

Biennial Narrative Report

School of Library and Information Management, Emporia State University

February 15, 2022

Introduction

The School of Library and Information Management (SLIM) at the Emporia State University (ESU) has maintained the same stable leadership at the school level since 2016. At the university level, however, there have been some major changes recently. President Allison Garrett (since January 2016) left ESU in October 2021 for the position of Chancellor and Chief Executive Officer for the Oklahoma State System of Higher Education. Interim President Ken Hush has been serving since. The formal search for a permanent ESU president is under way as of February 2022. ESU Provost David Cordle (since July 2013) retired in June 2021 and Dr. George Arasimowicz was hired as the new Provost at ESU in July 2021. For unknown reasons, Provost Arasimowicz resigned on February 8, 2022. Dr. Gary Wyatt is the Interim Provost. The SLIM dean, Wooseob Jeong (since July 2016) continues to serve.

Starting from fall 2021, SLIM's delivery mode of instruction has been fully online, shifting from the previous hybrid mode. The decision was made based on multiple reasons, including the travel restrictions during the pandemic and budget reduction. Despite the delivery mode change, SLIM strives to provide quality education to our students by conducting continuous curriculum reviews and adjustments based on our systematic planning mechanisms in place. SLIM faculty and staff are very proud of recent establishment of SLIM Diversity, Equity, and Inclusion (DEI) Statement and revising SLIM Professional Values with the focus on social justice and DEI. SLIM's commitment to DEI is also evident in the central role that DEI is playing in the current review and revision of its strategic plan.

Response to COA Previous Correspondence

Upon receiving SLIM's biennial report in 2020, the Committee of Accreditation (COA) requested that further explanation be provided in relation to Standard IV (the lack of congruence between Table 1 in the biennial report regarding the diversity student numbers and the annual statistics) and Standard III (%).

of full-time vs. part-time faculty for each regional location). SLIM submitted a special report with the relevant information on September 8, 2020, and COA accepted the report without further inquiries on November 20, 2020. (Appendix 1)

Standard I: Systematic Planning

SLIM faculty and staff took the issues of social justice and DEI very seriously. SLIM faculty and staff discussed a new SLIM DEI statement and a replacement of the existing Professional Values statement from fall 2020 and adopted their final versions in May 2021, as listed on Appendix 2. From summer 2020, faculty and staff have had virtual book club meetings mostly monthly to read DEI related books and discuss together. The books include: *How to be an Anti-Racist* by Ibram X. Kendi (discussed during summer 2020), *Algorithms of Oppression: How Search Engines Reinforce Racism* by Safiya Noble (Fall 2020), *Difficult Conversations: How to Discuss What Matters Most* by Douglas Stone, Bruce Patton, and Sheila Heen (Spring 2021), *How We Became our Data: A Genealogy of the Informational Person* by Colin Koopman (Fall 2021) and *Feminist Pedagogy for Library Instruction* by Maria T. Accardi (Spring 2022). 16 SLIM faculty and staff members participated in the virtual workshop of “Equity in Action: Fostering an Antiracist Library Culture” by Library Journal, from February 23 to March 9, 2021. All the registration fees were funded by SLIM.

SLIM’s last in-person retreat was held on campus on March 11, 2020 with all the faculty and staff members along with a few student representatives. During the pandemic, SLIM had guest speaker sessions in lieu of retreats. On July 22, 2020, SLIM hosted virtually Alexa Smith, the Chief of Staff in the Office of the President at Manhattan School of Music in New York City with the topic of “How to Use Your Profession to be Actionable.” On March 30, 2021, SLIM had a virtual conversation with Wanda Brown, the then immediate past president of ALA, about the future directions of LIS education. On August 20, 2021, SLIM had a virtual retreat with all the members of faculty and staff, some adjunct instructors and student representations to discuss the transition to a fully online program.

During the pandemic, SLIM has continued to hear from library communities via virtual regional advisory board meetings: South Dakota on June 3, 2020, Colorado on September 11, 2020, Oregon/Washington on October 13, 2020, Utah on November 14, 2020, Idaho on November 16, 2020, Kansas/Missouri on November 19, 2020. SLIM also hosted a virtual school library media licensure program advisory board meeting on December 2, 2021.

Surveys of current students, alumni and employers are also important data sources for our systematic planning. After the 2017 survey, SLIM conducted another survey in November through December, 2020. Regional directors, Becca Kabasa, Tina Murdock and Brandy Robbin on April 21, 2021 at a faculty curriculum meeting, presented the analysis of the survey data. The summary included: the majority of students chose SLIM because of the hybrid/face-to-face component. Cost and reputation were 2nd. Faculty was listed as an asset. Students requested fewer core courses/more electives. ALA accredited was an important factor. Alumni wish to have more internship, job placements, interviewing, resume help, and networking. Some of the survey data has been used for the SLIM accreditation page at <https://www.emporia.edu/school-library-and-information-management/about/accreditation/>.

Under Dr. Sarah Sutton, SLIM assessment director, activities on campus wide program-level assessment and course-level assessment are conducted on a semester basis. Core course-based communities of practice regularly review and update course learning outcomes and recently their focus has been aligning course learning outcomes with the new professional values. SLIM continues to have 2 faculty meetings per month, one for general discussion and the other for curriculum specific. The planned comprehensive revision of SLIM strategic plan has been delayed, partly because of upper-level administration changes and our recent delivery mode change but the revision efforts are underway.

Standard II: Curriculum

The SLIM Master of Library Science (MLS) program is fully online and asynchronous starting in fall 2022, which means students are able to complete the MLS degree without any required whole-class meetings. Small group assignments (such as discussion circles) within specific classes may require

students to schedule times to meet synchronously with their group members. Until spring 2022, SLIM has maintained its weekend intensive classes for 6 core courses virtually via Zoom. The change of delivery mode to asynchronous fully online will eliminate the weekend classes for core courses. However, despite this change of delivery mode, SLIM's curriculum and commitment for quality instruction with high instructor presence in courses will not change. SLIM faculty continuously review and update our curriculum. They continue to designate one of the two monthly meetings for discussion of various aspects of curriculum and actively lead communities of practices for curriculum review with adjunct instructor for each core course.

SLIM faculty introduced a new concentration (as a part of MLS) and a new certificate program (separate 18 credit-hour program), both of which are called Health Information Professionals. The required courses for both programs had been taught before as individual elective classes, so these new programs have not impacted negatively on SLIM's budget. Rather these programs offer valid credentials in the growing area of health information. SLIM faculty also put a series of adjustments in the school library media licensure program, mainly by incorporating it into the MLS program as a concentration. In this way, SLIM can manage those students in the school media area more effectively for their seamless progress. The list of curriculum changes made during the last two years is available in Appendix 3. Since fall 2019, SLIM faculty have been conducting a comprehensive curriculum review process, examining every course's title, description and learning outcomes. The entire current course array is listed in Appendix 4.

SLIM continues to offer new courses that are aligned with ESU's goal of providing high-impact learning experiences as well as being designed to reflect the rapidly changing field and provide students with the skills and competencies needed for the future. Utilizing the Special Topics class number (LI 755) and the Current Issues class numbers (LI 861, 862 and 863), Empathetic Librarianship Practices, Introduction to Rare Books and Special Collections, Time Management, Resources for Young Families, Work & Our Well-being, Library Assessment, Digital Curations, and Dynamics of Rural and Small Town Libraries were offered during last two years. SLIM is well known for its global experiences and national

conference experiences classes. Due to the pandemic travel restrictions, these courses have not been offered in person, but SLIM faculty successfully pivoted them to well-crafted virtual classes.

