I. Call to order at 10:00 A.M.
II. Adoption/Modification of agenda
III. Consideration of the minutes of the September 9, 2016 meeting, attached.
IV. Dean’s Remarks
V. Associate Dean’s Remarks
VI. Assistant Dean’s Remarks
VII. HR Remarks
VIII. UBR Remarks
IX. Informational: SOIS Standing Committee Reports
   a. Academic Planning Committee
   b. Graduate Admissions and Awards Committee
   c. Diversity and Equity Committee
   d. Doctoral Program Committee
   e. Executive Committee
   f. Graduate Program and Curriculum Committee
   g. Research Committee
      i. Brown Bag Series
      ii. Student Research Day
   h. Undergraduate Program Committee
X. Standing Committee Action Items (chairs)
   a. Academic Planning Committee (Mu)
   b. Graduate Admissions and Awards Committee (~)
   c. Diversity and Equity Committee (Aman)
   d. Doctoral Program Committee (Peekhaus for Wolfram)
      i. Motion: Allow SOIS PhD program applicants to submit GRE scores up to 10 years old.
         Rationale: A number of SOIS applicants pursue careers for extended periods prior to applying to the PhD program. Scores from attempts for earlier degree programs may be more than five years old. If the earlier scores were acceptable, these are not likely to have changed in the interim. This will also save those applicants the cost of rewriting the exam, while still providing a reasonable upper time limit for allowable earlier scores.
   e. Executive Committee (du Plessis)
   f. Graduate Program and Curriculum Committee (Mu)
      i. Motion: Faculty approval of assignment of permanent 700-level course number with new title "Entrepreneurship and Innovation for LIS Professionals" from current special topic course: Infopreneurship.
ii. Motion: Faculty approval of Special Topics Course (691) Data Analysis for Data Science

iii. Motion: Faculty approval of IT concentration course list

iv. Motion: Faculty approval of IO concentration course list

g. Research Committee (Lee)
h. Undergraduate Program Committee (T. Haigh)

XI. Informational: Ad hoc Committee Reports

a. COA Re-Accreditation Ad hoc Committee (Henderson)
b. MSIST Program Implementation Ad hoc Committee (Kipp)

XII. Ad hoc Committee Action Items (chairs)

a. COA Re-Accreditation Ad hoc Committee (Henderson)
b. MSIST Program Implementation Ad hoc Committee (Kipp)

i. Motion: To add transcript designated tracks to the MSIST program for User Interaction & Human Computer Interaction, Information Security Track, Data Science Track, Web and Mobile Application Design Track, and Generalist.
Rationale: Even though they were included in the program plan, we have to get them approved as sub-majors.

ii. Motion: To approve the following: Students enrolled in the BSIST and who have a 3.0 GPA or higher in the major may receive 6 credit hours toward the MSIST if they enroll in core courses and complete graduate level work with a grad of B or better (B- not acceptable). These courses are valid for seven years from the date in which they were taken.
Rationale: Even though it was on the proposal, it has to go through the APCC and the GFC for their approval.

c. SOIS Policies & Procedures Revision Ad hoc Committee

XIII. New Business

a. From Associate Dean

i. Motion: Delete the following courses:
   1. 737 The Special Library, 3 cr G
   2. 746 Administration of School Library Media Systems, 3 cr. G
   3. 821 Seminar in Library Administration, 3 cr. G
   4. 831 Information Sources and Services in the Social Sciences and Humanities, 3 cr. G
   5. 835 Information Sources and Services in the Health Sciences, 3 cr. G
   6. 890 Advanced Research Methods in Information Studies, 3 cr. G

ii. Motion: Make the MSIST ad hoc committee a permanent governance committee.
Rationale: The committee is needed to adjudicate the MSIST program. The MLIS and MSIST are too different to be administered by the same Master's level committee and it is too much work for a grad/undergrad B/MSIST committee. The committee structure should be the same as any other standing committee.

**As a reminder, revision of the P&P requires a two meeting deliberation process.
Rationale: Courses have not been offered in more than 3 years or are outdated.
iii. Motion: Add MLIS Assessment Committee composed of three SOIS faculty members.
   Rationale: As discussed in the fall retreat, a committee is needed to administer assessment of MLIS program learning outcomes.

iv. Motion: To terminate the Graduate Admissions and Awards committee
   Rationale: We no longer admit graduate students on probation so, the committee does not have to make those decisions. The GPCC could adjudicate the few scholarship/fellowship applications that faculty must select (AOP and Chancellor's awards).

XIV. Old Business
   a. Transfer Policy (Henderson)

XV. Campus Level Committee Reports (committee members)

XVI. Student Organizations Update

XVII. Announcements and Reminders
   a. Digital Measures Summary – L. Henderson, S. Vue, J. Vang
   b. Luncheon in 3511 to celebrate Board of Regents approval of the MSIST

XVIII. Adjournment by 12:00 P.M.
School of Information Studies
Faculty Council Meeting Minutes
DRAFT
09/09/2016
NWQ 1990

Present: Mohammed Aman, Rakesh Babu, Jacques du Plessis, Donald Force, Maria Haigh, Laretta Henderson, Margaret Kipp, Nadine Kozak, Joyce Latham, Tomas Lipinski, Xiangming (Simon) Mu, Wilhelm Peekhaus, Richard Smiraglia, Dietmar Wolfram, Hong (Iris) Xie, Jin Zhang,

Staff: Karen Massetti-Moran, Jarad Parker, Chad Zahrt

Guests: None

Excused: Thomas Haigh, Hur-Li Lee, Shana Ponelis, Donald Force

I. There being quorum present, Dean Lipinski called the meeting to order at 10:03A.M.

II. There were no additions or modifications to the draft agenda; the agenda was adopted for the meeting.

III. Dr. M. Haigh made a motion, seconded by Dr. Babu to adopt the minutes from the May 13, 2016, meeting as presented. Motion passed (16/0/0)

IV. Dean’s Remarks
   a. Academic Affairs must reduce overall budget by $11M over the next AY. Schools/Colleges will get a target number to cut, which will inform spending for 2016-2017 AY
   b. Hope to restore some funding to IT infrastructure and base support based on increased enrollments, particularly in the IST program.
   c. The Chancellor/Provost will want an update on workload policy.
   d. The dean will work within the Strategic Position Control structure, through the Provost and the campus committee to request two positions.
   e. SOIS will be targeting students affected by the ITT closure; could mean more students which would mean more sections of already full courses.
f. Lump Sum Compensation is on track. Everyone will see at least $1K, or 1.5-2.0% of base salary for “solid” performance. Campus will use 2015/16 merit exercise.

V. Associate Dean Remarks
a. A few minor changes for MSIST; expected to be on the October Board of Regents agenda.
b. Faculty are encouraged to finish up “Incomplete” or “I” grades that may be lingering from previous semesters.
c. If faculty need an hourly student worker, they are encouraged to contact Assistant Dean Zahrt.
d. Committee assignments were sent to all faculty for AY 2016/17
e. Dr. Henderson is still looking for a faculty to lead the Living Learning Community initiative for SOIS. No course has been chosen, but ideally it would be a course that offers “hands on” tech experience. This could also be a good precursor to collaboration with the Martin Luther King Library (MPL) as a Milwaukee innovation tech hub.

VI. Assistant Dean HR Remarks
a. Benefit Open Enrollment will start late this year: October 17, 2016, ending November 11, 2016.
b. Annual Benefits Fair will be held October 26, 2016.
c. Biometric Screening is set for September 29, 2016 – possible to get a gift card for $150.00 which is taxable. There was discussion about the scarcity of open spots and a question raised about the security of the data gathered.

VII. Assistant Dean UBR Remarks
a. $1500 will be added to S&E accounts for AY 2016/17 – Sue McDonald is reviewing current S&E accounts to verify they are correct. This work should be completed by the middle of September.
b. Campus budget continues to evolve – much is on hold until Strategic Position Control targets for each unit are set
c. Current message is that there will be an increase in spending allowed for units that have resources, reduction in spending for those that are in deficit
d. Budget targets likely not set until marginal tuition revenue is posted. Dean Lipinski noted that SOIS is in good shape. Assistant Dean Parker followed up that likely 75% of units will be in deficit after this year.

VIII. There were no questions or reports from SOIS Standing Committees as none have met or elected chairs.

IX. Standing Committee Action Items
a. As stated by Dr. Latham, at the request of the Executive Committee, the Faculty Council should examine copyright issues/fair use within courses, eg, use of course materials, textbooks, scanning chapters, etc. Dean Lipinski stated that an excellent resource to use to find out if you are in violation of copyright is Copyright Genie http://librarycopyright.net/resources/genie/ Dr. Latham commented that it is understandable to have materials available for the first week or two
of classes to accommodate those students who may not have been able to acquire required materials. Dr. Latham suggested the Faculty Council adopt language regarding copyright/usage and that the Faculty Council could approve the language. Dr. Latham will refine language, include links and send to the Faculty Council. It was unclear whether a vote was necessary. Dr. DuPlessis commented that this is more for informational purposes. No disagreement was noted, however if a member does disagree with this they should send their concerns to Dr. DuPlessis.

X. Ad Hoc Committee Report -- MSIST
a. Associate Dean Henderson reported that AVC Venogopalan had concerns about the Information Security track within the MSIST proposal because of the lack of credits offered. Associate Dean Henderson selected courses within allied areas to broaden the offerings with the caveat that these are merely place holders until new courses can be created or others selected. Dr. Kipp confirmed that one of the selected courses, CompSci 520, is a good choice. If there are not enough courses listed in the initial program plan, the School would need to drop the track. Dr. Zhang stated that the School should get the program approved, and make requisite changes post-approval of the MSIST. Associate Dean Henderson requested a motion to vote for the approval of the added courses. Motion was made by Dr. Duplessis, seconded by Dr. Kipp.
Motion: Vote to approve the Information Security track as published.
Motion passed (16/0/0)

XI. Discussion items: None

XII. Campus Reports
a. Dr. Kozak reminded faculty that there will be a Faculty Senate meeting immediately following the Chancellor’s Plenary.

XIII. Announcements
a. Dr. Lipinski reminded faculty that the annual SOIS Fall Welcome Back Carnival will be held on Wednesday, September 14th. Faculty are encouraged to attend and to encourage students to attend. Dr. Lipinski also mentioned the very generous financial contributions solicited by Career Services Advisor Julie Walker to help make the event a success and to secure t-shirts for students. There was also discussion about PantherProwl, and that students can be sponsored by a faculty member. Assistant Dean Zahrt thanked faculty who have sponsored students. Dean Lipinski will increase his sponsorship level to encourage faculty to participate.

