

**Biennial Narrative Report**  
**School of Library and Information Management, Emporia State University**  
**February 15, 2018**

**Introduction**

The School of Library and Information Management (SLIM) at Emporia State University (ESU) has gone through major leadership changes both at the school and the university levels in the past two years. Allison Garrett, J.D., began her position as the 17<sup>th</sup> President of ESU in January 2016 and Wooseob Jeong, Ph.D. started his position as the dean of SLIM in July 2016. As a result, the last two years at SLIM are characterized as a transition period. However, during this time SLIM has not been dormant. To meet the demand for professional education in librarianship in the region, SLIM successfully launched a new cohort in Sioux Falls, South Dakota, which draws students from South Dakota and the surrounding states (North Dakota, Montana, Wyoming, Nebraska, Iowa and Minnesota). SLIM hired two new tenure-track assistant professors, who started in fall 2017 and as a result, all allocated full-time tenure track/tenured faculty positions have been filled. With the 7-year continued accreditation certified by ALA-COA in January 2016, the new leadership, the new program and the new people, SLIM is even better positioned to provide high impact learning experiences to its students by educating successful library and information professionals with imagination, creativity, and innovation. SLIM adjusts its curriculum based on the profession's demands and continues to assess the need for adjustment in mission and goals by systemic planning mechanisms at both the school and university levels.

Response to COA Previous Correspondence

Certifying a full 7-year continuous accreditation to SLIM in January 2016, COA requested the following items by March 2017.

- Provide specific examples of evidence of student learning outcomes related to the importance of research to the advancement of the field's knowledge base through the required courses, electives, and other opportunities for research (2015 Standard I.2.4)

- Report on the development of procedures of mentoring faculty (2015 Standard III.1 and III.7)
- Provide an update on the search for a permanent Dean (2015 Standard V.3)

These items were provided in the response to COA on February 27, 2017 and COA accepted the report without further inquiries (Appendix #1).

### **Standard I: Systematic Planning**

Aligned with the university's Strategic Plan 2015-2025 (Appendix #2), SLIM's strategic plan 2015-2025 was established in 2015 and is comprised of 5 goals encompassing relevant areas (Appendix #3). SLIM faculty and administrators continuously monitor the internal needs of students as well as external environmental changes and modify and enhance the current plans as necessary, particularly program outcomes, course learning outcomes, and curriculum maps. SLIM's mission and vision statements remain intact, as they are stated in the 2015 SLIM strategic plan (Appendix #3).

At SLIM, the Faculty Academic Planning Committee regularly addresses planning items, which they present to faculty at monthly Faculty Council meetings for official approval. The planning process is enriched by SLIM's participation in university-wide assessment efforts, including the Student Learning Assessment Council (SLAC), and through the use of online assessment tools.

The ESU Office of Institutional Effectiveness (OIE) on campus leads the university's assessment and planning for every academic program including SLIM's. Using Compliance Assist, and online accreditation and assessment tool selected by the OIE, the SLIM director of assessment records SLIM's annual assessment goals for each year and summarizes achievement of those goals. Dr. James Walther served as SLIM director of assessment and SLIM representative in SLAC during the 2017 academic year and Dr. Sarah Sutton serves in that position for academic year 2018.

Compliance Assist supports program level assessment. In fall 2017, the ESU Office of Institutional Effectiveness launched a course-level online assessment tool that allows individual faculty members to set the assessment goals for each of their courses and reflect one achievement of those goals

each semester. This helps multiple faculty members who teach a same course to work together for longitudinal assessment.

In addition to the course mapping based on learning outcomes from each course, SLIM makes use of "common assignments" among all sections of each required core course to ensure every student receives the same instruction for foundations regardless who is teaching a particular class or section. The common assignments are being reviewed and updated by SLIM faculty during spring 2018.