Standard III: Faculty

The SLIM faculty approved the updated version of its Promotion & Tenure (P&T) document on May 5, 2021. Along with some minor clarifications, the main revision of the P&T document was an addition of a quantified expectation in the faculty scholarly activities with encouragement of open access publications. SLIM hired Dr. Stan Trembach, who had received his doctoral degree from the University of South Carolina in 2016, as an assistant professor in fall 2020. Dr. Trembach's teaching areas include management, information seeking and library assessment. Dr. Sandra Valenti, who served as the president of the faculty senate on campus from fall 2020 to spring 2021, retired at the end of spring 2021 semester. Dr. Jinxuan Ma and Dr. Brendan Fay were promoted to associate professors with tenure in fall 2021. Despite the significant budget cut, SLIM maintain the same number of tenure line faculty positions and is currently conducting faculty searches for two vacant positions. Each faculty search is conducted with a mandatory procedure called List of Five, in which each member of the search committee should reach out to at least five professional contacts either to invite them directly to apply, to recommend people ESU can invite to apply, or to further publicize the search, particularly to diverse candidates.

Dr. Bobbie Long is a co-investigator for the IMLS-funded SCALE (Services for Children of All Abilities in Libraries: An Exploration) project of the University of Kentucky. SLIM is a partner in the ALA Spectrum Doctoral Fellowship Program funded by IMLS (Dr. Mirah Dow as the contact person). SLIM is also a partner for the IMLS-funded "Strengthening Smaller Public Libraries Through Staff Diversity" project by Lawrence Public Library in Lawrence, Kansas for diverse staff recruitment (Dean Wooseob Jeong as the contact person). Dr. Emily Vardell and Ting Wang won the Midcontinental Chapter of the Medical Library Association (MCMLA) Best Research Paper Award in 2020.

SLIM continues to provide 10 hours of graduate research assistants (either an MLS student or a doctoral student) per week to each faculty member during fall and spring semesters. SLIM graduate

research assistants have helped SLIM faculty's research significantly and they have coauthored many of SLIM faculty's scholarly outputs. The list of SLIM faculty's scholarly activities during the last two years is available in Appendix 5. The structure of SLIM faculty standing committees has not changed, consisting of the Academic Planning Committee, the Admission and Scholarship Committee, the Curriculum Committee and the Doctoral Program Committee. Committee rosters by academic year are available in Appendix 6.

In the last two years, with a full-time faculty position vacant for the entire time and Dr. Sandra Valenti's retirement, SLIM recruited a few more adjunct faculty members: Ann Smith, Jennifer Blair, Robert LeMoine, Brady Lund and Ting Wang, most of whom hold the MLS degree. Ting Wang is a SLIM doctoral student with a master of education degree and an MBA degree. The spring 2022 roster of adjunct faculty is available in Appendix 7.

Standard IV: Students

Before COVID, SLIM had a plan to have a cohort in Arkansas, and when COVID hit, SLIM went ahead to have a virtual new cohort in Arkansas, dedicating sections of core courses only for those students in Arkansas in fall 2020 with 12 students, hoping COVID would disappear shortly. Unfortunately, COVID is still prevalent as of now and the entire SLIM MLS program switched to a fully online mode permanently starting in fall 2021. With fully online mode, to make SLIM MLS program affordable, the out of state tuition rate, which was more than twice of the in-state rate, has been adjusted to 1.5 times of the in-state rate, starting in summer 2021 with a special request to Kansas Board of Regents. In addition to this affordable tuition rate adjustment, during the 2-year pandemic period, generous scholarships (more than \$250,000 in total) were offered to many SLIM students who struggled financially due to their layoffs and reduced working hours.

SLIM enrollment experienced steady increases until the pandemic and modest drops during the pandemic. The headcounts in MLS program were 349 in spring 2019, 383 in fall 2019, 384 in spring 2020, 396 in fall 2020, 379 in spring 2021 and 363 in fall 2021. SLIM has been overserving increases in the

number of inquiries and the number of applications for spring 2022 and fall 2022. In the fiscal year 2021, SLIM conferred its MLS degrees to 162 students, while 148 were awarded in the fiscal year 2020.

SLIM strives to recruit a diverse group of students and continues to match external diversity scholarships that students obtain. Keyana Branch received 2020 ALA Spectrum Scholarship, and River Freemont and Whitney Garcia received 2021 ALA Spectrum Scholarship. SLIM provided a matching scholarship of \$2,000 for each student (\$1,000 a semester for fall and spring). Table 1 shows the number of students by gender and ethnicity/race in fall 2021.

Table 1. Diversity among SLIM students as of fall 2021

	Male	Female
Hispanic/Latino of any race	4	11
American Indian or Alaska Native	0	3
Asian	0	1
Black or African American	0	6
Native Hawaiian or Other Pacific Islander	0	0
White	41	238
Two or More Races	2	7
Race and Ethnicity Unknown	11	37
International	2	0

SLIM students have been active in scholarly activities and in community engagements. Their achievements have been publicized in SLIM’s quarterly newsletters and social media. Appendix 8 shows a list of select scholarly activities and accolades of SLIM students.

For the Student Chapter of the American Library Association (SCALA) at SLIM, Cheyenne Chontos from South Dakota led the group in 2020 and Sami Espenschied from Arkansas did so in 2021. For the transition to fully online mode, SCALA representatives have been consulted frequently for their input. Moving to fully online mode from fall 2021 made SLIM student body nationwide, no longer bound to regional cohorts. Therefore, the SCALA bylaws were rewritten and updated. New methods of recruiting and appointing representatives and officers implemented as well. At the university level, late 2021, the Recognized Student Organizations (RSO) Office implemented SharePoint pages for all RSOs

such as SCALA, making it a one-stop location for information and events. SCALA secretary and webmaster are migrating and consolidating its social media sites and information to this new SCALA homepage. SCALA Alumni Relations Liaison officer continues to work on the SLIM student and alumni mentorship program. SCALA's annual book exchanges program was held in each November to facilitate holiday readings among students, faculty, and staff.

Dr. Michael Widdersheim served as the faculty advisor for SCALA in the last two years and communicated frequently with SCALA officers. Dean Jeong met with SCALA officers virtually on October 5, 2020 and September 27, 2021 via Zoom, while Dean Jeong communicated with SCALA presidents all year long. In the middle of pandemic, a small group of students in Kansas met Dean Jeong, Dr. Bobbie Long and Ms. Kathie Buckman (advisor in Emporia, KS) in person for lunch on campus on August 14, 2021.

SLIM continues to distribute employment opportunity lists at least once a week, often more frequently, to current students via email, and updates the list on its website. Students without significant library work experience are strongly encouraged to take practicum courses under the supervision of their academic advisors and the practicum site supervisors, but for the apparent reason of COVID, only a handful of students could secure their practicum opportunities in the last two years. SLIM offers multiple Graduate Assistant (GA) positions each year. In the last two years, SLIM had 7 GAs for each year and their duties varied from technical support for students, faculty and staff to research assistance for faculty.

Standard V: Administration, Finances, and Resources

Dr. Wooseb Jeong continues to serve as SLIM Dean since July 2016. The 5-year faculty/staff evaluation of administrators on campus for Dean Jeong was conducted in spring 2021 with positive results. Ms. Emily Sanders-Jones (business manager/dean's executive assistant) and Ms. Linda McDonald (office manager) continue work at SLIM's front office.

