Investment Program](#).

Campus Support Facilities

[Accessibility and Disability Resource Center](#): The ADRC provides advocacy and services to students and employees on the Norman and Tulsa campuses. They also provide information and assistance to instructors to help create accessible course materials and inform instructors on test proctoring, captioned media, syllabus statements, and more.

[Goddard Health Services](#): The Goddard Health Center on the Norman campus is a full service health clinic for students and employees. The center includes a pharmacy, lab and xray, a women's health unit, LGBTQ+ health, immunizations, physical therapy, and more. Offered care includes walk-in urgent care, family medicine, sports medicine, and disease prevention and treatment.

[University Counseling Center](#): The UCC provides mental health services to students and employees of the Norman campus, including consultations and outreach services, and training for students of mental health fields. During the pandemic, mental health services moved to virtual venues for "individual counseling, group counseling, crisis intervention, and psychiatry appointments."

[Behavioral Intervention Team](#): There is a BIT team on the Norman campus and one on the Tulsa campus. These teams follow up on reports of students who stop attending or communicating in their classes, make violent or self-harm statements in communication with faculty and peers, and otherwise act in ways that cause concern. SLIS has referred numerous cases to the BIT teams on both campuses over the years.

[Office of Diversity, Equity, and Inclusion](#): This office is “the point of contact and arbiter of engagement, discourse, information, interaction, outreach and leadership in the mission of diversity and inclusivity at the University of Oklahoma.” They provide training, give awards, offer scholarships and student organization grants, and inform university policy.

[Student Success Center](#): The College of Arts and Sciences started a Student Success Center in spring 2020. The center engages in numerous services, particularly for undergraduate students, to enhance their ability to succeed at the university and after graduation, to engage with community partners in service-learning projects and civic engagement, and otherwise improve their educational experiences and outcomes.

[Center for Faculty Excellence](#): An outgrowth of the previous Center for Teaching Excellence, the CFE provides services to faculty to support teaching, research and creative activities, community engagement, and leadership efforts as they move through their professional career trajectories. They offer new faculty orientations, faculty workshops, faculty writing help, tenure and promotion workshops, and more.

[Shared Business Service Center](#): The SBSC, mentioned earlier in this chapter, was established in 2018 to assist departmental staff work when the university began to downsize the staff workforce. They predominately provide financial and payroll support, travel planning and reimbursement support, and related actions.

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.”

SLIS is governed by the administrative policies of the College of Arts and Sciences and of the university, and works within those policies to ensure that the School’s actions are in line with the college and university expectations. The university policies are found in the [Regent’s Policy Manual](#), the [OU Norman Campus Faculty Handbook](#), the [OU Staff Handbook](#), the [Student Handbook](#), and the [Graduate College Bulletin](#). Additionally, in recent years, departmental autonomy for many types of policies has been replaced by centralized policies as will be shown in several examples below. Therefore, the systematic review of policies by the SLIS faculty, in many cases, is informing the faculty of policy changes from the college and university.

SLIS has sometimes had internal policies that have become overridden by college or university policies. For example, through faculty discussion and a vote in 2018 SLIS wrote a policy for how the grant SRI/FAR funds could be spent. In spring 2021, the university released detailed and specific policies for how these funds can be used and the new policies constrained the previous SLIS policy ([policies here](#)). In 2017, SLIS created a donor stewardship policy for acknowledging donations and requiring student scholarship recipients to submit thank you cards or letters for the donor/donor’s family. In spring 2021, the college announced a new donor stewardship office that will take over these responsibilities and impose their own policies ([policies here](#)). When it comes to many policies, SLIS is not an independent agent, but a unit situated in a context that includes the college and the university as a whole.