SLIM holds biannual retreats as part of its systematic planning process. Each year, in spring and fall, all regional directors join the faculty and staff in Emporia to assess current status and environment and discuss SLIM's agenda for the future. SLIM takes into account feedback from the current students, alumni and employers in its strategic planning process. The most recent survey of these three groups was conducted during December 2017 through January 2018. To obtain longitudinal data, the previous survey questionnaire in 2015 was reused. SLIM plans to carry out these surveys every two years to facilitate its systematic planning. Another feedback mechanism for strategic planning is the SLIM regional advisory boards. Regional advisory boards consist of state librarians, state library association presidents, alumni, adjunct faculty and representatives from major local employers for the states of Kansas, South Dakota, Colorado, Utah and Oregon. Advisory board meetings have been held in Kansas, Utah and Oregon in 2017 and will be held in Colorado and South Dakota in 2018. SLIM plans to conduct advisory board meeting biennially.

## **Standard II: Curriculum**

In 2015, SLIM established a well-structured course mapping based on learning outcomes from each class. Plans are in place to review them comprehensively in the near future. Curriculum change are implemented based on assessment like the 2017-18 survey of current students, alumni, and employers and IDEA student evaluations of teaching.

A major change to the curriculum was modifying the requirement for LI 815 Information Technology class into a technology competency requirement which is fulfilled by students choosing

among several technology courses. Effective fall 2018, this change addressed lack of flexibility in the SLIM MLS curriculum, which included 7 three-credit-hour core classes and 1 one-credit-hour capstone class, totaling 22 required credit hours, in its 36-credit hour Master of Library Science degree. While this provided a consistent core of learning for every student throughout the degree program, it had the disadvantage of inflexibility since only 14 credit hours were left for electives after required courses were completed. To alleviate this inflexibility, SLIM faculty made LI815 one of several choices of technology courses that will fulfill the technology competency requirement in the existing course mapping. The current course map remains intact, LI815 is simply replaced in the map by the technology competency. LI 815 will become a fully online class, as other elective technology courses have been.

Flexibility in the concentrations (within 36-hour MLS) and certificates (post-MLS with 18 credit hours) have been increased. More course options have been added to the Leadership and Administration concentrations and certificates and the Informatics concentrations and certificates (Appendix #4). These changes will be effective in fall 2018. The entire current course array is listed in Appendix #5.

SLIM faculty is currently working on the curriculum revision for the areas of Archive Studies and Youth Services. While maintaining the Informatics Certificate and Concentrations, SLIM has discontinued its Master of Science degree with concentration in Nursing Informatics, which started in 2015, due to the lack of supporting faculty for nursing informatics.

SLIM has actively explored new areas of teaching and offered a few new courses under the Current Issues class notations (LI 861, 862, and 863), which allows temporary, timely, and contemporary class offerings without long term commitment. During the last two years, SLIM offered new classes such as Impact and Legacy – Harry Potter, GLBTQ Resources and Services, Health Information Resources, Graphic Novels and Manga, Digital Library Development and Advance Human Resources Management.

### **Standard III: Faculty**

SLIM hired two tenure-track assistant professors, who started in fall 2017. Dr. Emily Vardell completed her doctoral dissertation at the University of North Carolina at Chapel Hill on health insurance

literacy and factors in purchase decisions. Dr. Vardell has a background in biological chemistry and German studies, and her previous research focuses include patron decision-making and medical librarianship. She is teaching Foundations of Library and Information Science (LI801) and Research in Library and Information Science (LI810). Dr. Michael Widdersheim completed his doctoral dissertation at the University of Pittsburgh. Dr. Widdersheim's most recent research publications focus on public sphere approaches in the public library sector. He is teaching Organization of Information (LI804) and Collection Development and Management (LI855).

SLIM lost one tenure-track assistant professor: Dr. Robin Kurz, who started her position at SLIM in 2014 and resigned in summer 2017 to return to the school librarian practice and attend to family obligations in South Carolina.

As later described in Standard V, the New Program Incentive Plan on campus is allocating one additional tenure track faculty line to SLIM. Once the budget is allotted, SLIM will begin a search to fill the new position.

SLIM faculty has been very active in pursuing both external and internal grants. Currently Dr. Mirah Dow is carrying out her IMLS grant, "STEM-ALL: Science, Technology, Engineering, and Mathematics: Information Technology and Scientific Literacy for ALL Learners", from June 2015 to May 2018, with the amount of \$496,277. Drs. Andrew Smith, James Walther and Jinxuan Ma each individually received the faculty development grants with the amount of \$3,000 from The Koch Center for Leadership and Ethics on campus in the last two years. SLIM faculty and administration are continuously submitting applications and proposals to external funding agencies.