XIV. There being no further business to discuss, Dean Lipinski called the meeting adjourned at 10:42.
Minutes (Draft)

SOIS Academic Planning Committee (APC)
October 7, 2016
13:00-14:00
Room 2450 Northwest Quadrant, Building B

Attendee: Thomas Haigh (TH), Margaret Kipp (MK), Xiangming (Simon) Mu (XM), Hyoungjoo Park (HP), Dernea Elise Michaux-Davis (DD), and Laretta Henderson (ex-officio) (LH)

Excused: Jacques DuPlessis (JD), Richard Smirgalia (RS)

Guest: Chad Zahrt (CZ), Jared Parker (JP)

1. Meeting called to order at 13:05
2. Dean Lipinski updated information about new hiring lines.
3. Approved the agenda (MK, TH, 4-0-0)
4. Xiangming Mu was elected as the committee Chair (MK, TH, 4-0-0)
5. Approve the minutes of the previous meeting (TM, MK, 4-0-0)
6. Old Business
   a. None
7. New Business
   a. Associate Dean Laretta Henderson asked the committee to allow to hire new adjuncts for teaching. Assistant Dean Chad Zahrt reported that around 130 students were rejected for registering the courses in the past semester due to the limited courses offered and the cap. Laretta has done the following to increase the enrollment:
      i. Increase the course cap from 25 to 35
      ii. Allow overload for instructors who do not teach small classes
      iii. Provide core courses in the summer
   b. The request from Laretta was approved (TM, MK, 4-0-0)
8. Other Business
   a. None
9. Meeting adjourned at 14:10

Presented by the Chair (Xiangming Mu)
Minutes

Committee Members Present: M. Aman, L. Henderson (ex-officio, non-voting), J. Latham, R. Smiraglia, D. Wolfram, I. Xie, and J. Zhang

I. Meeting called to order at 11:15 a.m.

II. Old Business
   a. Data collection
      i. Xie has requested data that Henderson will assure that she receives
      ii. Latham requested a copy of the preliminary report; she also has some data that needs to be analyzed. Henderson will assist her in these areas.
   b. Status update
      i. Aman’s report has been submitted
      ii. Xie is in the process of writing
      iii. Zhang is in the process of editing
      iv. Smiraglia needs more time in the day

III. Meeting adjourned at 11:45 a.m.
UWM-SOIS
DIVERSITY COMMITTEE
Minutes of the September 19, 2016

1. The meeting was called to order by Dr. Aman
2. Agenda was adopted
3. Chair was elected/drafted
4. Discussions followed on matters such as:
   A. Planned dialogue with the Dean; inviting the current and former ALA Director of Diversity (the latter is presently director of MATC-Milwaukee Library) to share their views on minority recruitment and retention not just with the DC, but with the entire SOIS body
   B. Dialogue with the SOIS Director of Development re fund-raising for minority students’ scholarships
   C. Plans for dialogue with SOIS minority students as part of seeking their input and valued opinions, re recruitment and retention of minority students.
5. Other business
6. Adjournment
University of Wisconsin-Milwaukee  
School of Information Studies  
**Doctoral Program Committee**

September 15, 2016 3:00pm  
NWQ-B, Room 3511

Minutes

Present: L. Barajas, T. McGhee, W. Peekhaus, L. Ridenour, R. Smiraglia, D. Wolfram; L. Henderson excused

1. The meeting was called to order at 3:00pm.

2. D. Wolfram was elected chair by acclamation.

3. Minutes from April 26, 2016 were approved as circulated (RS, WP, 2-0-2).

4. Old business
   a. Remaining meetings for the Fall semester will be held on: October 27th, November 17th, and December 15th at 3pm.
   
   b. R. Smiraglia announced the Grad School representatives meetings on the September 26 and October 20, 1:30-3:30 Union 191. D. Wolfram will attend on 9/26.
   
   c. R. Smiraglia reported on the current pool of applicants for Fall 2017.
   
   d. L. Barajas reported on the progress of approved changes now at the Graduate School. Changes are forthcoming.
   
   e. There was discussion on revisiting the changes to the preparatory essays (reduction of the number of questions from three to two, flexibilities in the nature of the questions, length of time for completion). The committee will explore options with input from SOIS Graduate Faculty members.

5. New business
   a. The committee discussed whether GRE scores should be required of applicants. Members decided to continue requiring GRE scores (RS, LR, 4-0-0), but increase the eligible period for submission of scores beyond five years.

   **Motion:** To allow SOIS PhD program applicants to submit GRE scores up to 10 years old.
   
   **Rationale:** A number of SOIS applicants pursue careers for extended periods prior to applying to the PhD program. Scores from attempts for earlier degree programs may be more than five years old. If the earlier scores were acceptable, these are not likely to have changed in the interim. This will also save those applicants the cost of rewriting the exam, while still providing a reasonable upper time limit for allowable earlier scores.

   b. The discussion of RA/TA experience for self-funded students was deferred until the next meeting.

The committee move into closed session at 4:10pm pursuant to Wis. Stat. sec. 19.85(1)(f) (RS, WP, 3-0-0).

The committee rose from closed session at 4:21pm (WP, RS, 3-0-0).

6. The meeting adjourned at 4:22pm.

Respectfully submitted,
Dietmar Wolfram, Chair
University of Wisconsin-Milwaukee  
School of Information Studies  
**Doctoral Program Committee**

November 3, 2016 3:00pm  
NWQ-B, Room 3511

Agenda

1. Call to order
2. Approval of the agenda
3. Approval of minutes from September 15, 2016 meeting
4. Report from the director
5. Old business
   a. Preliminary examination modifications
6. New business
   Closed Session
   a. GRE scores for admission
7. Any other business
8. Adjournment

**Note:**

In the event the committee must enter closed session, the following Wisconsin Statute may be applicable:

- Wis. Stat. sec. 19.85(1)(c)
Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
Executive Committee of the School of Information Studies

Meeting Minutes, September 9, 2016

LOCATION: NWQ3511

EC MEMBERS: Aman (MA), Du Plessis (JD), Haigh_T (TH), Haigh_M (MH), Kipp (MK), Latham (JL), Lee (HL), Mu (XM), Smiraglia (RS), Wolfram (DW), Xie (IX), Zhang (JZ), Zimmer (MZ on sabbatical in Fall).

Members: MA, JD, TH, MH, MK, JL, HL, XM, RS, DW, IX, JZ

Present:
Absent (excused): TH, HL
Absent (unexcused):
Guest(s): Tom Lipinski

1) Call to Order at 13h03

2) Approval of Minutes (by automatic consent)

3) Approval of the Agenda: (MA:DW:10 /0 /0 )

4) Announcements:
   a) Tenure and Promotion for Dr Peekhaus,
   b) Instructional Staff contracts for Friedel, Hudson, and Schoeller (consider Subcommittee),
   c) Workload policy - expecting a Campus directive about this,
   d) TAS - procedures for promotion to senior instructor.

5) Old Business: None

6) New Business:
   a) Move into Closed Session (MA:JZ:10/0/0)
   b) *Develop list from whom we wish to solicit external letters to evaluate Dr Peekhaus for Tenure and Promotion
   c) *Detail evaluations of
      i) Instructional Academic Staff – 3 contract renewals (2 member ad hoc committee MH and XM)
      ii) Adjunct Instructors (2 member ad hoc committee RS and MA)
      iii) Yearly review of tenure-track faculty DF by DW; NK by JL; RB by JZ; SP by MH.
   d) *Dr. Lipinski discussion.
   e) Motion accepted to arise from closed session. (MA:XM:10/0/0)

7) Adjournment at 14h47.

Note: Please flag these at the right places, and indicate the vote:

* Moved into closed session per Wis. Stat. sec 19.85(1)(c) (MA:JZ:10/0/0)

** Arose from closed session per Wis. Stat. sec 19.85(1)(c) (MA:XM:10/0/0)
Executive Committee of the School of Information Studies

Meeting Minutes, Sept 23, 2016

LOCATION: NWQ2450

Present: Du Plessis (JD), Haigh_T (TH), Haigh_M (MH), Kipp (MK), Mu (XM), Wolfram (DW), Xie (IX), Zhang (JZ)
Absent (excused): Smiraglia (RS)
Absent (unexcused): Aman (MA), Latham (JL), Lee (HL),

Call to Order at 13h12

1) Approval of Minutes (by automatic consent)
2) Approval of the Agenda: (IX:JZ:8/0/0)
3) Moved into closed session per Wis. Stat. sec 19.85(1)(c) (DW : JZ : 8/0/0)

4) Announcements:
   a) Tenure and Promotion for Dr. Peekhaus update.

5) Old Business:
   a) Procedure of handling student complaints - EC Chair notified of all student-teacher complaints. EC will be informed of any past events.

6) New Business:
   a) Dr. Kipp Sabbatical Application Approved with an adjustment to her application to complete 30% of her book. (JZ:IX: 7/0/0).
   b) Motion accepted to include post sabbatical report as part of the merit review. (JZ:XM:8/0/0)
   c) Procedures for advancement from Lecturer to Senior Lecturer developed. EC Chair will submit a draft at the next EC meeting.
   d) Procedures for allowing an EC member on sabbatical to participate in the discussions. Issue to be on the agenda for the next EC meeting.
   e) Yearly Committee Assignments document distributed. Dr. Kipp withdrew a service release request.