Before SLIM moved to a fully online mode, SLIM added a regional cohort in Arkansas and Ms. Tina Murdock was hired as its regional director (half time) in February 2020. Ms. Brandy Robben was

hired as the regional director for Nevada cohorts in Las Vegas in September 2020. With the delivery mode change and removal of regional cohorts, Ms. Murdock's contract was not renewed and Ms. Robben and Dr. Dale Monobe, who was the director of Utah cohorts were laid off in June, 2021. The remaining former regional directors were reassigned with former students from the cohorts in Arkansas, Nevada and Utah, along with their existing ones, to continue to work as academic advisors. Ms. Elizabeth Hoffman (former South Dakota regional director) and Ms. Jennifer Beckley (former Overland Park, KS regional director) resigned in October 2021. Ms. Jeana Menger (former Oregon regional director) resigned in February 2022. Ms. Jenny Jiang was hired as an academic advisor in February 2022 and Ms. Becca Kabasa (former Idaho regional director, half-time) became a full-timer in February 2022. Despite these turnovers, the student-advisor ration is at lower than 1:100 as of February 2022.

With the move to asynchronous online delivery, the marketing, recruitment and admission work formerly done by each regional director within their geographic region has been centralized. The title regional director was revised to academic advisor and each academic advisor was assigned leadership of one aspect of the work, taking advantage of the lessened importance of geographic location to streamline the division of labor.

In the last two years, ESU, which has a fully centralized budget system based on yearly allocation, experienced serious budget cuts across the campus. For Fiscal Year (FY) 2021, SLIM had to cut its budget only by \$15,000 (general use budget), which was much lower than across-board cut rate. However, through FY 2022 and FY 2023 SLIM has to shed its budget by \$387,798.55 (general use budget). To absorb the impact of this level of budget reduction, SLIM switched its MLS delivery mode from hybrid to fully online, removing regional cohorts. While 2 regional directors were laid off and 1 regional director was not renewed, SLIM keeps all tenure line faculty positions including vacant ones for future growth. The overall budgets for SLIM were \$2,508,816.76 (FY 2020), \$2,488,513.13 (FY 2021) and \$2,356,166.61 (FY 2022) with adjustments such as increased fringe benefits.

SLIM continues to offer Continuing Education classes to our alumni and library communities. From January 2020 to December 2021, 148 people (non-SLIM students) participated in SLIM's

Continuing Education courses, generating a revenue of \$12,905.00. This revenue has been invested in SLIM's free webinar series to facilitate SLIM alumni relationship and marketing efforts. SLIM continues to publish its quarterly e-newsletters for alumni and communities, and actively engages on social media mostly on Facebook and Twitter. SLIM continues to update its in-house alumni database with relevant information such as alumni's current job and title with their photos gathered from various web resources.

ESU publicly launched "Forward, Together!" campaign for fundraising in 2021 and SLIM has been working actively with ESU Foundation. Mr. Roy Mann, development officer for SLIM, retired in 2021 and Ms. Jill Burton was hired for the position. The Roger Greer Diversity & Leadership Scholarship has been endowed and its annual distribution will start in fall 2022.

The scheduled major renovation in spring 2020 did not happen due to the much higher estimated cost, but SLIM has converted the not-so-frequently-used faculty conference room at the fourth floor into two nice faculty offices. SLIM also converted the old tech support room into a conference room at the third floor for future in-person faculty meetings.

SLIM is leading the campus effort to reduce student textbook costs by using an eBook collection from ALA/Neal Schuman via the ESU Libraries and Archives. Partly funded by the COVID relief funds from the federal government, SLIM's computers with expired warranty have been replaced. ESU continues to use Canvas for its online learning platform. SLIM faculty continue to keep syllabi and make Canvas courses accessible to students with disabilities.

Summary

In the last two years, SLIM experienced significant challenges including COVID and budget cuts. To cope with those challenges, SLIM changed its mode of delivery for its MLS program from hybrid to fully online during the pandemic. Despite the mode change, SLIM is confident in its quality in each standard described above during the past two years. SLIM will strive to provide its recently expanded nationwide and international student body with excellent learning experience in a fully online and asynchronous mode.

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- Appendix 2: SLIM DEI Statement and Professional Values
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- Appendix 7: SLIM National Adjunct Faculty
- Appendix 8: SLIM Student Scholarly Activities

Appendix 1: SLIM Special Report to COA and Receipt

Office for Accreditation
225 N. Michigan Avenue
Suite 1300
Chicago, Illinois 60601-7616 USA
Telephone 312-280-2432
Toll free 800-545-2433, x 2432



Fax 312-280-2433
TDD 312-944-7298
Toll free TDD 888-814-7692
www.ala.org/accreditation

Committee on Accreditation

Loretta Parham, Chair
Atlanta University Center Woodruff Library
Atlanta, Georgia

Eric D. Albright
Tufts University
Boston, Massachusetts

Rachel A. Applegate
Indiana University
Indianapolis, Indiana

Theresa S. Byrd
University of San Diego Copley Library
San Diego, California

Kathleen De Long
University of Alberta
Edmonton, Alberta

David Eichmann
University of Iowa
Iowa City, Iowa

Mary Gregoire
ACEND (ret)
Chicago, Illinois

Dale K. McNeill
San Antonio Public Library
San Antonio, Texas

Athena Salaba
Kent State University
Kent, Ohio

Linda C. Smith
University of Illinois at
Urbana-Champaign
Champaign, Illinois

Karen Snow
Dominican University
River Forest, Illinois

David Weigle
University of Texas Southwestern
Medical Center
Dallas, Texas

Office for Accreditation
Karen O'Brien, Director
Susana Stoll, Associate Director

May 1, 2020

Wooseob Jeong, Dean and Professor
School of Library and Information Management
Emporia State University
Campus Box 4025, 1 Kellogg Circle
Emporia, KS 66801

Dear Dr. Jeong:

The Committee on Accreditation (CoA) reviewed and discussed the 2019 statistical data and the 2020 Biennial Narrative Report. Further explanation is needed related to Standard IV and Standard III. In a Special Report, due by October 1, 2020, please address the following: the lack of congruence between Table 1: Diversity #s by region and Statistics for 2019 ALA minority enrollment. In addition, please provide the % of FT and PT faculty for each regional location.

The Committee also took action in consideration of the COVID-19 health crisis to delay all scheduled comprehensive review visits by one year. Therefore, the next comprehensive review visit is scheduled for Fall 2023.

The schedule of next interim reporting is as follows:

Report	Due date
Special Report	October 1, 2020
Annual statistics 2020	February 15, 2021
Review the statistics the program makes available according to policy I.18.1 Statistical Reporting , made available in the Directory as the Student Achievement data weblink	February 15, 2021
Biennial Narrative Report addressing each standard	February 15, 2022

For budget planning purposes, please take into account that the annual accreditation fee has been raised by 5% to \$1,212.75, effective with the October 2021 billing.

Please use the attached sheet to acknowledge receipt of this letter.

The Committee on Accreditation appreciates this opportunity to remain apprised of developments in your program and extends best wishes for the remainder of the academic year.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Loretta Parham".

Loretta Parham, Chair
ALA Committee on Accreditation

enc: Acknowledgement form

cc: Emily Sanders-Jones, Executive Assistant to the Dean and Office Manager,
School of Library and Information Management

Interim Report Acknowledgement Form

Please return to accred@ala.org

On behalf of the **Emporia State University**, I acknowledge receipt of the response of the Committee on Accreditation.