SLIM faculty has been active in scholarly research activities and their efforts are supported by graduate research assistants (GRAs) and conference/research travel funds. Each fulltime faculty member at SLIM receives at least 10 hours of GRA support per week during fall and spring semesters. Summer research assistantship can be requested. Despite constant budget cuts required by the institution, SLIM maintains a comfortable level of support for two domestic conferences per year for each faculty member.

This support is partially funded by the ESU Foundation's generous allocation from multiple SLIM endowments for faculty development. SLIM faculty and research accomplishments are compiled in Appendix #6.

SLIM faculty and administration are fully aware of the importance of mentoring for successful faculty development in all areas of teaching, research and services. Each tenure-track faculty member is strongly encouraged to develop a mentoring relationship with a tenured faculty member either at SLIM or at other academic units on campus. SLIM faculty's monthly brownbag lunch workshops facilitate constructive communication and mutual learning among the faculty.

SLIM faculty committees were consolidated in fall 2016. Considering the faculty teaching load and research obligation, there are now 4 standing committees: Academic Planning Committee, Curriculum Committee, Admission and Scholarship Committee, and Doctoral Committee. Each committee consists of 3 full time faculty members. Senior members participate in up to two committees while new faculty are assigned to only one committee. Committee rosters by academic year are available in Appendix #7.

Having filled all the allocated tenure track/tenured faculty positions, SLIM significantly reduced the number of classes taught by adjunct faculty. While most core required courses are taught by the tenured or tenure track faculty members, occasionally required courses and some elective classes are taught by adjunct faculty. During the last two years, SLIM added Jody Howard (Ph.D.), Carolyn Clark (JD), Carmen Orth-Alfie (MLS), Brenda Linares (MLS), and Jason Selley (MLS) to the existing pool of adjunct faculty. The roster of adjunct faculty is available in Appendix #8.

#### **Standard IV: Students**

SLIM has 6 locations and each location has a designated fulltime regional director (Appendix #9), who recruits and advises students. Through these dedicated regional directors, SLIM strives to provide the best instruction and career advice to our students. Current trends in enrollment and graduation data can be found in Appendix #10.

SLIM continues to support students' global experiences by offering credit-bearing classes with a week-long stay in foreign countries and partially supporting their travel expenses in a form of scholarship: UK (spring 2016), Serbia (spring 2016, fall 2016, fall 2017). In 2016, SLIM expanded student experiential learning opportunities by adding faculty and regional director led trips for students to national conference. Students earn course credit for academic work completed as part of these course, and these opportunities facilitate their professional networking development and future job placement. Recent trips include: ALA Annual (summer 2016, summer 2017), ALA Midwinter (spring 2017, spring 2018), PLA (spring 2017), National Book Festival (fall 2017). Partial travel support funding is provided to students through SLIM's ESU Foundation endowments, as is student funding for travel for non-credit bearing local state library association conference registration support.

In addition to the trips/conferences support, in 2017 SLIM started to match external scholarship that SLIM students obtain. The emphasis of the matching has been on diversity scholarships. Under this initiative, SLIM students are strongly encouraged to seek out external scholarships or their employer's tuition support opportunities. SLIM aims to reach students across diverse populations. Table 1 shows the number of students by regional location, gender and ethnic background in Academic Year 2017.

**Table 1. Diversity #'s by regional location as Academic Year 2017**

MLS	Male						Female					
	Black	Hispanic	White	Non-Resident Alien	Unknown	Total	Hispanic	White	Non-Resident Alien	Two or more races	Unknown	Total
Emporia, KS	1	3	6	2	9	21	3	27	2	1	43	76
Overland Park, KS			2		10	12		22			39	61
Oregon			1		12	13		5		1	34	40
South Dakota			1		2	3					20	20
Utah			2		3	5		3			19	22
Colorado	1		1		9	11	2	9			20	31
Totals	2	3	13	2	45	65	5	66	2	2	175	250

SLIM students have been active in publication and presentation with guidance of SLIM faculty in peer reviewed journals and regional and national conferences. These scholarly activities are highlighted in the bi-weekly campus announcements; I'm A Hornet, the university president's publication; and in SLIM's quarterly newsletter. Appendix #11 shows a sampling of SLIM students' scholarly activities.