7) Arose from closed session per Wis. Stat. sec 19.85(1)(c) (JZ:XM : 8/0/0)

8) Meeting Adjourned
Executive Committee of the School of Information Studies  
Meeting Agenda  
OCTOBER 28, 2016  
NWQB 3511

Guests:  
Excused:

1) Call to Order ________

2) Approval of the Agenda

3) Approval of Minutes of the EC of October 14, 2016

4) Announcements:

5) Old Business:
   a) *

6) New Business
   a) *
   b)

7) Adjournment

* Move into closed session per Wis. Stat. sec 19.85(1)(c)  
Arise from closed session per Wis. Stat. sec 19.85(1)(c)
Minutes (draft)

SOIS Graduate Program Curriculum Committee (GPCC)
Sep 23, 2016
12:00pm
Room 2450 Northwest Quadrant, Building B

Members: Jin Zhang (JZ), Iris Xie (IX), Sharon Lake (SL), Xiangming Mu (XM), Katie Loucks (KL) and Laretta Henderson (ex-officio) (LH)

Guest: Linda Barajas

1. Meeting was called to order at 11:38am
2. Approved the agenda (JZ, IX, 5,0,0)
3. Xiangming (Simon) Mu was elect as the Chair (JZ, IX, 5,0,0)
4. Approved the minutes of last meeting (May. 13) (JZ, IX, 5,0,0)
5. Reviewed the revised IT and IO concentration course list.
   a. New courses that need to be added to the concentration list shall specify in the new class syllabus. After the new courses are approved, they will be added to the concentration list(s) automatically.
   b. The committee suggested the descriptions of all the concentrations shall be consistent.
6. Discussed the new 711 syllabus and suggestions of revisions are given.
   a. The course title: suggest to change to “Basic Cataloging,” unless the class content and assignments specify that the class is dedicated for School and Public Libraries only.
   b. Meeting Times & Location: suggest to add “or onsite”
   c. Description: suggest to change the term “overview,” as it is a 7xx course with prerequisites
   d. Prerequisites: suggest to add “or instructor consent”
   e. Objectives: suggest to change to “objectives and outcomes”
   f. Objectives: suggest to link specific assignments to each objective (not discussions)
   g. Objectives: suggest to use measurable terms, rather than “exhibit critical thinking,” or “understand”
   h. Missing “ALA competence”
   i. Missing “Time Commitment”
   j. Course schedule: shall be 4 weeks for a 1 credit course
k. Assignments: needs more details and specific requirements
l. Evaluation: The assignments (70%) shall be broken down to individual assignment.

7. Discussed a new 691 syllabi and suggestions were given.
   a. Suggest to change “online” to “online or onsite”
   b. Prerequisites: suggest to remove the “optional” item
   c. Assignments: suggest to add more details for each assignment
   d. Course outline: concern about the statistical skills needed for the in-class exercises
   e. Suggest to remove “There is no final exam in this course”
   f. Suggest to remove “Grade requirement for a core course”

8. Meeting adjourned at 12:45pm.
1 p.m., Thursday, September 29, 2016
Room 2578, Northwest Quad Building B

Excused: A. Graf (doctoral student)

1. In the absence of an elected chair, the meeting was called to order by H.-L. Lee at 1 p.m.
2. The Committee elected H.-L. Lee as the new chair by a unanimous vote.
3. The Committee approved the agenda.
4. D. Force provided information about two events already planned for the year by the previous Committee: Brown Bag Lunch Series and Research Day. The former is scheduled for the third Wednesday of every month and the latter is tentatively set on March 31, 2017. The Committee had a brief discussion of both events.
5. The Committee discussed future meeting dates.
6. The meeting was adjourned at 1:35 p.m.

Respectfully submitted,
H.-L. Lee, Chair
SOIS Undergraduate Program Committee

Draft Minutes for October 7 Meeting, 10:00-11:30 in NWQB 2450

Present: Rakesh Babu (RB), Shana Ponelis (SP), Thomas Haigh (TH), Casey Harjes (CH), Laretta Henderson (LH)

Excused: Brian Williams (BW)

Meeting called to order at 10:01.

1. Approve Agenda (TH, RB 4-0-0)

2. Elect Chair (RB, SP 4-0-0)

3. Approve Minutes of Previous Meeting (TH, SP 4-0-0)

4. (Old Business)
   a. None

5. (New Business)
   a. Set priorities for the committee’s continuing program review over the next academic year. After reviewing last semester’s minutes, the committee set the following priorities:

   • Review of 200 level courses in context of new business model.
     o Committee members are not certain of the current status of the new budget model, or the way in which it would differentiate between 2XX and 3XX courses onsite.
     o Committee will continue to review the core course content and meet with instructors. During the fall semester it will review any remaining 3XX core sources and 2xx courses.

   • Work with faculty course coordinators to bring more consistency to core courses.
     o LH is sending a reminder to designated course coordinators that they should convene at least one informal meeting during the semester with instructors for the designated core course.

   • Work with instructors to bring more electives through course approval process as regular courses. The committee will discuss with advisors and current instructors the prospects of adding the following as regular elective courses:
     o Information Architecture (currently a 491). We currently have an adjunct for this.
     o Responsive UI Design (currently a 491)
An advanced database course that could take subtitles for different topics and be offered by different instructors. Currently the 491 Oracle Academy Database course is offered regularly.

b. Discuss IST core course prerequisites, in response to a suggestion by Adam Hudson that we explore whether 230 should continue to be required before students take 240. Committee members agreed to explore the question of IST prerequisites more generally for the core courses. We should identify:

i. What prerequisites are intellectually necessary between core courses? Poll faculty coordinators.

ii. How do the current prerequisites interact to influence student workload and time to degree over multiple semesters?

iii. What prerequisites is PAWS currently enforcing? At present only some of the listed requirements are genuinely being enforced. This is confusing, and the listed and actual requirements should be harmonized after revision is complete.

6. Other Business

a. The committee noted that no faculty coordinator was appointed for 230. T. Newell, who was designated as faculty coordinator for 310, has left SOIS. LH agreed to email faculty involved in each area, and will report back to the UPC at its next meeting.

LH announced that planning is going forward for a living learning community, to be offered by SOIS during the next academic year.

The meeting was concluded at 11:26.
UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

INFOST (691) – Data Analysis for Data Science
Online or Onsite
Spring 2017

SYLLABUS

Instructor: Margaret Kipp
E-mail: kipp@uwm.edu (best contact method)
Fax: 414-229-6699
Office: NWQB 2574
Office Hours: TBA

CATALOG DESCRIPTION
Introduces basic concepts, background, theoretical, practical and technological aspects of data analysis for data science. 3 credits

GENERAL DESCRIPTION
This course provides an introduction to data analysis for data science. Data science has developed as a set of methods for analysing massive data sets to extract useful knowledge. A data scientist is a person who has the skills and knowledge to perform these analyses. This course will cover topics necessary to develop data science analysis skills such as statistics, probability, forecasting, prediction, optimization, clustering, and visualization.

PREREQUISITES
• 582 Introduction to Data Science, or instructor consent
• Junior Standing. For 500 and 600 level courses it is recommended that an undergraduate student first consult with the appropriate instructor and/or advisor concerning the applicability of this specific course.
• Basic computer facility and technology literacy as listed in the SOIS policy are required, especially basic facility with Excel (or an Excel-like spreadsheet programme): http://www4.uwm.edu/sois/programs/graduate/mlis/complitreq.cfm

OBJECTIVES/OUTCOMES
Upon completion of the course, students will be able to:
1. effectively develop researchable questions; (Paper and project)
2. identify and apply appropriate statistical methods for analysing data; (Basic Statistical Analysis, Choosing a Statistical Test, ANOVA and Multiple Regression, Project)
3. identify and apply appropriate data science analysis techniques to analyse data; (Optimization, Forecasting and Prediction, Project)
4. critically evaluate tools for working with data; (Basic Statistical Analysis, Choosing a Statistical Test, ANOVA and Multiple Regression, Optimization, Forecasting and Prediction, Project)
5. address multilingual and multicultural issues in data creation and analysis; (Short Paper, Project, Readings and Discussions)
6. identify emerging trends and stay current with issues in data science. *(Readings and Discussions)*

**ALA COMPETENCIES (for MLIS students)**
1. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
2. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
3. The principles and techniques necessary to identify and analyse emerging technologies and innovations in order to recognize and implement relevant technological improvements.

**METHOD**
Lecture/Discussion/Readings/Examples/Exercises – to achieve a satisfactory understanding of the course material and to fulfil requirements of the assignments, students are expected to attend the lectures, read and comment on the readings, participate in discussions and in-class exercises, and explore examples and tutorials.

**TIME COMMITMENT**
This course requires a weekly time commitment. General university guidelines indicate that a 3 credit course requires a minimum 144 hour time commitment over the course of a term. This time commitment represents a minimum of 9-10 hours of work per week per course. For an onsite class 3 of these hours represent onsite instruction in a classroom; in an online class this time would be spent on independent reading, discussions and in-class exercises.

Each week you may be required to read notes and readings from the reading list associated with that class, participate in discussions, write summaries of readings, complete in-class exercises, explore examples, or complete assignments and projects. It is your responsibility to plan your time in order to complete all activities based on the schedule outlined in this syllabus.

**ACCOMMODATIONS**
If you need accommodations due to illness, disabilities, scheduling conflicts with religious observances, or other life events (e.g. military service) contact the instructor as soon as possible, preferably by the third week of class as per university policy. Official documentation may be required depending on the nature of the considerations requested per university policy *(http://www4.uwm.edu/secu/docs/faculty/1895R3_Uniform_abus_Policy.pdf)*.

**TEXTBOOK AND READINGS**


Readings are listed in the course outline for each class. Readings should be completed before the class. Other course materials, including this syllabus, are available through D2L (http://d2l.uwm.edu/).