Please mark all that apply:

- I accept the Committee's response without comment.
- I accept the Committee's response and will submit additional information or clarification in reports *as requested* by the Committee.
- I accept the Committee's response. The attached letter contains additional information or clarification in response to concerns named in the Committee's letter.
- I request a meeting with the Committee on Accreditation.

Name (please print)

Title

Signature

Date

Please return to accred@ala.org.

EMPORIA STATE UNIVERSITY

School of LIBRARY & INFORMATION MANAGEMENT

1 Kellogg Circle
Campus Box 4025
Emporia, KS 66801

September 8, 2020

Karen O'Brien, Director
Office for Accreditation
50 East Huron Street
Chicago, IL 60611-2795

Dear Karen O'Brien:

This special report addresses the matters of concern raised by the Committee of Accreditation (COA) indicated in the letter to School of Library and Information Management (SLIM), Emporia State University (ESU), dated on May 1, 2020.

Further explanation is needed related to Standard IV and Standard II. In a Special Report, due by October 1, 2020, please address the following: the lack of congruence between Table 1: Diversity #s by region and Statistics for 2019 ALA minority enrollment. In addition, please provide the % of FT and PT faculty for each regional location.

Lack of Congruence between two diversity #s

The discrepancy was from two different data sources for the diversity number: 1) data from Office of Institutional Effectiveness (OIE) of Emporia State University and 2) data from regional directors' survey of their students. The OIE data was from the student registration data which is initiated and entered by each student when they apply. However, the field of diversity indication is optional and fewer and fewer students are filling the field. The data from our regional directors' survey is more accurate because they are interacting with their students all the time. Acknowledging this lack of congruence, we will make sure that we use only the directors' survey data for both consistency and accuracy for the future reports.

Percentage of FT and PT faculty for each regional location

SLIM has made sure that majority of its core courses should be taught by full time faculty members across its regional locations. Our full time faculty members live in Emporia, KS or nearby towns and travel to regional locations to teach these core courses to provide consistent and quality learning experiences to our students regardless where they take their classes. In a few cases, we have had part time faculty in some of our core courses, but even in those cases, the part time faculty members work closely with the full time faculty members for consistent content delivery. Table 1 below shows that most of SLIM's core courses have been taught by its full time faculty across its locations.

EMPORIA STATE UNIVERSITY

School of LIBRARY & INFORMATION MANAGEMENT

1 Kellogg Circle
Campus Box 4025
Emporia, KS 66801

Location	Total Sections	Sections taught by full time faculty	Sections taught by part time faculty	% of sections taught by full time faculty
Emporia, KS	25	23	2	92%
Overland Park, KS	22	18	4	82%
Portland, OR	13	10	3	77%
Salt Lake City, UT	12	11	1	92%
Denver, CO	12	9	3	75%
Sioux Fall, SD	12	11	1	92%
Las Vegas, NV	2	2	0	100%
Boise, ID	2	2	0	100%
TOTAL	100	86	14	86%

Table 1. Full time vs. part time faculty teaching core courses by regional locations (spring 2018 - fall 2019)

Office for Accreditation
225 N. Michigan Avenue
Suite 1300
Chicago, Illinois 60601-7616 USA
Telephone 312-280-2432
Toll free 800-545-2433, x 2432



TDD 312-944-7298
Toll free TDD 888-814-7692
www.ala.org/accreditation

Committee on Accreditation

Rachel A. Applegate, Chair
Indiana University
Indianapolis, Indiana

Eric D. Albright
Tufts University
Boston, Massachusetts

Theresa S. Byrd
University of San Diego Copley Library
San Diego, California

H. Frank Cervone
University of Illinois at Chicago

Cheryl Contant
University of Wisconsin, Eau Claire

Mary Gregoire
ACEND (retired)
Chicago, Illinois

Diane Kelly
University of Tennessee
Knoxville

Athena Salaba
Kent State University
Kent, Ohio

Linda C. Smith
University of Illinois at
Urbana-Champaign
Champaign, Illinois

Karen Snow
Dominican University
River Forest, Illinois

Brett Waytuck
University of Regina

Shali Zhang
Auburn University

Office for Accreditation

Karen L. O'Brien, Director
Susana Stoll, Associate Director

November 20, 2020

Wooseob Jeong, Dean and Professor
School of Library and Information Management
Emporia State University
Campus Box 4025, 1 Kellogg Circle
Emporia, KS 66801

Dear Dr. Jeong:

The Committee on Accreditation (CoA) reviewed the September 8, 2020, Special Report explaining the data related to Standard IV (student diversity numbers) and Standard III (FT and PT faculty ratios). A motion to accept the report passed.

The schedule of next interim reporting is as follows:

Report	
Annual statistics 2020	February 15, 2021
Review the statistics the program makes available according to policy I.18.1 Statistical Reporting , made available in the Directory as the Student Achievement data weblink	February 15, 2021
Biennial Narrative Report addressing each standard	February 15, 2022

Please use the attached sheet to acknowledge receipt of this letter.

The Committee on Accreditation appreciates this opportunity to remain apprised of developments in your program and extends best wishes for the remainder of the academic year.

Sincerely yours,

Rachel Applegate, Chair, ALA Committee on Accreditation

enc: Acknowledgement form

cc: Emily Sanders-Jones, Executive Assistant to the Dean and Office Manager,
School of Library and Information Management
Karen L. O'Brien, Director, ALA Office for Accreditation

Acknowledgement Form
Return to accred@ala.org

On behalf of Emporia State University, I acknowledge receipt of the November 20, 2020, Committee on Accreditation letter.

Please mark all that apply:

- I accept the Committee's response without comment.
- I accept the Committee's response and will submit additional information or clarification in reports *as requested* by the Committee.
- I accept the Committee's response. The attached letter contains additional information or clarification in response to concerns named in the Committee's letter.
- I request a meeting with the Committee on Accreditation.

Name (type or print)

Title

Signature

Date

Return to accred@ala.org

Appendix 2: SLIM DEI Statements and Professional Values

SLIM DIVERSITY, EQUITY, AND INCLUSION STATEMENT

<https://www.emporia.edu/school-library-and-information-management/about/slim-mission-vision-strategic-plan/>

At the School of Library and Information Management, we are dedicated to fostering and supporting a diverse community of students, faculty, and staff where everyone feels welcomed, appreciated, and safe. Our commitment to diversity, equity, and inclusion as the guiding principles of our work is rooted in the American Library Association's resolve to support information professionals in creating responsible and inclusive community spaces to provide knowledge-based resources and services.

We understand diversity as accepting and appreciating differences in each other and the communities we serve, including age, race and ethnicity, gender and gender identity, sexual orientation, ability status, socioeconomic status, political beliefs, religion, intellectual perspectives, and beyond.

Equity to us means taking action to ensure opportunities for equitable education and information access, engaging in ethical information practices, and promoting inclusive information resources and services, along with the use of information technology for public good, community engagement, and lifelong learning.

By being inclusive, we aim to cultivate a sense of belonging in an environment of mutual respect that is open to all and cherishes the contributions of each individual to creating a more fair, just, and unified society.

(adopted May 5, 2021)

SLIM PROFESSIONAL VALUES

- We value the skills necessary to cultivate and sustain collections and services that elevate previously hidden voices and represent the communities we serve.
- We value and advocate for an inclusive workforce that practices and employs professional ethics.
- We value upholding social justice responsibilities and making information equitably accessible to advance knowledge and transform communities.