SLIM's Student Chapter of ALA (SCALA) has been very active in spite of the geographical challenge among its cohorts. SLIM's SCALA received the student chapter of the year award from ALA in 2017 for their exceptional activities. SLIM has made commitment for strong support for SCALA in many ways. For example, SLIM has provided travel support for its library and archives trip activities and financial support for its annual t-shirts sale's production costs.

A survey of graduates in December 2017 (522/2610, 20% response rate) found that 22.22% (116/522) were employed in an academic library; 15.71% (82/522) were at a school library; 24.14% (126/522) worked in a public library; 5.36% (28/522) were at a special library; 5.17% (27/522) found employment in a government library or agency; and 27.39% (143/522) were in other positions such as corporations, were teaching, were authors, or retired. SLIM assists graduates and current students in finding employment with a SLIM Jobs email service and maintaining a web page with employment opportunities listed.

Employers (24/410, 6% response rate) in a December 2017 survey reported being very satisfied (15/24, 62.5%) or satisfied (7/24, 29.17%) with SLIM's MLS graduates. Employers provided feedback that SLIM MLS graduates had broad intellectual exposure to the profession, were well versed in identifying client and community needs, and have a strong exposure to library technologies.

#### **Standard V: Administration, Finances, and Resources**

Dr. Wooseob Jeong began his dean position at SLIM on July 5, 2016. He previously served as interim dean at the School of Information Studies, University of Wisconsin – Milwaukee from July 2012 to September 2014. He had been a tenure-track/tenured faculty member there from August 2001 to June



2016. Prior to Dean Jeong's arrival, Dr. Mirah Dow served as an interim dean from November 2015 to July 4, 2016.

Until May 2016, SLIM had an interim associate dean position, in which Dr. Andrew Smith served. The position was eliminated and the duties for the position were distributed among the dean, dean's executive assistant, budget manager, school media licensure coordinator and regional directors.

Ms. Emily Sanders-Jones was hired as an executive assistant to the dean in October 2016. Ms. Mary Johnson was hired as the regional director in Sioux Falls for the new SLIM South Dakota cohort in summer 2017. Before joining SLIM, Ms. Johnson had been a teacher and a school librarian and worked for the state library of South Dakota.

Emporia State University has a fully centralized budget system based on yearly allocation to each school and college. During the past two years, like most units in ESU, SLIM experienced reductions to its budget. In fiscal year 2017, SLIM sought to balance its budget through increases in student numbers. Enrollment increases in 2017 were fueled by reductions in out of state tuition costs for SLIM courses. Despite the cuts, maintaining a maximum cap of 25 students per required course helped to maintain budget efficiencies without sacrificing quality of instruction.

For fiscal year 2018, the budget allocation for SLIM has been cut significantly from the previous year. The SLIM budget for fiscal year 2017 was \$2,451,340.85, but for fiscal year 2018 was dropped to \$2,261,657.69, almost 8%. To minimize the impact on the core business of SLIM such as teaching and research, SLIM administration strives to reduce non-essential spending as much as possible. SLIM's significant endowment (over \$4 million) has also helped us to absorb the negative impact of the budget cut. At the same time, SLIM has been trying to create additional revenue stream through the implementation of the new South Dakota MLS cohort and reviving continuing education workshops.

Also during fiscal year 2018 ESU implemented an incentive program to reallocate limited resources on campus for new program development, the New Program Incentive Plan. Under this

program, SLIM secured an additional funding allocation for the new South Dakota cohort, which includes an additional tenure track faculty line and some operating budget.

The last two years, alumni relationships and fundraising efforts have become priorities at SLIM. A quarterly, electronic alumni newsletter has been published since the spring of 2017 and efforts are being made to update SLIM's alumni database. SLIM social media outlets, primarily Facebook and Twitter, are actively utilized to expand external communications to relevant constituents. SLIM works closely with the university's Foundation staff to identify potential donors to establish more scholarship endowment funds.

Except for the addition of the South Dakota cohort, there have been no major changes in SLIM facilities. In Sioux Falls, SD, the classrooms and regional director's office are rented from Augustana University. All facilities including teaching locations are listed in Appendix #12.