Changes may be made to the readings as the term progresses. These are generally marked with TBD. Changes will be announced in D2L ahead of the classes for which changes will occur.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings (complete before class)</th>
<th>In-Class Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 25</td>
<td>Introduction to Data Analysis</td>
<td>• Foreman. 2015. Data Smart. Wiley. Chapter 1 (UWM Library Full Text);</td>
<td>• Using Excel/Calc, PSPP/Past or R</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• PSPP <a href="https://www.gnu.org/software/pspp/">https://www.gnu.org/software/pspp/</a>;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Past <a href="http://folk.uio.no/ohammer/past/">http://folk.uio.no/ohammer/past/</a>;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fischetti. 2015. Data Analysis with R. Packt. Chapter 1;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Online Statistics Education: An Interactive Multimedia Course of Study, Chapter 1-8 <a href="http://onlinestatbook.com/2/index.html">http://onlinestatbook.com/2/index.html</a></td>
<td>• Confidence intervals/P-Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fischetti. 2015. Data Analysis with R. Packt. Chapter 2, 4;</td>
<td>• Probability</td>
</tr>
<tr>
<td>3</td>
<td>Feb 8</td>
<td>Review of Bivariate Analysis Comparison of Means</td>
<td>• Online Statistics Education: An Interactive Multimedia Course of Study, Chapter 9-14 <a href="http://onlinestatbook.com/2/index.html">http://onlinestatbook.com/2/index.html</a></td>
<td>• Comparison of means</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fischetti. 2015. Data Analysis with R. Packt. Chapter 5, 8;</td>
<td>• Correlation/Regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• T-test</td>
</tr>
<tr>
<td>4</td>
<td>Feb 15</td>
<td>Choosing a Statistical Test, Power, Non-Parametric</td>
<td>• Online Statistics Education: An Interactive Multimedia Course of Study, Chapter 17-18 <a href="http://onlinestatbook.com/2/index.html">http://onlinestatbook.com/2/index.html</a></td>
<td>• Choosing a test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fischetti. 2015. Data Analysis with R. Packt. Chapter 3;</td>
<td>• Chi-square</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mann-Whitney</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
</tbody>
</table>
 • Fischetti. 2015. Data Analysis with R. Packt. Chapter 8;  
 • Toomey. 2014. R for Data Science. Packt. Chapters 4-5; | • ANOVA  
 • Multiple Regression |
| 6 | Mar 1 | Dealing with Messy Data                                          | • Fischetti. 2015. Data Analysis with R. Packt. Chapter 10-13; | • Cleaning Data  
 • Dealing with Outliers |
 • Fischetti. 2015. Data Analysis with R. Packt. Chapter 9;  
 • Toomey. 2014. R for Data Science. Packt. Chapters 6; | • 1D K-means clustering  
 • 2D K-means clustering |
| 8 | Mar 15| Optimization, Non-linear Programming                            | • Foreman. 2015. Data Smart. Wiley. Chapters 3,4 (UWM Library Full Text); | • Optimization  
 • Linear Programming |
| 9 | Mar 22| Spring Break - No Class                                         | • No Readings                                                      | • |
| 10| Mar 29| Genetic Algorithms                                               | • Foreman. 2015. Data Smart. Wiley. Chapters 5, 6 (UWM Library Full Text); | • Algorithms |
| 11| Apr 5 | Forecasting and Prediction                                      | • Foreman. 2015. Data Smart. Wiley. Chapters 7, 8 (UWM Library Full Text);  
 • Toomey. 2014. R for Data Science. Packt. Chapters 10-12; | • Forecasting |
| 12| Apr 12| Outlier Detection                                               | • Foreman. 2015. Data Smart. Wiley. Chapters 9-10 (UWM Library Full Text); | • Outlier Detection |
| 13| Apr 19| Visualizing Data in R                                             | • Toomey. 2014. R for Data Science. Packt. Chapters 7-8; | • |
| 14| Apr 26| Visualizing Data in R 2                                          | • Toomey. 2014. R for Data Science. Packt. Chapters 9; | • |
| 15| May 3 | Work on Projects                                                | • TBD                                                             | • |
| 16| May 10| Wrapup and Current Events                                       | • TBD                                                             | • |
## ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Graduate</th>
<th>Undergraduate</th>
<th>Associated Classes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Statistical Analysis</strong></td>
<td>5</td>
<td>10</td>
<td>1-3</td>
<td>Class 4</td>
</tr>
<tr>
<td>Use one of the suggested analysis tools from class 1 to perform a basic statistical analysis (central tendency) on a given data set. Analyse your findings and write a short report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choosing a Statistical Test</strong></td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>Class 5</td>
</tr>
<tr>
<td>Choose a relevant statistical test to analyse the given data set and apply it. Analyse your findings and write a short report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANOVA and Multiple Regression</strong></td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>Class 6</td>
</tr>
<tr>
<td>Analyse the given data using ANOVA or multiple regression. Analyse your findings and write a short report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Optimization</strong></td>
<td>10</td>
<td>10</td>
<td>7-9</td>
<td>Class 10</td>
</tr>
<tr>
<td>Use K-means clustering or another method to try to optimize the given data set. Write a report on your findings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Forecasting and Prediction</strong></td>
<td>10</td>
<td>10</td>
<td>10-12</td>
<td>Class 13</td>
</tr>
<tr>
<td>Use forecasting and prediction techniques to extrapolate tendencies in the given data set. Write a report on your findings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>20</td>
<td>40</td>
<td>13-14</td>
<td>Last class</td>
</tr>
<tr>
<td>Analyse a given data set using techniques covered in this course and produce a short report, including graphs. (800U/1200G words or equivalent, charts, tables, etc. do not count towards the word limit) Note: Graduate students are expected to provide additional critical analysis and reflection of the data including potentially locating and citing appropriate supporting materials from published sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short Paper</strong></td>
<td>30</td>
<td>n/a</td>
<td>All</td>
<td>Proposal: Class 3 Paper: Class 11</td>
</tr>
<tr>
<td>Write a short paper on a data science related topic. (1200 words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation (see below)</strong></td>
<td>10</td>
<td>10</td>
<td>All</td>
<td>Last class</td>
</tr>
<tr>
<td>Participation (see below)</td>
<td>10</td>
<td>10</td>
<td>All</td>
<td>Last class</td>
</tr>
</tbody>
</table>
Working with Classmates
All assignments except the short paper and participation may be completed in pairs or trios.

Assignments completed in pairs/trios must identify all work partners by full name at the top of the assignment. You must each submit the same assignment to the dropbox. If you simply assisted each other but did not do the whole assignment together, you must also note this at the top of the assignment. Unacknowledged borrowing is seen as plagiarism, so be sure to document your teamwork to avoid this.

Formatting Guidelines for Assignments
Assignments should be written using Arial or another Sans-Serif style font. Do not use red for emphasis or to highlight your answers to questions. Remove all extraneous information before submission (e.g. assignment instructions or tips).

Use whatever citation format you prefer, but do not use footnotes. If you are not using a common format such as MLA or APA you should include information about which style guide you are using in the assignment.

Paper submissions will not be accepted. All assignments must be typed on a computer and submitted electronically. Handwritten submissions will not be accepted, even if scanned and submitted electronically.

Assignments may not be submitted in Pages, Microsoft Works, or Microsoft Project as I cannot open these formats. You should save these as a PDF instead. Other common file formats should be acceptable including Open Office formats. If you are using an unusual format you can always check with me first before submission to ensure I can open it.

Due Dates and Assignment Submission
All assignments and projects should be submitted through D2L to the appropriate dropbox before midnight (Central Time) on the due date. Points for late assignments will be reduced 10% per day late after the due date. The dropbox will remain open for the submission of late assignments until the late penalty reaches 100%.

Participation items should be submitted to the appropriate discussion group (see the participation section below) before the discussion group closes. Discussion groups will be open for 1 week before and 1 week after the date of the associated class.

Emailed submissions will only be accepted as a backup to a D2L submission (or in case of D2L errors).

Everything must be submitted by the Last Class (this includes all assignments, papers, projects, and participation). All project and assignment deadlines are in the syllabus. For discussion deadlines check the discussion groups or the D2L calendar. The D2L calendar also contains all project and assignments deadlines. It is your responsibility to keep track of deadlines using the tools provided or by creating your own calendar of deadlines.

Items submitted early will not be evaluated until their due date. Students are encouraged to complete all Associated Classes listed under Assignments before submitting the assignments.
since the material in these classes constitutes preparation for the assignments. Submission well before the recommended due date is not encouraged.

Extensions
Students must contact the instructor before each due date listed under Assignments for any extensions. Extension requests made prior to the due date do not require any documentation as long as they are not longer than a week. Simply provide a date/time by which you will submit the assignment. After the deadline the penalties listed under Due Dates and Assignment Submission will be enforced. Material submitted late after an extension will also be subject to these penalties. Plan your time accordingly.

Extra Credit or Other Special Considerations
Per university policies (see http://www4.uwm.edu/secu/policies/saap/upload/S29.htm) extra credit assignments and other special consideration are not possible. Students should make use of the extensions policy outlined above or provide appropriate documentation of special circumstances as outlined elsewhere in the syllabus.

Participation
Students are expected to participate in discussion and in-class exercises as a demonstration of their ability to articulate key concepts. Discussion will include individual and group components. Participation is mandatory and constitutes one quarter of the points available for this class. Participation will consist of all of the following: individual summaries of readings, participation in group discussions, contributed articles, and responses to others.

Participation will consist of all of the following:

- **Completion of the Syllabus Quiz**
  - The syllabus quiz must be completed in the first 2 weeks of class. Points will automatically be entered in D2L.

- **Individual Summaries of Readings**
  - Post 3 summaries of the weekly readings to the appropriate weekly discussion group based on the class associated with each reading.
  - You must post 3 summaries in total, but you may choose the classes for which you wish to contribute the summaries.
  - Sign up for 3 sets of readings on the signup sheet posted in the news section of D2L.
  - Responses need not exceed 300 words.
  - Summaries posted before the date of the class earn a half bonus point each. Be sure to mark this on your course completion checklist to ensure you receive the bonus.

- **Participation in Weekly Discussions**
  - Participation in the in-class exercises and discussions included each week in the weekly discussion group. Points will be allocated based on your participation level (i.e. frequently, infrequently, no participation).
  - Generally frequent participation requires that you participate at least once a week in most weeks.
  - Responses need not exceed 300 words.

- **Contributed Article**
- Contribution of a new article, video, cartoon, etc. relevant to the class and a short summary (approximately 100 words) explaining its relevance to class. This should be posted to the appropriate weekly discussion group based on the topic. You may choose which week you wish to contribute this item.
- A signup sheet will be posted in the news section of D2L.

**Responses to Others**
- Reading and/or responding to weekly reading summaries and other information posted to the weekly discussion groups by classmates. Points will be allocated based on your reading level (i.e. many, few, nothing read) and/or your responses to others (i.e. many, few, no responses).

**Submission of the Course Checklist to the participation dropbox**
- The completed checklist with all required course elements listed submitted to the dropbox before the last class. You should complete as much as possible of the checklist. Use the checklist throughout the term to ensure you are on track to complete all course requirements.

**Code of Conduct/Expectations for this Class**
This is a professional programme and professional, courteous behaviour is expected of all participants. It is expected that class members will show consideration for all other members of the class and contribute in a constructive manner which is conducive to a good learning environment. Class members should consider the relevance and appropriateness of their contributions to the class before contributing to the class. Violations of these expectations will result in reduced participation points or other sanctions depending on severity.

**Plagiarism and Referencing**
It is expected that you will consult and cite the research and professional literature where merited and not rely solely on encyclopaedias, newspapers or unpublished, online sources. Papers where the majority of sources are blogs and Wikipedia (or similar sites) will not be accepted.

Use a common style manual for citations (e.g. APA, MLA, Chicago, etc.). Ideally you would choose a citation style guide you have used before, or one you are using in another class.