(Adopted May 5, 2021)

Appendix 3: SLIM Recent Curriculum Changes

SLIM Curriculum Changes (January 2020 – December 2021)

Campus approval on 10/25/2021

LI 880 Capstone: from a Pass/Fail course to a letter grade course

Campus approval on 4/20/2021

Currently, the prerequisites for LI 851 (Managing School Library Media Center) are LI 801, LI 802, and LI 804. This change request will eliminate LI 802 and LI 804 as prerequisites. The only prerequisite will be "LI 801 or concurrent enrollment."

Campus approval on 1/14/2021

Limit LI 851 (Managing School Library Media Center) to school library media licensure students only

Campus approval on 12/16/2020

Create a School Library Media (SLM) concentration within the MLS degree so that school library media licensure students can be managed more effectively.

Campus approval on 12/16/2020

Change the technology requirement in the School Library Media (SLM) program to reflect the MLS since SLM is a concentration within the MLS degree now.

Campus approval on 12/9/2020

Change the management requirement in the MLS program to include 851 in addition to 805. This is mainly for the new SLM concentration within the MLS degree.

Campus approval on 4/8/2020

Modify Certificate: We are reflecting a change in LI 825 from Multicultural Resources and Services for Libraries (3 credit hours) to Special Resources in Diversity and Inclusion (1-3 credit hours). This course will still be available as an option in the Leadership & Administration in Information Organizations Certificate.

Campus approval on 4/8/2020

Modify concentration: We are reflecting a change in LI 825 from Multicultural Resources and Services for Libraries (3 credit hours) to Special Topics in Diversity and Inclusion (1-3 credit hours). This course will still be available as an option in the Leadership and Administration concentration.

Campus approval on 4/8/2020

Change Title, description, hours, and format: The proposal is to modify title, description and hours change, now umbrella course for LI 825.

Campus approval on 4/8/2020

Change Title, description, and hours: This proposal is to modify the title, description, and hours for LI 866. The new title is Ethics and Policy in Information Agencies with 3 credit hours.

Campus approval on 4/1/2020

Description Change for LI 822: Multiple Literacies in Libraries (3 credit hours)

Campus approval on 4/8/2020

New Course - LI 836 Information Services for Public Libraries. This course had been offered multiple times before and now it has a permanent number.

Campus approval on 4/8/2020

Modify Youth Services Certificate: Changing course requirement from LI 825 to LI 833 (Resources and Services for Diverse Populations)

Campus approval on 4/8/2020

New certificate: Health Information Professionals (18 credit-hour program)

Campus approval on 4/8/2020

New Course - LI828 Disaster Preparedness and Emergency Response for Information Professional. This course had been offered multiple times before and now it has a permanent number.

Campus approval on 4/8/2020

New Course - LI886 Consumer Health Information. This course had been offered multiple times before and now it has a permanent number.

Campus approval on 4/8/2020

New concentration: Master of Library Science- Concentration in Health Information Professionals

Campus approval on 4/8/2020

New Course - LI881 Health Sciences Librarianship. This course had been offered multiple times before and now it has a permanent number.

Campus approval on 4/8/2020

Change Title, description, and hours - LI 842: Indexing Principles and Techniques (3 credit hours)

Appendix 4: SLIM Current Course List

SLIM Course List

Updated 10/14/2020

- LI 755: Special Topics (1-3 hours)
- LI 791: Science, Technology, Engineering, and Mathematics Classrooms and Competitions: Asking Questions and Defining Problems (3 hours)
- LI 792: Key Literacy Connections in STEM Subjects: Conducting Investigations, Analyzing and Interpreting Data (3 hours)
- LI 793: Advancing and Defending New Ideas: Engaging an Argument from Evidence (3 hours)
- LI 794: Skills for a Deep Technical Workforce: Obtaining, Evaluation, and Communicating Information (3 hours)
- LI 800: Introduction to Informatics (3 credit hours)
- LI 801: Foundations of Library and Information Science (3 credit hours)
- LI 802: Information-seeking Behavior and Reference Services (3 credit hours)
- LI 804: Organization of Information (3 credit hours)
- LI 805: Management in Information Organizations (3 credit hours)
- LI 809: Introduction to Archives (3 credit hours)
- LI 810: Research in Library and Information Science (3 credit hours)
- LI 811: Community Needs Analysis (3 credit hours)
- LI 813: Advanced Reference Services (3 credit hours)
- LI 814: Cataloging and Classification (3 credit hours)
- LI 815: Information Technology (3 credit hours)
- LI 816: Legal Information Research and Retrieval (2 credit hours)
- LI 818: Archival Arrangement and Description (3 credit hours)
- LI 819: Information Retrieval (3 credit hours)
- LI 822: Multiple Literacies in Libraries (3 credit hours)
- LI 825: Multicultural Resources and Services for Libraries (3 hours)
- LI 827: Preservation Strategies (3 credit hours)
- LI 828: Disaster Preparedness and Emergency Response for Information Professionals (3 credit hours)
- LI 829: Resources and Services for Early Learners (3 credit hours)
- LI 830: Current Issues in Youth Services (1-3 Credit hours)
- LI 831: Resources and Services for Children (3 credit hours)
- LI 832: Resources and Services for Young Adults (3 credit hours)
- LI 833: Resources and Services for Diverse Populations (3 credit hours)
- LI 835: Information Services for Academic Libraries (2 credit hours)
- LI 836: Information Services for Public Libraries (3 credit hours)
- LI 837: Library Instruction and Information Literacy (3 credit hours)
- LI 838: Government Resources (2 credit hours)
- LI 839: History of Libraries (2 credit hours)
- LI 842: Indexing Principles and Techniques (3 credit hours)
- LI 843: Web Design and Development (3 credit hours)
- LI 844: Database Design (3 credit hours)
- LI 848: Issues in Preservation, Access, and Digitization (3 credit hours)
- LI 849: Records and Information Management (3 credit hours)
- LI 850: Leadership in Information Organizations (3 credit hours)

LI 851: Managing the School Library Media Center (3 credit hours)
LI 855: Collection Development and Management (3 credit hours)
LI 856: Electronic Resources Management (3 credit hour)
LI 857: Advanced Programming for Youth Services (1 credit hour)
LI 858: Information Literacy and Instructional Collaboration in School Libraries (2 credit hours)
LI 859: Project Management in Information Organizations (3 credit hours)
LI 860: Current Issues in Global Information Infrastructure (1-3 credit hours)
LI 861: Current Issues in Information Transfer (1-3 credit hours)
LI 862: Current Issues in Technology (1-3 credit hours)
LI 863: Current Issues in Management in Information Organizations (1-3 credit hours)
LI 865: Independent Study (1-3 credit hours)
LI 866: Ethics and Policy in Information Agencies (3 credit hour)
LI 868: Advocacy and Information Organizations (3 credit hours)
LI 870: Practicum (1-3 credit hours)
LI 873: Archives Studies Certificate Practicum (3 credit hours)
LI 874: Informatics Practicum (3 credit hours)
LI 876: School Library Media Elementary Practicum (1 credit hour)
LI 877: School Library Media Secondary Practicum (2 credit hours)
LI 880: Capstone Course: Assessing the MLS Experience (1 credit hour)
LI 881: Health Sciences Librarianship (3 credit hour)
LI 883: Introduction to Metadata (1 credit hour)
LI 884: Advanced Metadata Applications (2 credit hours)
LI 885: Bibliographic and Research Methods in Archives (3 credit hours)
LI 886: Consumer Health Information (3 credit hours)
LI 887: System Analysis and Design (3 credit hours)
LI 888: Information Technology Project Management (3 credit hours)
LI 889: Knowledge Management (3 credit hours)
LI 890: Advanced Research Strategies (3 credit hours)
LI 891: Seminar in Information Transfer (3 credit hours)
LI 892: Seminar in Information Psychology (3 credit hours)
LI 893: Seminar in Administrative Theory (3 credit hours)
LI 894: Seminar in Organization of Information (3 credit hours)
LI 899: Thesis (1-4 credit hours)
LI 900: Introduction to Doctoral Studies (1 credit hour)
LI 903: Research Philosophy (3 credit hours)
LI 904: Research Strategies: Quantitative Methods and Theory (3 credit hours)
LI 905: Research Strategies: Qualitative Methods and Theory (3 credit hours)
LI 940: Teaching and Learning in Organizations (3 credit hours)
LI 946: Directed Readings (1-3 credit hours)
LI 947: Dissertation Proposal (3 credit hours)
LI 949: Continuous Enrollment (1 credit hour)
LI 950: Dissertation (3-15 credit hours)