Fiscal policies are nearly all controlled by administrative units above SLIS. One example concerns policies related to annual faculty development funds. For many years, these funds came from carry-over money that SLIS held and had discretionary control over their spending. As presented earlier in this

chapter, the university and college budgeting practices changed, and the carry-over was swept. For a few years faculty development funds for Norman faculty came from a smaller carry-over fund that was not swept, but by the end of the 2020-21 fiscal year, these funds were depleted. Starting in the 2021-22 fiscal year, the college has agreed to make \$1,000 per Norman SLIS faculty member available for faculty development within the general SLIS budget. Meanwhile, the Tulsa campus used to provide \$1,200 per year per faculty member, but beginning in 2021-22 they will no longer provide any faculty development in this manner. Instead, they will require faculty to submit proposals for faculty support grants to the dean's office for funding. In fact, the Norman campus College of Arts and Sciences used to offer similar small faculty support grants for travel and other faculty development, but discontinued those in 2016. As can be seen, this is another example of policies that are outside of the control of SLIS. Faculty are informed at August Planning Day each year of the availability of faculty development funds.

One aspect of faculty support is ten hours of graduate assistant support per faculty member per week. The SLIS previous (unwritten) policy was that faculty could use their graduate assistant hours in any manner they wished to support their work. Faculty used their G.A.s for teaching support, research support, and service support. Beginning in the 2020-21 academic year, the college has required SLIS to specify which courses G.A.s are assisting on. By new college policy, G.A.s funded by the college are specifically for teaching support. G.A.s for research support are required to be paid with grant funds.

Within SLIS, the faculty governance system leads to some operational policies being embedded in the standing charges of the faculty committees. Suggestions for the annual charges for the committees are submitted by the previous year's committees in their end of year reports. The director then writes the annual charge documents, keeping in mind both School priorities and committee suggestions, then these standing and annual charges are distributed to each committee by early September. The committees review their charges and may submit changes back to the director after their first meeting. In this systematic process, the committees submit suggestions for annual charges for the next year, the director reviews the charges and may add additional charges, then at the beginning of the next academic year the committees review their new annual charges and accept or modify them. Committees may also suggest changes to the standing charges, wherein operational policies may be encapsulated. The committee year-end reports include the meeting minutes and the charges and serve as the evidence for this process ([committee year end reports here](#)).

Technology Review and Replacement

SLIS operates under the technology replacement policies of the university and the college. The OU IT replacement schedules for faculty and staff technology [are located here](#) and the computer standardization policy document [is here](#). Computers in graduate assistant offices are typically not replaced with new computers, but with secondhand computers that become available for a variety of reasons. The Norman campus will no longer purchase printers for faculty offices, but the SLIS main office has a very nice copier/printer to which faculty, staff, and graduate assistants can print using the Ethernet connection. The college technology team replaces computers in the SLIS-adjacent computer classroom every three years, and performs maintenance and updates regularly.

During the review period, the entire Norman campus switched their distance technology from Polycom to Zoom. The Tulsa campus is still committed to using Polycom, reportedly because it is more secure and since Tulsa is predominately a medical campus they want to ensure the security of transmissions. However, MLIS courses between the Norman and the Tulsa campus are successfully connecting through Zoom technology. The SLIS conference room was upgraded from Polycom to Zoom in 2019, and this has been very helpful for faculty meetings, committee meetings, advisory board meetings, and small classes. SLIS also maintains its own classroom which previously contained Polycom technology and was used regularly for distance education. That classroom has been on the list for several years to upgrade from

Polycom to Zoom; at this time that upgrade is expected to happen in fall 2022. In the meantime, the room has been used for on-campus classes and lectures.

OU also changed the online course management software from D2L to Canvas. In addition to changing the software, some policies for instructors changed. The university president issued a requirement that all courses must have a syllabus posted to Canvas by the first day of the semester, even if the course is an on-campus course. It was later recommended that the syllabi be available to students the week before classes started, although that was not made into a requirement. The college OATS office keeps tight control over the development of online classes, and if the online course design for an upcoming new course is not completed before student registration starts, OATS will not approve the class to open for registration (OATS [guide to online course design](#)).