Plagiarism is the unacknowledged borrowing of ideas or material from someone else's work. It is considered an academic offence and can be considered grounds for failure in a course or expulsion from the programme. Cite all references and provide credit for all other materials. This applies to all material including images, sounds or videos. A citation (in the format of your choice) with a functioning URL (if relevant) is the minimum required for a reference. (http://guides.library.uwm.edu/content.php?pid=235714&sid=1949820#6509804)

You may not resubmit assignments already submitted in other courses or in a previous instance of this course, nor may you submit other people's work as your own. Plagiarism will be dealt with on a case by case basis but will result in a lowered mark on the assignment, failure on the assignment or failure in the course depending on severity and the number of plagiarized items submitted. Points lost through plagiarism may not be replaced by bonus points on other assignments.
GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>Superior work</td>
</tr>
<tr>
<td>91-95</td>
<td>A-</td>
<td>Work is below standard</td>
</tr>
<tr>
<td>87-90</td>
<td>B+</td>
<td>Work is below standard</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Satisfactory, but undistinguished work</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Unsatisfactory work</td>
</tr>
</tbody>
</table>

UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students. [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

The following link will take you to pages/links which contain SOIS policies affecting all SOIS students. [http://www4.uwm.edu/sois/resources/formpol/policies.cfm](http://www4.uwm.edu/sois/resources/formpol/policies.cfm)

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful ([http://www4.uwm.edu/dos/student-handbook.cfm](http://www4.uwm.edu/dos/student-handbook.cfm)).

For graduate students, there are additional guidelines from the Graduate School ([http://uwm.edu/graduateschool/](http://uwm.edu/graduateschool/)).

This document is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States Licence except where other rights exist.
Transcript-Designated Concentration in Information Organization

Qualifying courses:

- **INFOST 582 Introduction to Data Science** *(3 credits, graduate only)*
- **INFOST 619* Topics in Information Organization (Subtitled) (1-3 credits)*
- **INFOST 691* Topics in Information Science (Subtitled) (1-3 credits) (with an IO related topic)*
- **INFOST 710 Comparative Bibliography** *(3 credits)*
- **INFOST 712 Resource Description for Library Catalogs** *(3 credits)*
- **INFOST 713 Subject Analysis in Library Catalogs** *(3 credits)*
- **INFOST 714 Metadata** *(3 credits)*
- **INFOST 716 Thesaurus Construction** *(3 credits)*
- **INFOST 717 Information Architecture** *(3 credits)*
- **INFOST 718 Arrangement and Description in Archives** *(3 credits)*
- **INFOST 780 XML for Libraries** *(3 credits)*
- **INFOST 785 Database Management Systems for Information Professionals** *(3 credits)*
- **INFOST 798 Master's Thesis (with a focus on IO) (3 credits maximum)*
- **INFOST 899 Masters Independent Study (with a focus on IO) (3 credits)*
- **INFOST 999 Independent Research (with a focus on IO) (1-3 credits)*
- **INFOST 990 Fieldwork in Library and Information Science Services (with a focus on information organization) (1-3 credits) OR **
- **INFOST 759 Fieldwork in Archives and Manuscripts (with a focus on information organization) (1-3 credits)*

* More courses will gradually be added to the list above by teaching them first under the 619, 691, or 719 numbers before establishing them with their own unique course number.

* 619 and 719 may each be repeated with change in topic to 9 credits maximum.
* More courses will gradually be added to the list above by teaching them first under the 719 Adv Topics number before establishing them with their own unique course number.
Current List of IT Concentration qualifying courses:

- INFOST 675 Information Technology and Organizations (3cr)
- INFOST 682 Digital Libraries (3cr)
- INFOST 685 Electronic Publishing and Web Design (3cr)
- INFOST 691 Special Topics: __________________________ (1-3cr)
- INFOST 714 Metadata (3cr)
- INFOST 744 Online Information Retrieval (3cr)
- INFOST 780 XML for Libraries (3cr)
- INFOST 783 Information Storage and Retrieval (3cr)
- INFOST 785 Database Management Systems for Information Professionals (3cr)
- INFOST 786 Multimedia (3cr)
- INFOST 787 Library Automation (3cr)
- INFOST 788 Information Systems: Analysis and Design (3cr)
- INFOST 789 Electronic Networking and Information Services (3cr)
- INFOST 891 Advanced Topics: __________________________ (1-3cr)

Suggested updated list of qualifying courses:

- **Add** INFOST 717 Information Architecture (3cr)

All new core courses for MSIST:

- INFOST 581: User-Centered Interaction Design
- INFOST 582: Introduction to Data Science
- INFOST 583: Survey of Information Security
- INFOST 584: Survey of Web and Mobile Content Development

Recommended Courses (not counted toward the concentration):

- COMPST 701: Mathematical and Computing Fundamentals
- COMPST 702: Software Development in Python
- COMPST 703: Software Engineering Principles
Masters of Information Science & Technology Curriculum and Related Policies

**SOIS CORE**
Infost 581: User-Centered Interaction Design
Infost 582: Introduction to Data Science
Infost 583: Survey of Information Security
Infost 584: Survey of Web and Mobile Content Development

**CS CORE**
Compst 701: Mathematical and Computing Fundamentals
Compst 702: Software Development in Python
Compst 703: Software Engineering Principles

**CAPSTONE**
INFOST 790: Project Design, Implementation and Evaluation

**Electives for the User Interaction & Human Computer Interaction Track**
Infost 717: Information Architecture
Infost 465: Legal Aspects of Information Products and Services (G)
Infost 670: Instructional Technologies
Infost 685: Electronic Publishing and Web Design
Infost 691: Special Topics in Information Science
Infost 788: Information Systems: Analysis and Design
Arch 583: Emerging Digital Technology
Arch 781: Virtual Modeling
Arch 782: Visualization 1
Arch 783: Visualization 2
Art 411: Advanced Digital Art
Art 423: Experimental Typography
Art 496: Sequence and Structure
Art 929: Advanced Research-Design & Digital Media
CompSci 522: Computer Game Design
CompSci 713: Computer Vision
CompSci 737: Project Management
CompSci 743: Intelligent User Interfaces
CompSci 747: Human-Computer Interaction 3
Geog 403: Remote Sensing; Environmental and Land Use Analysis
Geog 405: Cartography
Geog 525: Geographic Information Science
Geog 703: Advanced Remote Sensing

**Electives for the Web and Mobile Application Design Track**
Infost 465: Legal Aspects of Information Products and Services (G)
Infost 691: Special Topics in Information Science
Infost 717: Information Architecture
Infost 788: Information Systems: Analysis and Design
Art 325: Multimedia Design Introduction
Art 302: Art and Design Workshop
Art 524: Professional Practice in Design
Bus Adm 810: Development of Web-Based Solutions
Bus Adm 747: Service Oriented Analysis and Design
Cs 481: Server Side Internet Programming (G)
Cs 482: RICH Internet Applications (Client Side)
Geog 525: Geographic Information Science

**Electives for the Information Security Track**
Infost 465: Legal Aspects of Information Products and Services (G)
Infost 691: Special Topics in Information Science
Infost 788: Information Systems: Analysis and Design
Bus Admin 743: Information Privacy, Security, & Continuity
Bus Admin 817 Infrastructure for Information Systems
CompSci 469: Introduction to Computer Security
CompSci 520: Computer Networks

**Electives for the Data Science Track**
Infost 465: Legal Aspects of Information Products and Services (G)
Infost 691: Special Topics in Information Science
Infost 714: Metadata
Infost 719: Advanced Topics in Information Organization
Infost 719: Thesaurus Construction
Infost 780: XML for Libraries
Infost 783: Information and Storage Retrieval
Infost 785: Database Management for Information Professionals
Infost 788: Information Systems: Analysis and Design
Bus Adm 749: Data and Information Management
Bus Adm 816: Business Intelligence Technologies & Solutions
Bus Adm 810: Development of Web-Based Solutions
Bus Adm 741: Web Mining and Analytics
Geog 525: Geographic Information Science
Hca/Cs 744: Text Mining
Hca 644: Data and Text Mining
Hca 760: Biomedical and Healthcare Ontology and Controlled Terminology I
Hca 761: Biomedical Ontologies and Controlled terminologies II
Hca 643: Health Data Analytics
Entrepreneurship and Innovation for LIS Professionals

SYLLABUS

Fall 2017 (September 5 – December 14)

Instructor: Dr Shana R Ponelis
E-mail: ponelis@uwm.edu
Office hours: TBA

Location: NWQB 3420
Phone: 414-229-2514
Skype: shanaponelis

Meeting Times & Location: Online (D2L)

UWM Help Desk:
E-mail: help@uwm.edu
Phone: 414-229-4040
URL: https://pantherfile.uwm.edu/groups/sa/ltc/public/D2L%20student%20help%20files/

CATALOG DESCRIPTION:
Introduces entrepreneurial concepts and practices in the library and information science professions, examines alternative career options, and provides an opportunity to apply entrepreneurial methods and processes. 3 credits.

PREREQUISITES:
INFOST 501(P) or consent of instructor.

GENERAL DESCRIPTION:
As traditional libraries undergo disruptive changes, the employment landscape is increasingly unpredictable and competition for traditional LIS positions has become more intense. However, there have never been as many diverse opportunities for qualified information professionals to pursue. Information is a change agent and as such LIS graduates can add value to individuals, communities, organizations and broader society in a variety of ways. Entrepreneurial knowledge, skills and attitudes are increasingly required in libraries and other information-based organizations to innovate and adapt to
fast-changing circumstances, to solve community’s problems, and to support socio-economic development through provision of information products and/or services.

In this class we explore the history and development of entrepreneurship in LIS, alternative career options in the information field, both for the intrapreneur who works within an organization and the entrepreneur who works independently, discuss the importance of entrepreneurial thinking in information-based organizations and how to promote an innovative culture, equip you with the necessary knowledge and skills to identify, analyze and exploit information-based opportunities by developing a plan to secure support and funding, either within a library setting or as an independent information professional.

Disclaimer: Please note that legal, tax and accounting considerations are of critical importance when considering an independent business. This course does not cover these due to the complex nature thereof. Please be sure to consult a qualified professional for advice applicable to your particular situation.

COURSE OBJECTIVES AND LEARNING OUTCOMES:
After successful completion of this course you will be able to (assignments used as evidence for assessment):

1. Explain entrepreneurial concepts and practices in the context of library and information science professions over time (discussion).
2. Enhance entrepreneurial attitude and aptitude of future librarians and information professionals (discussion, assignment 1, assignment 6).
3. Explore a range of alternative career options for librarians and information professionals and critically evaluate potential future career options (discussion, assignment 2).
4. Identify, prioritize and justify the key success factors for intrapreneurs and/or entrepreneurs (discussion, assignment 3).
5. Reflect on the potential opportunities and challenges for (a) entrepreneurs and entrepreneurship within information professions and (b) intrapreneurship within libraries and information services organizations (discussions, assignment 6).
6. Analyze the information needs of entrepreneurs in the community and recommend ways in which libraries can meet these information needs (discussion).
7. Identify, analyze and critically evaluate potential intrapreneurial and/or entrepreneurial opportunities within library and information professions (discussion, assignment 4).
8. Develop a business plan/model for an identified opportunity whether inside an already existing information-based organization or as an independent information-based business using an appropriate format (discussion, assignment 5).