Appendix 5: SLIM Faculty Scholarly Activities

SLIM Faculty Scholarly Activities (2020-2021)

Dr. Mirah Dow

Dow, M. J. (2020). Review of the book Prepare to chair: Leading the dissertation and thesis process. Lanham, MD: Rowland & Littlefield. ISBN-10: 1475842627, ISBN-13: 978-1475842623. Education Review. <https://edrev.asu.edu/index.php/ER/index>

Dow, M. J., & Bushman, B. (2020). Neurodiversity in Higher Education: Library and Information Science Educators Address the Learning Needs of Students with Intellectual Disabilities. Proceedings of the Association for Library and Information Science Education, 2020 Annual Conference. Retrieved from <https://www.ideals.illinois.edu/handle/2142/108801>

Dow, M. J., & Bushman, B. (2020). Neurodiversity in higher education: Library and information science educators address the learning needs of students with intellectual disabilities. ALISE 2020 Conference Proceedings. <https://www.ideals.illinois.edu/handle/2142/108801>

Dow, M. J., Lund, B. D., Douthit, W., (2020). Investigating the link between unemployment and disability: Lexically ambiguous words and fixed formulaic sequences in job ads for academic reference librarians. International Journal of Information, Diversity, and Inclusion (Special Issue: Engaging Disability),4(1). Retrieved from <https://jps.library.utoronto.ca/index.php/ijidi/issue/view/2234>

Dow, M. J., Bushman, B., & Lund, B. (2021). Reference and instructional services to postsecondary education students with intellectual disabilities. College and Research Libraries, 82(7).

Wang, T., & Dow, M. J., (2021). Research-based evidence for advancing LIS curriculum in China. Journal of Education for Library and Information Science. In-review.

Dow, M. J., Caster, J., Chang, H. F., Cusick, C. J., Ferguson, E. R., Maestas, M., & Nykolaiszyn, J. M. (2021). Teaching information literacy skills in high impact learning experiences. College and Research Libraries. In-review.

Dr. Brendan Fay

Fay, B. (2020) "Becoming Socialist: Print Culture and the Global Revolutionary Moment, 1880-1914", Information & Culture: A Journal of History, 55 (2): 130-148.

Fay, B. (2021) "Comparison of U.S. Four-Year and Community College Librarians' Perspectives on Competencies, Challenges, and Educational Preparation for the Instructional Role", Journal of Librarianship & Information Science (co-authored).

Fay, B. (2021) "Interrogating Shortcoming in Instructional Librarianship Preparation: A Comparison of Perspectives of Employers, LIS Educators, and Instructional Librarians", *Journal of Education for Library & Information Science* (co-authored).

Fay, B. (2021) "Training and Practice of Instructional Librarians: Cross-Population and Longitudinal Perspectives", *The Reference Librarian* 62 (2): 126-143 (co-authored).

Fay, B. (2021) "Do They Really Understand Us? Comparing Instructional Librarian, Administrator, and Educator Perspectives About Instructional Librarianship Preparation, Duties, and Needs", *The Journal of Academic Librarianship*, 47 (5): 1-13 (co-authored).

Dr. Wooseob Jeong

Jeong, W. & Fabry-Tehranch, I. (2021). "Visualization of French Book Covers from the Liberation Collection (1944-1946) at Cambridge University." *Digital Humanities: Ways Forward, A Conference in Honor of David Kammerling Smith* (March 20, 2021)

Dr. Jinxuan (Jenny) Ma

Lund, B., & Ma, J. (2021). Review of cluster analysis in library and information science research. *Performance Measurement and Metrics*, 22(3). <https://doi.org/10.1108/PMM-05-2021-0026>

Lund, B., & Ma, J. (2021). Exploring information seeking of rural older adults during the COVID-19 pandemic. *Aslib Journal of Information Management*, 73(6), e1–24. <https://doi.org/10.1108/AJIM-04-2021-0118>

Bonnici, L., & Ma, J. (2021). What are they saying? A speech act analysis of a vaccination information debate on Facebook. *Canadian Journal of Information and Library Science*, 44(1). e1–19. <https://doi.org/10.5206/cjilsrscib.v44i1.13342>

Ma, J., & Lund, B. (2021). The evolution and shift of research topics and methods in library and information science. *Journal of the Association for Information Science and Technology*, 72(10), 1059–1074. <https://doi.org/10.1002/asi.24474>

Ma, J., & Lund, B. (2021). A cluster and content analysis of data mining studies in library and information science. *Qualitative and Quantitative Methods in Libraries*, 10 (1), 33–48. <https://www.qqml.net/index.php/qqml/article/view/687/619>

Ma, J., Stahl, L., & Price, C. (2020). Developing specialized graduate curricula for health information professionals: Integrated findings of a scoping review and an employer survey. *Journal of Education for Library and Information Science*, 61(1), 64–86. <https://doi.org/10.3138/jelis.61.1.2018-0066>

Ma, J., & Stahl, L. (2021). Academic librarian engagement against campus sexual violence. In J. Skinner & M. Gross (Eds.). *Underserved patrons in academic libraries: Assisting students facing trauma, abuse, and discrimination* (pp. 73–90). Libraries Unlimited.

Ma, J., & Lund, B. (2020). The evolution of LIS research topics and methods from 2006 to 2018: A content analysis. *Proceedings of the American Society for Information Science and Technology*.
<https://doi.org/10.1002/pr2.241>

Ma, J., & Lund, B. (2020). A cluster analysis of data mining studies in Library and Information Science from 2006 to 2018. *Proceedings of the American Society for Information Science and Technology*.
<https://doi.org/10.1002/pr2.413>

Ma, J., & Vardell, E. (2020). Research-based development of a health information professional concentration and certificate. *Proceedings of the Association for Library and Information Science Education Annual Conference: ALISE 2020* (p. 361). <https://hdl.handle.net/2142/108749>

Ma, J., & Lund, B. (2020, October 22–November 1). The evolution of LIS research topics and methods from 2006 to 2018: A content analysis [Paper presentation]. The 2020 Virtual Annual Meeting of American Society for Information Science and Technology.

Ma, J., & Lund, B. (2020, October 22–November 1). A cluster analysis of data mining studies in Library and Information Science 2006–2018 [Poster presentation]. The 2020 Virtual Annual Conference of American Society for Information Science and Technology.