Physical Facilities

SLIS is located in the original 1929 building of the Bizzell Memorial Library, [named a national landmark](#) in 2001 due to its role in desegregation in higher education in the South (see [pages 6 forward here](#)). The architectural design of the building is beautiful, complete with gargoyles, carved wood panels, and an expansive two-story reading room. Tour guides commonly tell visitors that Bizzell Library is the second most photographed building in the state, after the state capitol. However, there are challenges to being housed in a nearly 100 year old building. Most SLIS faculty offices are in the basement and subject to moisture problems that lead to mold in some offices and bubbling plaster in others. As can be expected, this is a matter of ongoing concern to SLIS faculty and is discussed regularly in meetings. As described in detail above, SLIS has engaged in multiple efforts to mitigate mold in the faculty offices. Other types of ongoing maintenance in the SLIS physical facilities includes electrical wiring in the computer lab, window maintenance, some wall plastering upstairs, and maintaining the gutters on the outside of the building to minimize the moisture funneled into the building wall. SLIS has lost two spaces to the library during this review period. One SLIS storage closet was taken to become an electrical closet for the building. One very nice upstairs faculty office was rendered unusable when the library installed the building's air conditioning unit in the ceiling above, creating a loud, vibrating noise in the room. SLIS turned the room into storage space but it has flooded twice from the air conditioner, so the room is mostly unusable. The management and oversight of the physical facilities is carried out by SLIS staff.

Student Opinions

SLIS regularly gathers data from students about the lab resources and library services through the MLIS graduating student [exit survey](#), which asks, "Were you able to access the library and lab resources you needed for your program?" The bar graph in section V.10 above shows that nearly all students responded yes to this question. Since these data verify that students have the access they need, no actions have been taken from the survey response.

Summary

In summary of this section, most of the administrative and technology policies under which SLIS operates are those of the college and university. Several policies that were previously under departmental control have been centralized over the last few years. SLIS faculty are regularly updated in faculty meetings and Planning Day on policy changes that affect their work. Some SLIS policy work is regularly reviewed and enacted within committees. For example, Committee A writes the policies for faculty evaluation, within guidelines set forth by the university, and brings these policies to the faculty meetings for discussion and approval. Every spring Committee A then applies these policies in the annual evaluation process. The academic program committees, such as the Graduate Studies Committee for the MLIS, create policies

concerning student evaluations on academic progress, student petitioning policies, and end of program assessments, and bring policy changes to the faculty at faculty meetings for discussion and vote.

Faculty report any issues with classrooms, technology, and offices to the SLIS staff and to other support teams on campus such as OU IT and the college's online teaching office. These support personnel then engage with appropriate other offices for solutions. The SLIS administrative assistant daily checks the physical facilities for problems including windows, dehumidifiers, mold, and walls, and keeps in close contact with the building facilities team on work orders and maintenance. Graduating students are given the opportunity to comment on any difficulties they experienced in access to resources, although happily they rarely report experiencing problems of this nature. Students who do not finish the program will sometimes contact the SLIS office or SLIS faculty to give feedback. However, SLIS does not survey or otherwise systematically collect information from students who do not complete the program.

Standard V.14

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

The faculty meet monthly in faculty meetings and annually at the [August Planning Day](#), and engage in planning and decision making about all aspects of the School including administrative policies, finances, and resources as applicable. Strategic planning is also undertaken in a systematic and ongoing manner both at the regular meetings and the annual retreat, in the [Strategic Planning Committee](#), and at special meetings called for [intensive strategic planning](#). On-going decision making and evaluation are documented in the meeting minutes from the monthly [faculty meetings](#), the annual August Planning Day, in [committee meeting](#) agendas and minutes, and in other types of meeting minutes. Financial planning documents such as [budgets from SLIS](#) are also available.

The administrative head of the unit, the director, is evaluated annually by Committee A. A more in-depth evaluation that includes surveying stakeholders is undertaken if the director asks for reappointment for another four-year term. These data are used by the college dean to decide whether or not to approve the director's reappointment request. The director also writes an annual self-assessment to submit to the college dean and associate dean, and then has a meeting with them to discuss the annual review and the planning for the School. The SLIS staff are also evaluated annually in the spring, according to the college and university requirements.