This course covers the following core competencies identified by the American Library Association (ALA):

- 1F. National and international social, public, information, economic, and cultural
policies and trends of significance to the library and information profession.

- I. The techniques used to analyze complex problems and create appropriate solutions.
- 1J. Effective communication techniques (verbal and written).
- 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
- 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

TEACHING METHOD:
Independent reading of required reading material guided by instructor’s weekly course message distributed via e-mail and posted on D2L, asynchronous online discussions on D2L, individual and small group written assignments submitted on D2L, student presentations, invited speakers (depending on availability).

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations. See policies below.

WORK LOAD:
Although you will be assessed on your performance, a minimum of 144 hours of work is expected for the course. This time will be met by doing the course reading, research, assignments, and participating in the class discussion. This workload is an estimate; students are assessed on their performance, not on the time put into the course.

TEXTS:

<table>
<thead>
<tr>
<th>REQUIRED:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED:</th>
</tr>
</thead>
</table>

Additional required readings are also assigned from a variety of sources for topics (listed below) that will be made available on D2L. URLs for web-based articles are accurate at
the starting date of the course; if the link doesn’t work please do a search on the website using the article title. Recommended reading is not available on D2L; please consult the Golda Meir Library (GML). You are also encouraged to avail yourself of other relevant resources in GML collection.

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>#</th>
<th>Start date</th>
<th>THEME</th>
<th>DISCUSSION ASSIGNMENTS</th>
<th>DROPBOX ASSIGNMENT(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 5</td>
<td>Course overview and introduction</td>
<td>Post response by Friday 11:59 pm CDT/CST on D2L, post substantive response by Sunday 11:59 pm CDT/CST.</td>
<td>Due on Sunday following week start date by 11:59 p.m. CDT/CST on D2L (except where indicated otherwise).</td>
</tr>
<tr>
<td>2</td>
<td>Sept 11</td>
<td>The entrepreneurial and innovative mindset in LIS</td>
<td>Introduce yourself</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>3</td>
<td>Sept 18</td>
<td>The non-traditional path</td>
<td>Fostering intrapreneurship in libraries</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>4</td>
<td>Sept 25</td>
<td>The independent path</td>
<td>Key lessons to be learned from entrepreneurs</td>
<td>Individual assignment 2: Alternative paths in the information industry</td>
</tr>
<tr>
<td>5</td>
<td>Oct 2</td>
<td>LIS and entrepreneurship in the community</td>
<td>Meeting information needs of entrepreneurs</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>6</td>
<td>Oct 9</td>
<td>LIS and entrepreneurship in the community</td>
<td>Fostering entrepreneurship in communities</td>
<td>Individual assignment 3: Informational interview</td>
</tr>
<tr>
<td>7</td>
<td>Oct 16</td>
<td>Idea generation and opportunity identification</td>
<td>Most admired innovations</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>8</td>
<td>Oct 23</td>
<td>Idea generation and opportunity identification</td>
<td></td>
<td>Journal entry*</td>
</tr>
<tr>
<td>9</td>
<td>Oct 30</td>
<td>Business planning</td>
<td>Role of formal business plans</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>10</td>
<td>Nov 6</td>
<td>Business planning (continued)</td>
<td>Evaluating opportunities and business plans/models (part 1)</td>
<td>Individual assignment 4: Opportunity identification</td>
</tr>
<tr>
<td>11</td>
<td>Nov 13</td>
<td>Business planning (continued)</td>
<td>Evaluating opportunities and business plans/models (part 2)</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>12</td>
<td>Nov 20</td>
<td><strong>Thanksgiving recess</strong> <strong>NO CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 27</td>
<td>Economics of information</td>
<td></td>
<td>Journal entry*</td>
</tr>
<tr>
<td>14</td>
<td>Dec 4</td>
<td>Work on business plan/model assignment</td>
<td></td>
<td>**Group assignment 5: Business plan/model document + presentation</td>
</tr>
<tr>
<td>15</td>
<td>Dec 11</td>
<td>Business planning (continued)</td>
<td>Business plan/model presentations</td>
<td>Journal entry*</td>
</tr>
<tr>
<td>16</td>
<td>Dec 16</td>
<td><strong>Final exam</strong></td>
<td></td>
<td>Individual assignment 6: Reflection (due Dec 23)</td>
</tr>
</tbody>
</table>

* At least seven journal entries spread fairly evenly across the semester are required but will not be graded. It should be
used in the final Reflection assignment.
** You have the option to work individually if you want to work on a business plan for your organization or yourself

THHEME

Entreprenurial librarianship

Required reading:

The entreneurial and innovative mindset in LIS

Required reading:

- Toftoy, C. N. (2002). The Key to a Librarian's Success: Developing Entrepreneurial Traits, Information Outlook, 6(6), 42-47.

Recommended reading:

The non-traditional path

Required reading:

Case studies – read at least ONE:
INFOST 7XX (201) Entrepreneurship in libraries and information services organizations
Fall 2017


Recommended reading:

The independent path

Required reading:

Case studies – read at least FOUR:


**Recommended reading:**


**LIS and entrepreneurship in the community**

*Required reading (*) indicates referenced in a discussion assignment:*


*Read at least ONE of the following case studies:*


**Recommended reading:**


**Idea generation and opportunity identification**

**Required reading:**


• Pinchot, G., III. (1985). *Intrapreneuring: Why You Don’t Have to Leave the*


Recommended reading:

Business planning

Required reading (* indicates reference in a discussion assignment):


**Recommended reading:**


**Economics of information**

**Required reading:**


Recommended reading:

COURSE POLICIES

Contacting me: I will respond to class-related emails during normal work hours, and will generally reply the same day as received (an e-mail sent after working hours, however, may not be replied to until the next morning). Please be sure to use your UWM e-mail account, identify yourself and the course, and always use proper and professional e-mail etiquette. (There’s a good guide to student email etiquette here: http://www.ust.udel.edu/action/Current%20Students/Academics/email.aspx.)

Late submissions: Late assignments are not accepted. Please make use of all opportunities to earn credit when it is available. Below is UWM’s policy on “special consideration,” which I strive to follow closely:

Special Consideration: The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.

Comments: This policy applies to requests for special consideration both before and after a course is completed (See also Grade or Record Changes). It is usually impossible to make opportunities for grade improvement available to all students in a course after the course has ended. Examples of unacceptable opportunities for an individual student include extra work, retaking an examination, taking an extra examination, or an extension of time on an assignment or examination. The policy on incompletes (UWM
Select Policies and Procedures, S-31) explains the circumstances in which a student may be given extra time for the completion of a course. This policy should reassure students who are not seeking special consideration and it should also protect instructors from student pressure for special consideration.

(https://www4.uwm.edu/secu/policies/saap/upload/S29.htm)

ASSIGNMENT INSTRUCTIONS AND DESCRIPTIONS

Assignments
The instructor will provide any assistance upon a students’ inquiry; however, you are responsible for your own effort to complete the assignments. If you do not understand an assignment or have any questions on the assigned readings, it is your responsibility to inform the instructor well before the assignment due date. It is your responsibility to find out about the instructor’s availability. Do not postpone contacting with the instructor until the last minute!

Discussion assignments

Instructions
A discussion forum for each topic is available on D2L. Post your initial post before 11:59 p.m. on the Friday following the Start Date and post at least 1 substantive response to one of your fellow student’s initial posts before 11:59 p.m. on the Sunday following the Start Date. I will post where appropriate I will post in the discussion thread. I will post the grades as well as my comments and feedback during the following week. Late posts will not be graded. Please do not attach documents but enter your text directly into the discussion dialog box.

- **Initial post:** Except for the Introduction post you need to provide your answer together with your motivation in your first post. If you refer to any sources please include references.
- **Response post:** You need to substantively address one or more statements in another student’s post. Single sentence “Me too” posts are not acceptable.
- **Assessment criteria:** The rubric for assessment of discussion posts is provided as an appendix to the syllabus.

In cases where a discussion runs over more than one week then we simply repeat the process, another initial post in week two by Friday an a response post by the second Sunday. The nature of some topics is such that you will have an opinion and as you read more of the readings and your fellow students’ posts you may change your mind or have other additional ideas to share.
ENTREPRENEURSHIP AND LIBRARIES & LIBRARIANS
Having decided to take this course and having read the introductory reading you must have an opinion on entrepreneurship in the context of the BSIST/MLIS degree. So this week I would like you all to discuss on D2L the following in your original post:

1. Why do you think entrepreneurship and innovation is important to libraries?
2. Why do you think entrepreneurship and innovation is important to librarians?
3. Why do you think entrepreneurship and innovation is important to you?

Remember to post at least 1 substantive response (i.e. not just “Me too” or “I agree”) to a fellow student.

FOSTERING INTRAPRENEURSHIP IN LIBRARIES
In this topic we look at the non-traditional path. The name is taken from Dority’s *Rethinking Information Work* where she sees the non-traditional path being either a non-traditional approach inside existing libraries and information organizations or using traditional library-related skills in a non-traditional setting. For the former option, Pinchot coined the term ‘intrapreneur’. In 1978, Pinchot focused on the importance of freedom to think and act within an organization and made a strong case for organizations to stay ahead of competition by fostering intrapreneurship at all levels. Based on the readings for this week (and any additional reading you may want to do) as well as your own experience what do you think is the most important thing a library or information-based business can do to foster intrapreneurship and why do you think so? Post at least 1 substantive response to a fellow student.

KEY LESSONS TO BE LEARNED FROM ENTREPRENEURS
Whilst the non-traditional path of intrapreneurship has many challenges the independent path of entrepreneurship is even more challenging and prone to setbacks and hardship. Yet many entrepreneurs prevail after remaining committed to achieving their goals. The case studies for this topic discuss several very different individual entrepreneurs’ journeys. Having read the material on entrepreneurship, the entrepreneurial mindset, the non-traditional path and the independent paths as well as your own experience and any additional reading you’ve done, what do you consider to be the key lessons that can be learned from these entrepreneurs? List each lesson learned and briefly explain why you consider it to be key. You can list only one if you think that is absolutely crucial but I would suggest aiming for around 5 and no more than 10 key lessons. Post at least 1 substantive response to a fellow student.