Ma, J., & Vardell, E. (2020, October 14–22). Research-based development of a health information professional concentration and certificate [Poster presentation]. The 2020 Virtual Annual Conference of Association for Library and Information Science Education.

Ma, J. (2020, March 3–5). Proposing informatic curriculum for undergraduates [Poster presentation]. The 2020 Conference of the Public Interest Technology University Network (PIT–UN) on undergraduate informatics education, Austin, TX, United States.

Ma, J. (2020, March). Proposing informatics curriculum for undergraduates [Travel Grant]. The Public Interest Technology University Network (PIT-UN) conference on undergraduate informatics education, Austin, TX. \$1000. Funded

Dr. Bobbie Sartin Long (formerly Dr. Bobbie Bushman)

Bushman, B. & Kammer, J. (2020). *Continuing education resources for librarians serving homeschoolers*. Homeschooling and Libraries. McFarland & Company, Inc., Publishers.

Bushman, B. Lund, B., Wang, T., Garrett, N. & Manyonga, D. (2020). Obstacles and challenges to library service in Uganda. *International Information & Library Review* 52(1). DOI: 10.1080/10572317.2020.1732850

Dow, M. & Bushman, B. (2020). Inclusive LIS Higher Education: Educating individuals with Intellectual Disabilities to become library assistants. ALISE Online conference.

Bushman, B., Meek, S., Purpura, M., & Fagan, M. K. (2021). Conducting Story Hour at a Family Homeless Center: Contribution to Graduate Students' Knowledge and Confidence in Preliteracy Skills. *Journal of Communication Disorders* 93.

Bushman, B. & Monobe, D. (2021). Assisting students attending school after or during a period of incarceration. *Underserved Patrons in University Libraries: Assisting Students Facing Trauma, Abuse, and Discrimination*. Libraries Unlimited.

Monobe, D., Bushman, B. & McCall, S. (2021). Censorship in correctional libraries. *Advances in Librarianship Volume on "Exploring the Roles and Practices of Libraries in Prisons: International Perspectives*.

Dr. Andrew Smith

Smith, A. J. M., & Sutton, S. (2020). Graduate student use of and preference for unlimited- use ebooks as textbooks: Preliminary results. Proceedings of the annual meeting of the Association for Library and Information Science Education, Pittsburgh, PA. <http://hdl.handle.net/2142/108819>

Smith, A. J. M. (2020). Information privacy in the realm of genealogical research. *LIK: Literature, Language and Culture of the Andrić Institute*, 6(9), 137-151.

Smith, A. J. M., & Newell, R. (2020, October). Effective policy creation and evaluation: A practical approach. Paper presented at the annual meeting of the Kansas Library Association, Wichita, Kansas. (online).

Smith, A. J. M. (2020, October). Everyday Advocacy. Paper presented at the annual meeting of the Kansas Library Association, Wichita, Kansas. (online).

Smith, A. J. M., & Newell, R. (2020, October). Recruitment, education, and development of public library board members. Paper presented at the annual meeting of the Kansas Library Association, Wichita, Kansas. (online).

Smith, A. J. M., & Sutton, S. (2020, October). Graduate student use of and preference for unlimited-use ebooks as textbooks: Preliminary results. Paper presented at the annual meeting of the Association for Library and Information Science Education, Pittsburgh, PA. (online)

Sutton, S., & Smith, A. J. M. (2020, October). Creating accessibility in a blended learning environment: Some practical considerations. Paper presented at the annual meeting of the Association for Library and Information Science Education, Pittsburgh, PA. (online)

Smith, A. J. M., Newell, R., Chadwick, K., & Soucie, M. J. (2020, September). Practical policies and procedures: Write it down, make it happen. Paper presented at the annual meeting of the Association for Rural and Small Libraries, Wichita, KS (online).

Smith, A. J. M. (2020, September). Free and online: A guide to rich genealogical resources Beyond the commercial databases. Paper presented at the annual meeting of the Association for Rural and Small Libraries, Wichita, KS (online).

Dr. Sarah Sutton

Smith, A.J.M. & Sutton, S. (2020). Graduate student use of and preference for unlimited-use ebooks as textbooks: Preliminary results. ALISE 2020 Juried Papers. <http://hdl.handle.net/2142/108819>

Valenti, S., Sutton, S. (2020). Strengthening virtual communities of practice (VCOPs): An evidence-based approach. *Journal of Education for Library and Information Science* (61)1, 106-125.

Dali, K., Thompson, K., Dow, M.J., Aleman, S., Faires, D., Smith, A.J.M., Sutton, S., Goulding, A., Campbell-Meier, J., Mehra, B., Jaber, B., Baheya, S., Phillips, A.L., Anderson, A., Renner, M., Muir, R., Qayyum, A., Wong, M. (2020). Transforming LIS education through disability inclusion. ALISE SIG Group Sessions, ALISE 2020 Annual Conference. <http://hdl.handle.net/2142/108797>

Dr. Stan Trembach

Trembach, S. & Deng, L. (2020). When virtual goes viral: Sustaining excellence in library services in the COVID-19 pandemic and its implications for LIS education. Proceedings of the annual meeting of the Association for Library and Information Science Education (ALISE) (virtual).

Trembach, S. (2020). A Two-in-One Approach: Reflexive Curricular Practices for Developing Critical Information Literacy and Cultural Competence in Non-traditional Student Populations. Presented at the 2020 Kansas Library Association Annual Conference (virtual).

Trembach, S. & Deng, L. (2020). When Virtual Goes Viral: Sustaining Excellence in Library Services in the COVID-19 Pandemic and Its Implications for LIS Education. Poster presented at the Association for Library and Information Science (ALISE) Annual Conference (virtual).

Dr. Emily Vardell

Vardell, E., & Charbonneau, D. H. (2020). Applying a health justice framework to examine health and social justice in LIS course offerings. In B. St. Jean, G. Jindal, Y. Liao, & P. T. Jaeger (Eds.), *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities* (Advances in Librarianship, Volume 47). Emerald Publishing Limited.

Vardell, E., & Wang, T. (2020). Public librarians connecting communities to health insurance information. *Public Library Quarterly*. doi: 10.1080/01616846.2020.1844535

Vardell, E. & White, D. (2020). Exploring Affordable Care Act and health insurance information seeking with Google Trends. *Journal of Consumer Health on the Internet*, 24(3), 269-277. doi: 10.1080/15398285.2020.1791669

Vardell, E., Thomas, P., & Wang, T. (2020, October). Information seeking behavior of cosplayers. Poster presented at the virtual meeting of the Association for Information Science and Technology. <https://asistdl.onlinelibrary.wiley.com/doi/full/10.1002/pr2.401>

Vardell, E. & Wang, T. (2020, October). Applying the Model of the Health Insurance Decision-Making Process to individuals changing health insurance plans. Poster presented at the virtual annual ASIS&T SIG- USE Symposium.

Vardell, E. (2020, October). Transforming reference education through improv comedy. Paper presented at the virtual meeting of the Association of Library and Information Science Education.

Vardell, E., & Charbonneau, D. (2020, October). Health justice education in the time of coronavirus (COVID-19): A curriculum review and recommendations. Poster presented at the virtual meeting of the Association of Library and Information Science Education.

Ma, J., & Vardell, E. (2020, October). Research-based development of a health information professional concentration and certificate. Poster presented at the virtual meeting of the Association of Library and Information Science Education.