As discussed earlier, budgeting is a centralized process. The SLIS administrative assistant works closely with the college to create an [annual budget](#) that the college agrees to fund. Predominately, this budget is based upon the budget from the previous year. In the 2021-22 fiscal year, the budget included for the first time, faculty development funds of \$1,000 for each faculty member. Faculty development was previously funded by SLIS carry-over funds. Large projects such as the new flooring in the SLIS facilities are funded by the college, if approved. Some aspects of renovation may also be funded by university or library building maintenance accounts. Faculty are informed of pertinent funding and financial information at the regular [faculty meetings](#).

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.”

Since many of the items covered in this standard are centrally controlled, they are not typically reviewed and assessed on a systematic basis by the SLIS faculty. SLIS faculty do have equal opportunity with other campus faculty to serve on decision making committees, task forces, and other bodies such as Faculty Senate. Through this service, discussed in Chapter III, faculty contribute to university and college decision-making.

Some things, such as the SLIS facilities, are topics of ongoing conversation between SLIS and the appropriate maintenance units. If faculty report significant issues in their offices, the SLIS administrative assistant immediately places work orders (data on problems leads to actions). Faculty have been offered alternative office space, when needed, to facilitate maintenance work. As noted in this chapter, students typically do not perceive any problems in accessing facilities and resources that they need to pursue their degrees (data on things working well leads to not making changes). In addition to physical spaces, the libraries on all three OU campuses are extraordinarily responsive to faculty and student resource needs, both for physical and electronic materials. OU IT, college IT, and Tulsa campus IT are also extremely responsive to faculty, staff, and student technology issues and needs. The support units on campus that offer resources and services are so proactively competent that it is difficult to imagine how any reviews by SLIS could improve their support of the School and the MLIS program, as they are continually improving their services through their own internal processes. However, if the School does request any kind of additional library, IT, or other service support, our needs are unequivocally met in a timely manner. Major renovation projects require much more planning and outlay of funds, and therefore are not instantaneous. However, within the limitations imposed by budgets and by the physical capabilities of the 100 year old building, renovations are being completed over time (data on physical facility needs led to eventual renovation action).

Concerning faculty salaries, the university engaged in data collection and analysis to create a compa-ratio to inform salary increases across campus which were applied in 2019. SLIS was also given a small amount of discretionary salary money and Committee A used the compa-ratio information and a review of SLIS faculty salaries to decide how to apply the funds. Most of the salary increase was given to the very compressed and inverted full professor, and the rest was applied to even out discrepancies between the salaries of associate professors. Prior to the all-campus salary upgrades, salary data informed a request by the SLIS director to the Tulsa dean for salary increases for the SLIS Tulsa faculty to bring them up to par with the Norman campus faculty.

Summary for this Chapter

The time span covered by this review represents an era of enormous upheaval and change at the university, and these changes affected every unit including SLIS. Precipitators for change include several changes in leadership mentioned earlier including the university president, provost, vice president for research, Graduate College dean, College of Arts and Sciences dean, Tulsa College of Arts and Sciences dean, and SLIS director. Some of these positions even changed multiple times. Some new positions were created, such as the Vice President of Diversity, Equity, and Inclusion. Changes in leadership are at once exciting infusions of new ideas and practices, and disruptive forces that can lead to feelings of insecurity among faculty, staff, and students. Add to this an environment of financial instability in the state and at the university, several serious racially charged incidents at the university and in the country, and a pandemic, and this describes the context during which the activities described in this self-study took place.

The complete change in upper administrators has led to a revitalization of the university as new ideas have infused operational structures at all levels. One of the most consequential outcomes of change that will strengthen the university and situate it for success going forward is the top-down investment in strategic planning as a tool for reforming the university and each unit within it, by laying a road map to an

envisioned future and taking deliberate steps toward well-reasoned change. This type of systematic planning and execution of those plans will lead to improved outcomes for academic programs such as the MLIS, academic units such as the School, for faculty as individuals, and the university as a whole. The idea of strategic planning began to catch on at the university during this review period with both SLIS and the College of Arts and Sciences beginning strategic planning processes around 2015, and then the entire university engaged in planning and released strategic plans and visions by 2020 and 2021. SLIS produced a Strategic Plan that covered [2017 to 2021](#), and in the 2020-21 academic year created its [next-level Strategic Plan](#), discussed more completely in Chapter 1 of this report.