MEETING INFORMATION NEEDS OF ENTREPRENEURS
Small business plays an important role in all economies, both in developed and developing countries. In the US small businesses (with 500 employees or fewer) make up 99.7 percent of U.S. employer firms¹, whilst micro-enterprises (with 5 or fewer

¹ [https://www.sba.gov/sites/default/files/FAQ_March_2014_0.pdf](https://www.sba.gov/sites/default/files/FAQ_March_2014_0.pdf)
employees) comprise 88 percent. Supporting small businesses and micro-enterprises is therefore an important topic for libraries to address to serve their communities. Meeting the information needs of entrepreneurs is particularly important for public libraries but also for school, academic and a variety of special libraries. Common information needs include locating information about the market, industry, competitors, and customers. For this week’s discussion, let’s consider the following question: What are the information needs of entrepreneurs that public, academic and/or school libraries can meet to help them develop ideas and pursue opportunities? Consult Forte (2012), LeBeau (2012), Lillard (2014) and Moss and Ernsthausen (2012) to help you formulate your initial response.

FOSTERING ENTREPRENEURSHIP IN COMMUNITIES

The ALA’s Libraries Transform initiative identifies the maker movement as one of the key elements of libraries’ evolution, shifting their function from repositories of knowledge to facilities for creation in order to support entrepreneurship. Apart from makerspaces, libraries could potentially play a role as drop-in centers for an increasingly mobile, virtual workforce. How can libraries encourage, empower and support members in their communities to engage in creation, innovation and entrepreneurship?

MOST ADMIRED INNOVATIONS

This week we examine the generation and evaluation of opportunities/ideas. Examining others’ successful opportunities/ideas can help you to generate and particularly to evaluate your own. Think of an innovation that you deeply admire. It can be anything, a product or a service, big or small: e-mail, the iPad, e-readers, the Ford Escape’s hands-free opening of its hatchback, electronic bill pay, Kiva’s micro-loans, self-checkout at the library, Twitter, MOOCs, anything. But if it isn’t a commonly known innovation please provide some background so we can all understand what it is. What do you admire about this innovation? How does it solve its customers’ problems? Why is/was/will it successful? Who is considered to be primarily responsible for it: an organization or an individual or a combination? (Innovations are thought to be emergent in a particular setting in a particular time and therefore it can be considered ‘an idea whose time has come.’ The Leibniz–Newton calculus controversy is a prime example of this.) What do you think inspired it? Was it a revolutionary change or an evolution from what came before (a small advance or twist on an established idea)?

---

2 http://www.ilovelibraries.org/librariestransform/maker-movement
4 Note that even if an innovation represents an evolutionary change its impact can still be revolutionary. Consider Apple's iPod. Its success was foreshadowed by portability, digitization and customization trends in many different products from cameras to computers. So, the mobility of electronic devices was an innovation preceding the iPod as far back as the original Sony Walkman. The iPod therefore was a natural next step in the evolution of consumer multimedia needs although it revolutionized the music industry in 2001 (Roos, 2009).
each question but try to answer as many as you can. You can also provide additional information if you think it is relevant even if it doesn't answer one of these questions specifically.

Identify an innovation posted by a fellow student that you most admire (other than your own) and post as a response the reasons why you also admire the innovation.

THE ROLE OF FORMAL BUSINESS PLANS
Many authors, entrepreneurs and financial institutions consider a formal business plan essential (for example, Bates, 2010). Others are of the opinion that formal business plans are time-consuming and unhelpful in a rapidly changing and unpredictable environment (for example, Blank, 2013; Guillebeau, 2012; Slim, 2009). In your post answer the following: What is your opinion on formal business plans in independent businesses and/or in organizations such as libraries? Justify your opinion with reference to the required reading. Post at least 1 substantive response to a fellow student.

EVALUATING OPPORTUNITIES AND BUSINESS PLANS/MODELS
This discussion will be structured slightly differently: it is a two-part discussion with the first question posted this week and the second question posted next week.

Part 1: We’ve talked about identifying opportunities and looked at the role of business plans to formalize the way forward to exploit opportunities. According to Skrzeszewski (2006, p. 68) a key attributes of an effective business plan is that it addresses the audience and meets their requirements and expectations. Knowing how the audience will most likely evaluate your opportunity and business plan will influence and inform what you include in your plan and how you present it. Internally organizations usually have their own requirements and evaluation processes. Banks and financial institutions also have predetermined requirements and accompanying evaluation criteria that are governed by relevant legislation. But in the emerging field of information and communication technology funding often comes from other fields such as angel investors and venture capitalists (Skrzeszewski, 2006). Having read the material on writing business plans what criteria do YOU think are important when prospective investors evaluate an opportunity and/or business plans and why?

Part 2: In the first question you were asked to identify criteria that you think are important to evaluate opportunities and business plans. This week the question asks you to read the articles by Roberts and Barley (2004), Mason and Stark (2004) and Cusumano (2013) and post a response to your OWN post in which you compare your criteria with those presented in the paper by answering the following questions:

• Which audience(s) did you have in mind when you compiled your criteria?

Reference
• What are the similarities?
• What are the differences?
• What would you add to your criteria having read the article?

Written assignments

Instructions
Written assignments are due on the dates specified in the Course Schedule in the applicable drop box on D2L. Written assignments are to be typed, preferably word-processed. Papers are to be double-spaced using a 12-point kerned font such as Times New Roman with 1 to 1.25 inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course.

Please rely on a commonly used style manual for your submissions (e.g. Harvard, Chicago, APA, MLA) that are available in the Library or UWM Bookstore or may be purchased through online book vendors. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed.

Suggested lengths are given for the assigned papers although quality is much more important than quantity. Grades will be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Carefully honed, mellifluous prose is as important as substantive content and is also evaluated so keep the following in mind when writing your assignments:

  o In written communication you need to select your words more carefully and make your meaning absolutely clear. Avoid repetition, colloquial language and jargon, sexist language, contractions and awkward syntactical constructions
  o Develop paragraphs fully and include transitions between paragraphs. Transitions are essential to maintain continuity in your writing.
  o Where appropriate use a limited number of succinct headings and subheadings to structure your paper.
  o Underline or italicize when required.
  o Avoid footnotes.
  o Follow the style manual of your chosen reference and citation style carefully. Try to avoid excessive and repeated lengthy quotes. When quoting be sure that the quote is relevant to your point and introduce your quotes in a suitable manner, for example, X (2011) states, “…”, According to X (2011), “libraries …”, X agrees when she writes “…”, etc.)

Assignment 1: Entrepreneurial self-assessment
Self-awareness, understanding one’s own strengths and weaknesses, is vital when choosing to embark on an intrapreneurial or entrepreneurial path. You should capitalize on your strengths and address your weaknesses, either through development or consulting or hiring others to complement your profile. Although self-assessment or personality tests are not absolute predictors they do serve as useful indicators of potential strengths and weaknesses. For this assignment you are required to complete two, preferably more,
of the following self-assessment questionnaires:

- Women's Enterprise Centre: http://www.womensenterprise.ca/content/entrepreneurial-self-assessment
- Women’s Initiative for Self-Employment (on D2L)
- Meyer and Crane’s Personal Characteristics Audit (2011, p. 274) (on D2L)

Having completed the assessments, write a candid evaluation of your strengths and areas for development with respect to entrepreneurial activity based on your understanding of entrepreneurship from the reading and discussions to date. Include action steps that you can realistically take with respect to develop weaknesses into strengths. Please note that you do not need to include your completed questionnaire(s) but you can include them as appendices if you want.

Nature: Individual
Length of paper: Between 3-5 pages (double spaced, excluding diagrams/appendices)

**Assignment 2: Alternative paths in the information industry**

In her book, *Rethinking Information Work* (2006), Dority argues that librarians and other information professionals need to rethink their career paths. This statement is based on her assumption that the profession of librarianship will be driven by new circumstances. ‘New information-based roles’ present alternative opportunities for librarians. She argues that these opportunities in the information economy are nearly endless for librarians.

In your paper address the following questions:

- What are these new circumstances for librarians?
- What are these ‘new information-based roles’ for librarians?
- How can librarians prepare themselves in terms of knowledge, skills, attitudes competencies, etc. to take advantage of these new ‘alternative information career paths’?
- Do you agree with Dority’s assumption? Do you agree that opportunities in the information economy are nearly endless for librarians? Motivate with evidence to support your view.

Nature: Individual
Length of paper: Between 8-10 pages (double-spaced, excluding any diagrams)
**Assignment 3: Informational interview**

Based on the readings and assignments to date compile at least five questions you have about being an intrapreneur and/or entrepreneur. It can be about aspects that you are simply curious about or specific things that would like to know more from an intra-/entrepreneur. Using your personal contacts, Web sites, articles, or other sources, find an intra-/entrepreneur that you know, admire or who is engaged in an industry you are interested in entering who is willing to be interviewed. Conduct an informational interview with this intra-/entrepreneur in person, via the telephone, via Skype or, if no other options is possible, via e-mail and ask him/her your five (or more) questions about being an intrapreneur/ entrepreneur. Conducting a synchronous interview is preferable because you can easily ask follow up questions as the interview progresses.

While conducting the interview make notes. If you have access to a voice recorder that can help relieve the need to make notes but make sure that you ask for permission to record the person. Even if your interviewee agrees to being recorded make some notes in case of equipment failure. And don’t for get to thank the person afterwards for their time and willingness to share their knowledge and experience with you!

Once you’ve completed the interview write a report that explains who you spoke to, your relationship to them if any, why you chose to interview them, what you asked them and their responses and conclude your report with your take on the information you’ve gleaned from the interview. You can write in the first person and choose whether you want to write an as-it-happened account (but please do not submit a transcript, you need to provide some interpretation) or structure it in another way that makes more sense to you, maybe based on topics covered. Include your questions (interview schedule/guide) as an appendix. Critically compare and contrast what you were told by the interviewee to the theory covered to date.

Nature: Individual
Length of paper: Between 6-8 pages (double-spaced)

More information about informational interviews


Assignment 4: Opportunity identification
Based on the case studies and discussion of readings, identify at least one and at most five specific opportunities either inside an existing information-based organization if you are employed in one (or hope to be employed in one) or for a new independent venture that YOU can potentially pursue. Describe each opportunity in some detail and critically assess its feasibility.