Vardell, E. & Wang, T. (2020, October). Health insurance literacy superheroes: Exploring public librarian Affordable Care Act outreach. Paper presented at the virtual joint meeting of the Midcontinental Chapter and the Midwest Chapter of the Medical Library Association. <https://youtu.be/hwmwb1rin0E>
• MCMLA Best Research Paper Award

Brady, J., Jiang, Y., Knight, S., Linares, B., Shawcross, M., & Vardell, E. (2020, October). Distinctiveness in MCMLA: A regional study by the Diversity and Inclusion (D&I) task force. Paper presented at the virtual joint meeting of the Midcontinental Chapter and the Midwest Chapter of the Medical Library Association. • MCMWMLA Voters' Choice Award for Best Poster

Vardell, E. (2020). Global Health Observatory Data Repository. *Medical Reference Services Quarterly*, 39(1), 67-74.

Vardell, E. (2020, November). Health insurance literacy in libraries. Webinar for the Emporia State University School of Library and Information Management webinar series. https://video.emporia.edu/media/Emily+Vardell+-+Health+Insurance+Literacy+in+Libraries/1_6nu8h4tz/137509381

Vardell, E. (2020, November). Health insurance literacy in public libraries. Webinar for the Detroit Public Library and the Wayne State Shiffman Library Outreach Advisory Council.

Vardell, E. (2020, November). Interview with Emily Vardell about health insurance and Weapons of Math Destruction. The University of Maryland's First Year Book Program. <https://wp.fyb.umd.edu/fyb/>

Kinnerson, L., Minter, C., Wirta Kosobuski, A., & Vardell, E. (2020, October). Addressing disparities in health literacy. Panel presentation at the virtual joint meeting of the Midcontinental Chapter and the Midwest Chapter of the Medical Library Association. <https://youtu.be/7srftfrhCcw>

Vardell, E. (2020, September). Health insurance information needs: How librarians can help. Webinar for the All of Us Greater Midwest Region of the National Network of Libraries series. Available at: <https://www.slideshare.net/evardell/health-insurance-information-needs-how-librarians-can-help-238527389>

Schilperoort, H., Solomon, M., Lockmiller, M. C., Morgan-Daniel, J., Leskovec, J. Linares, B., Tuttle, B., Wright, A., & Vardell, E. (2020, August). Safe zone training for LGBTQIA+ awareness & inclusivity. Immersion session presented at the virtual meeting of the Medical Library Association.

Dr. Michael Widdersheim

Igarashi, T., Koizumi, M., & Widdersheim, M. M. (2020). Capturing citizens' information needs through analysis of public library circulation data. *Libri* 70(2), 127–141.

Widdersheim, M. M., Fay, B., Lund, B., & Wang, T. (2020). Bridging the gap: Employer, librarian, and educator perspectives on instructional librarianship. In *ALISE 2020 Proceedings*, 41–54. <http://hdl.handle.net/2142/108832>

Widdersheim, M. M., Fay, B., Lund, B., & Wang, T. (2020, October). Bridging the gap: Employer, librarian, and educator perspectives on instructional librarianship. Paper presented at ALISE virtual conference.

Hanajima, N., Sugeno, Y., Kawamoto, M., Koizumi, M., & Widdersheim, M. M. (2020, January). Public libraries as discursive spaces: A review of the 'discussion' concept in public sphere literature. Paper presented at BOBCATSSS, Paris, France.

Widdersheim, M. M., & Koizumi, M. (2020). Response to "The Public Sphere without Democracy: Some recent work in LIS." *Journal of Documentation*, 76(3), 617–623.

Appendix 6: SLIM Faculty Committee Rosters

SLIM Faculty Committee Assignment

AY 2021 (Fall 2020 – Spring 2021)

Curriculum Committee

Sarah Sutton, Jenny Ma, Michael Widdersheim, Emily Vardell, Bobbie Long

Admission and Scholarship Committee

Sarah Sutton, Andrew Smith, Michael Widdersheim, Sandy Valenti

Academic Planning Committee

Mirah Dow, Jenny Ma, Brendan Fay, Emily Vardell, Sandy Valenti

Doctoral Program Committee

Andrew Smith, Brendan Fay, Stan Trembach, Mirah Dow (ex officio)

AY 2022 (Fall 2021 – Spring 2022)

Curriculum Committee

Brendan Fay, Stan Trembach, Emily Vardell, Bobbie Long

Admission and Scholarship Committee

Bobbie Long, Michael Widdersheim, Sarah Sutton, Andrew Smith

Academic Planning Committee

Mirah Dow, Andrew Smith, Sarah Sutton, Brendan Fay, Jenny Ma

Doctoral Program Committee

Jenny Ma, Michael Widdersheim, Emily Vardell, Mirah Dow (ex officio)

Appendix 7: SLIM National Adjunct Faculty

SLIM CURRENT NATIONAL ADJUNCT FACULTY (AS OF FEBRUARY 1, 2020)

Jennifer Blair, MSLIS, MA

Robyn Bravi, MLS

Rachel Bridgewater, MLS, ME (Master of Education)

Nancy Brown, PhD

Carmen Cowick, MLS

Ashley Todd-Diaz, PhD, MLS

Elizabeth Hoffman, MLS

Brenda Hough, MLS

Jody Howard, PhD

Robert LeMoine, MLIS, ME, Master of Divinity

Brady Lund, MLS

Morgan McCune, MLS

Melissa Messina, MLS

Keith Rocci, MLS, ME

Zach Selley, MLS

Sandra Valenti, PhD

Ting Wang, MBA, MS in Instructional Design and Technology

Kristine Woods, PhD

Appendix 8: SLIM Student Scholarly Activities

MLS Students Scholarly Activities & Accolades (January 2020 – December 2021)

Areli Bermudez-Villarreal (2020). Received the Dick and Donna Crawford scholarship. Emporia State University, Emporia, KS

Ruth Mahaffy (2020). Selected as one of the '20 under 40' to be featured in the N'West Iowa Review. Northwest Iowa Review, Sheldon, IA.

Ilana Sol (2020). Using History to Find Hope. Spotlight, Emporia State University, Emporia, KS.

Beth Hendrickson (2020). Received an award of \$250 for her oral presentation during ESU's Research and Creativity Day titled "Periodization of the Northeast Kansas Library System (NEKLS)." Emporia State University, Emporia, KS.

Amanda Tuttobene (2020). Received the 2020 NLA Scholarship. Nevada Library Association, NV

Krista Licht (2020). Presented the poster "RCPL's Summer Reading Program During COVID-19". South Dakota Library Association Virtual Conference, SD.

Andrea Dater and Mary Thomas (2021). Selected as Fellows in the MLA Research Training Institute (RTI). Medical Library Association.

Hazlett Henderson (2021). Received first place in this years' 1863 Scholarship Essay Contest. Emporia State University, Emporia, KS.

Krystal Gregory (with alum Holly Campbell-Polivka) (2021). Recipients of the Safe School Award for their extraordinary work to help LGBTQ+ students feel safe in school. Oregon Safe Schools & Communities Coalition, Portland, OR.

Thomas Dean (2021). Recipient of the 2021 ABOS Bernard Vavrek Scholarship. The Association of Bookmobile and Outreach Services and Farber Specialty Vehicles.

Katie Larsen and Kristi Torp (October 2021). Presentation "Improving Information Storage for Online Group Collaboration". Midwest/MCMLA Joint Conference.

Jordan Jedry (2021). Created this short collection highlight video, "Health in the Workplace". Oregon Health & Science University, Portland, OR.

Alex Boeckman (2021). Winner of the NNLM Region 3 LIS Fall Development Award. Network of the National Library of Medicine.