This discussion of the OU context is relevant to Standard V because changes in leadership in the upper administrative levels fueled modifications that resulted in the standardization and centralization of policies and practices particularly related to budgeting, finances, and staff who engage in financial activities. The evaluation and subsequent changes in policies and procedures were done at the upper administrative level, not within SLIS, but the results have positive impacts for SLIS faculty, staff, and students. The systemization of the budgeting process into a pre-approved budget in place at the beginning of the fiscal year leads to increased planning ahead of time rather than ad hoc decision making throughout the year, which was previously common. While the sweeping of the carry-over funds took away some of the School's financial autonomy, it also led to an on-going commitment from the college to fund faculty development and School priorities such as the renovations described in detail in this chapter. The centralization of the student scholarship application process into the [CASH database](#), rather than the previous process of SLIS emailing a scholarship application form to students, helped to reach students with scholarship information since many students report feeling overwhelmed by the sheer number of emails that arrive in their OU inboxes. With the centralized CASH database, students can enter their information and the database informs them of funding opportunities for which they qualify ([scholarship recipients here](#)). The centralization of some financial functions into the Shared Business Service Center ([SBSC](#)) particularly helps SLIS faculty and staff with travel claims, and also supports the ongoing processes for hiring graduate assistants, adjuncts, student workers, and other part-time temporary employees of the School. The SBSC also assists with reconciliations of the many SLIS foundation accounts, which was previously a quite time-consuming process for SLIS staff. Therefore, the evaluation of the financial processes of the university that led to the standardization of the budget processes, centralization of the scholarship process, and development of the SBSC helped improve the experiences of SLIS faculty, staff, and students by contributing to a more transparent and systematic process.

Most of the administrative policies under which SLIS functions have long been the administrative policies of the university as reflected in the handbooks discussed in this chapter: the [Regent's policy manual](#), the OU Norman Campus [Faculty Handbook](#), and the [Staff Handbook](#). Student policies are also centralized in the [Student Handbook](#) and, for graduate students, the [Graduate College Bulletin](#). Departments, such as SLIS, can make policies that are more stringent than those of the administrative bodies above them, but they cannot supersede those policies. For example, the MLIS admissions policies require some additional application materials that the Graduate College does not require. Also, SLIS holds some retention policies that are more strict than those of the Graduate College (see retention section in [MLIS student handbook](#)). The SLIS Graduate Studies Committee has expressed interest in reviewing the MLIS retention policies to consider whether it makes sense to continue to hold policies that go beyond those of the Graduate College. Therefore, these MLIS program policies are continually considered and reviewed by the School. Any changes recommended by the committee will be discussed and voted on by the SLIS faculty body in the established systematic review procedure. Also mentioned earlier in the chapter, the university released policies for the departmental use of grant SRI/FAR funds, and the university policies supplanted the policies that the School had created internally since the new university policies were more specific and prescriptive than the School's. Having and following centralized administrative policies is a strength for the School and the MLIS program as it keeps SLIS on even

footing with other departments, thus leading to a fair system where SLIS faculty, staff, and students are equally eligible for resources and subject to the same expectations as their institutional peers.

Synthesis and Overview

If we were to use one word to describe this review period of 2014 to 2021, it would be upheaval. Our country is in an ideological war with itself, and these conflicts are playing out on campus with the scandals mentioned in the introduction to the report. This is also reflected in politics such as the Oklahoma state bills against diversity education presented in chapter four.

We are still grappling with a global pandemic that has impacted every aspect of the university from research to teaching to campus life. Many students, staff, and faculty have experienced COVID-19 illness within their families. It is a time of cultural sorrow and conflict.

As described at length in the introduction, the University of Oklahoma experienced a significant financial crisis in response to which restructuring took place, particularly concerning faculty hiring and campus staff positions.