Nature: Individual
Length of paper: Between 3 and 5 pages (double spaced) text excluding diagrams

Assignment 5: Business plan/model and presentation
Develop a business plan/model to either exploit one of the opportunities identified earlier (it can be an opportunity inside an information-based organization or for a new independent information business.) You can use the templates provided on the CD in Harriman, the business plan template of the SBA at [http://web.sba.gov/busplantemplate/BizPlanStart.cfm](http://web.sba.gov/busplantemplate/BizPlanStart.cfm) or the business model canvas (BMC), whether the original or an appropriate adapted version. If you opt for the business model canvas, the completed canvas sheet with succinct bullet points accompanied by explanatory supportive text for each of the cells is expected.

Your group will be expected to present your business plan/model as if to management (in the case of an internal opportunity) or to a prospective investor (in the case of an independent information business). All members will be expected to be able to answer questions from the audience.

* Note: If you want to work on a business plan/model for an opportunity in your organization or for yourself you have the option to do so. Please contact me so that I can set you up in a group of one.*

Nature: Group (individual optional)
Length of paper: Max. 20 pages (double spaced)
Length of presentation: Suitable for a 10 min. presentation

Assignment 6: Journal entries & Reflection
This assignment has two parts: weekly ungraded but required journal entries throughout the semester and an end-of-semester graded reflection essay.

Journal entries: What should you write in your journal? There are two questions for each week to help you structure your entry but you can capture whatever you feel is pertinent:

1. *What do you like about the course? What did you learn about entrepreneurship,*
about yourself and/or about others this week?

2. What would you like to learn more about? Anything you didn't like about the past week?

Your journal entries should not simply be a work log of tasks, events, times and dates. Rather you should record your thoughts about the reading, questions that it sparked, concerns, insights, doubts, fears, and critical questions about issues, people, and, most importantly, yourself. Honesty is an important ingredient to successful journals.

Journal entries aren’t graded and won’t be read except to verify that it is on topic. However, you do need to submit them on a consistent basis since you will use these journal entries to write your end-of-course reflection that is graded. You need to submit at least half of the journal entries spread evenly across the class period to be able to earn credit for your reflection. You needn’t worry about grammar or spelling in your journal entries, only in the final reflection assignment.

Where should you write your entries? There is a drop box on D2L for each week.

Nature: Individual
Length/Format: No prescribed length or format. You can write as much or as little as you want. You can draw diagrams, sketches or concept maps in PowerPoint, Visio or any other application. You can write or draw by hand and scan it in. You can record your thoughts and upload it as an audio file. It is really up to you because it is your journal so you should use the format that works for you.

**Reflection:** Using your journal entries write a paper in which you discuss what you learned in the course about entrepreneurship for information-based businesses and intrapreneurship in libraries and information agencies, and about yourself as an intra-/entrepreneur.

Nature: Individual
Length of paper: Between 3 and 5 pages (double spaced)

**EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion assignments</td>
<td>20</td>
</tr>
<tr>
<td>1. Entrepreneurial self-assessment</td>
<td>10</td>
</tr>
<tr>
<td>2. Alternative paths in the information industry</td>
<td>10</td>
</tr>
<tr>
<td>3. Informational interview</td>
<td>10</td>
</tr>
<tr>
<td>4. Opportunity identification</td>
<td>15</td>
</tr>
<tr>
<td>5. Business plan/model</td>
<td>15</td>
</tr>
<tr>
<td>5. Presentation of business plan/model</td>
<td>5</td>
</tr>
</tbody>
</table>
Journal entries [required for reflection paper]  -  
6. Final assessment: Reflection paper  15  
Total  100  

GRADING SCALE:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>B+</td>
<td>87-90</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>A-</td>
<td>91-95</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>B-</td>
<td>80-83</td>
<td>C-</td>
<td>70-73</td>
</tr>
</tbody>
</table>

UWM and SOIS Academic Policies

The following link will take you to UWM pages/links that contain university policies affecting all UWM students.

http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www4.uwm.edu/dos/student-handbook.cfm).

For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the Graduate Student and Faculty Handbook:
http://www.graduateschool.uwm.edu/students/policies/expanded/.

The following link will take you to pages/links that contain SOIS policies affecting all SOIS students.

http://www4.uwm.edu/sois/resources/formpol/policies.cfm
## APPENDIX A: RUBRIC FOR ASSESSMENT OF DISCUSSION ASSIGNMENTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT (A letter grades)</th>
<th>SATISFACTORY (B letter grades)</th>
<th>UNSATISFACTORY (C letter grades and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Student refers to more than one idea learned from the course materials</td>
<td>Student refers to at least one new idea learned, but otherwise doesn't demonstrate new learning</td>
<td>Student could have written the answer without doing any of the course reading at all</td>
</tr>
<tr>
<td></td>
<td>Referenced specific, relevant course material that demonstrates material was read and understood</td>
<td>Occasional reference to course material, but reader has to figure out the connection to the answer/not entirely relevant to discussion</td>
<td>Failed to refer to specific course material, or references show that material was not read or understood</td>
</tr>
<tr>
<td></td>
<td>If required, gave relevant example from own experience and explained it clearly so even an outside could understand</td>
<td>If required, gave an example, but the reader has to work hard to understand it in the context of the question</td>
<td>If required, gave an irrelevant example, or didn't write it up clearly enough to be understood.</td>
</tr>
<tr>
<td></td>
<td>References additional, relevant material, own research in addition to course material/reading</td>
<td>Posted at least one substantive response</td>
<td>Did not post a response or response was lacking in substance or unrelated to the original post</td>
</tr>
<tr>
<td></td>
<td>Posted multiple substantive responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Divided into appropriate paragraphs</td>
<td>Paragraphs are used but points are not separated logically</td>
<td>Written as a single big block of text</td>
</tr>
<tr>
<td></td>
<td>Correct spelling and complete grammatical sentences</td>
<td>Poor spelling and grammar distracts the reader</td>
<td>Poor spelling and grammar makes it hard or impossible to understand</td>
</tr>
<tr>
<td></td>
<td>Clearly answers all parts of the question</td>
<td>Reader has to try to figure out whether the answer is &quot;all there&quot;</td>
<td>Some parts of the question are not answered</td>
</tr>
<tr>
<td></td>
<td>Easy to follow line of thought</td>
<td>Some ideas are made clear but not all</td>
<td>Rambling post makes it hard or impossible to follow</td>
</tr>
<tr>
<td></td>
<td>Response explained thoroughly</td>
<td>Some parts of the post are explained better than others</td>
<td>Post explained so briefly that reader has to guess what is meant</td>
</tr>
<tr>
<td></td>
<td>Writing is careful and precise, shows student's interest and involvement with the issue</td>
<td>Writing occasionally interesting and persuasive but presentation not consistent throughout</td>
<td>Answer is vague, generic, dull, brief, as if the writer is just trying to do the minimum necessary to get the assignment over with</td>
</tr>
<tr>
<td></td>
<td>Posted on time</td>
<td>Posted on time</td>
<td>Post is late</td>
</tr>
</tbody>
</table>
## APPENDIX B: RUBRIC FOR ASSESSMENT OF DROPBOX ASSIGNMENTS

<table>
<thead>
<tr>
<th>LETTER GRADES</th>
<th>CONTENT</th>
<th>FORM</th>
<th>LANGUAGE AND VOCABULARY</th>
<th>WRITING STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent critical and conceptual analysis. Subject matter comprehensively and accurately presented. Well argued. Relevant reading effectively incorporated.</td>
<td>Excellently organized and presented. Argument concisely and systematically developed with a very well thought out introduction and conclusion.</td>
<td>Standards of spelling, punctuation, vocabulary use and grammar are extremely high. Mistakes are rare.</td>
<td>Use of language is entirely appropriate to context, function and intention.</td>
</tr>
<tr>
<td>B</td>
<td>Good critical and conceptual analysis. Subject matter effectively covered and accurately presented. Well argued. Relevant reading effectively incorporated.</td>
<td>Well organized and presented. Argument concisely and systematically developed with a well-thought out introduction and conclusion.</td>
<td>Standards of spelling, punctuation, vocabulary use and grammar are good. Few errors occur.</td>
<td>Use of language is appropriate to context, function and intention.</td>
</tr>
<tr>
<td>C</td>
<td>Rather more descriptive than critical and conceptual. Although the analyses may lack clarity in parts, the student understands the subject matter fairly well. Evidence of relevant reading but not always effectively used.</td>
<td>Fairly well organized and presented. The writing is coherent and ideas are developed but not always concisely and systematically. The essay has an introduction and a conclusion but they may not be well integrated within the body of the essay.</td>
<td>Standards of spelling, punctuation, vocabulary use and grammar are reasonably accurate. Errors do occur but generally they do not interfere with communication.</td>
<td>Slight limitation of style and mastery of appropriate idiom.</td>
</tr>
<tr>
<td>D</td>
<td>Perfunctory. Largely descriptive. Understanding of subject matter is incomplete. Little evidence of reading.</td>
<td>Organization and presentation acceptable. An attempt has been made to develop an argument but is rather unsystematic and sometimes contains redundant and/or irrelevant material. An attempt has been made to write an introduction and conclusion but may bear little relation to the body of the essay.</td>
<td>The essay is intelligent but contains a fair number of errors in spelling, punctuation, vocabulary use and grammar.</td>
<td>Use of style and conveyance of tone is present but not consistent.</td>
</tr>
<tr>
<td>E</td>
<td>Perfunctory. Almost entirely descriptive. Narrow in conception. Little evidence of understanding or of reading. Contains inaccuracy. May have misinterpreted the question.</td>
<td>Organization and presentation poor. Little attempt has been made to develop an argument. There is redundant and/or irrelevant material. The introduction and conclusion, if they exist at all, are weak.</td>
<td>The essay is not always intelligible. There are frequent errors of spelling, punctuation, vocabulary use and grammar.</td>
<td>Stylistically poor and frequently inappropriate.</td>
</tr>
<tr>
<td>F</td>
<td>Very little evidence of understanding or of reading. Contains serious inaccuracies. May have misinterpreted the question.</td>
<td>Organization and presentation very poor. No attempt has been made to develop an argument. Much redundant and irrelevant material. Often no introduction or conclusion.</td>
<td>The essay is frequently unintelligible. There are many errors of spelling, punctuation, vocabulary use and grammar.</td>
<td>Stylistically very poor and frequently inappropriate.</td>
</tr>
<tr>
<td>0</td>
<td>1. Essay not handed in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Question was disregarded entirely</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>