One upheaval within SLIS concerned an increasing student body and a decreasing faculty body. The MLIS student body was declining from 2012 through 2016, then from 2017 forward it increased rapidly in response to new policies within SLIS. This was accompanied, from 2016 through 2020, by a decrease in the number of SLIS faculty. The increasing number of students and decreasing number of faculty resulted in teaching and advising strain. The unit substantially increased the number of adjunct instructors to fill the gap. Fortunately, as the finances of the university turned around, SLIS began to receive permission to search for new faculty. Two full-time faculty members started in fall 2020. Two will start in 2022, and the School has one open search.

The other upheaval for SLIS was the reduction of the MLIS accreditation status from continuing to conditional in April 2019. This was not a sudden decision. The 2014 accreditation site visit flagged systematic planning and the use of data for program improvement, and the ALA COA continued to ask for evidence that SLIS was addressing their concern

After the 2014 site visit, the School began to put into place the systematic planning structures that the ERP had noted as lacking. In 2014-2016, SLIS started an Assessment Committee that had numerous meetings with the director of the OU Office of Academic Assessment. That director, Dr. Wao, also made presentations to the SLIS faculty on several occasions. In 2015-17, the School embarked on its first strategic planning since the 1990s, producing an impactful plan grounded in data from constituents such as students, faculty, staff, alumni, and the broader Oklahoma LIS community. From 2016 forward, SLIS first created program-level SLOs for the MLIS (and other programs), then designed and implemented a cycle of systematic program assessment that included SLO assessment in MLIS core courses and end-of-program assessments, core course team meetings every May, and faculty discussions about the previous years' assessment outcomes at the annual faculty retreat in August. However, these efforts were not sufficient. In 2019, the ALA COA determined that the School's systematic planning and use of results for program improvement were still lacking and placed the MLIS program on conditional accreditation. At that time, the SLIS faculty put into place a more stringent ongoing cycle of planning and engagement with data for program improvement. From 2019 forward, the faculty created annual goals based on the strategic plan, and in 2020 progress towards annual goals became a standing feature of the monthly faculty meetings. The School's long-standing constituent surveys of graduating MLIS students, alumni, and employers were revised and an annual systematic process for review of results was put into place. In 2020-21, the School engaged in another round of strategic planning in conjunction with the university-wide strategic planning process.

The changes that SLIS has gone through during this review period have been nothing short of transformational. The School has moved away from what the previous generation of faculty referred to as a "boutique library school" towards joining the iSchool movement. To achieve the iSchool transformation, since 2014 SLIS has added numerous academic degree programs, increased the student body, expanded the curriculum into data science, and the faculty have heavily pursued research and external grant funding. In addition to the character of the School, which was transformed through academics and faculty research, the Norman campus facilities had a complete renovation of floors, walls, ceilings, furniture, and video conference technology, and many structural problems in the space were addressed.

Conclusion

We believe that we have demonstrated in this self-study that the School and program are complying with the standards for accreditation as set forth by the ALA COA. We have established a broad-based, ongoing, and systematic review cycle with clear points at which collected data are reviewed to identify issues for improvement. Examples of data-informed improvements described in this study include changes in MLIS admissions policies, the decision to move MLIS core courses online every semester, revisions to the core courses, updates to the curriculum, improvements to the comprehensive exam, creation of a new e-Portfolio exit assessment, improved advising, and increased career services for MLIS students. We improved the curriculum with the addition of graduate certificates which offer MLIS students increased ability to formulate career paths and expanded our teaching and research expertise to include data science.

Our administrative home, the Dodge Family College of Arts and Sciences, invested heavily in the School, thereby demonstrating that the program is valued and supported. The college's investments included faculty positions, increasing the administrative staff position from 80% to 100% FTE, a historic renovation of the physical facilities, and providing extra G.A. support for working on accreditation matters.

From the upheavals described above and throughout the self-study, OU and SLIS are emerging stronger than ever, newly designed, and with a strengthened vision and purpose. We enter the next phase for SLIS with a new strategic plan, a solid ongoing, systematic planning cycle, and a data-informed process for program improvement.