Faculty and staff's desktop and laptop computers have been upgraded based on their warranty expiration dates. Classroom technology and other equipment continue to be updated or replaced as needed. Canvas, the campus-wide online course platform, is upgraded regularly.

### **Summary**

Aligned with strategic planning, mission and vision of both ESU and SLIM, SLIM has strived to provide quality and high impact learning opportunities to future generations of library and information professionals. Including the new South Dakota cohort, SLIM has been a strong presence in the regions that other library and information schools were not active in for many years and will continue to serve those communities with hybrid learning mode. SLIM is well positioned with stable leadership, systematic assessment and planning, constant monitoring and changing in our curriculum, strong student enrollment and rich student experiences, and sufficient support from the university both administratively and financially.

## **List of Appendix**

Appendix 1: SLIM Special Report to COA and Receipt

Appendix 2: ESU Strategic Plan

Appendix 3: SLIM Mission, Vision, and Strategic Plan

Appendix 4: SLIM Recent Curriculum Changes

Appendix 5: SLIM Current Course List

Appendix 6: SLIM Faculty Scholarly Activities

Appendix 7: SLIM Faculty Committee Rosters

Appendix 8: SLIM National Adjunct Faculty

Appendix 9: SLIM Regional Directors

Appendix 10: SLIM Enrollment and Graduation Data

Appendix 11: SLIM Student Scholarly Activities

Appendix 12: Facilities

## **Appendix 1: SLIM Special Report to COA and Receipt**

# EMPORIA STATE UNIVERSITY

■ School of LIBRARY AND  
INFORMATION MANAGEMENT

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February 24, 2017

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 full accreditation decision letter to School of Library and Information Management (SLIM), Emporia State University (ESU), dated on January 10, 2016.

**Provide specific examples of evidence of student learning outcomes related to the importance of research to the advancement of the field's knowledge base through the required courses, electives, and other opportunities for research (2015 Standard I.2.4)**

While every SLIM class addresses the importance of research, two required courses, LI 810 and LI 880 clearly articulate it in their contents.

**LI 810: Research in Library and Information Science (required; 3 credit hours)** provides an introduction to qualitative and quantitative research methods and their applications in library and information science. Principles and procedures for analyzing and evaluating research are introduced and students learn to be better consumers and critics of published research literature. As a major assignment of the class, toward the end of semester, students present their research activities throughout the semester in poster form. **Appendix A** shows the list of posters from recent LI 810 classes.

**LI 880: Capstone Course: Assessing the MLS Experience (required; 1 credit hour)** gives students the opportunity to reflect on their growth and development over the course of their MLS experience. Students finalize their assessment portfolio through the selection and analysis of assignment artifacts, the creation of reflective essays on the portfolio content, and a self-assessment of the extent to which they meet the MLS program outcomes. Although the concept and process of research is studied in LI 810 Research in Library and Information Science, these concepts permeate many of the other classes. This relationship with research is evident through the artifacts the students choose for their Capstone Portfolios completed in LI 880. **Appendix B** shows a few examples from the students' portfolios. This semester one student stated that

without research and research skills, she would not have been successful in completing the MLS. She values having these skills as she begins her career as an Information Professional.

In addition, **LI 855 Collection Development (required; 3 credit hours)** has a judged poster session, emphasizing its value as a formal means of scholarly communication. Objectives of the poster sessions are:

1. Choose a topic related to the development and/or management of collections in libraries and information organizations that is appropriate for presentation as a poster at a professional conference.
2. Explore the professional and scholarly literature and other sources relevant to your topic in order to develop and support your thesis statement.
3. Narrow your topic choice and write the thesis statement or question that you will address in your poster.
4. Prepare a professional quality poster that addresses your thesis statement or question.
5. Present your poster in a professional manner at the second class weekend.

SLIM students have been actively involved in research activities beyond the classroom. Students have presented their research projects with or without faculty members at a variety of venues such as Research and Creativity Day on campus, and regional and national library conferences. **Appendix C** shows the partial list of SLIM students' posters and presentations in recent years.

### **Report on the development of procedures of mentoring faculty (2015 Standard III.1 and III.7)**

Emporia State University does not have a formal faculty mentoring policy, but the campus always encourages mentoring opportunities at individual school/college level or across the academic units. SLIM has a strong mentoring system called "Five Pillars," which consists of professional development; faculty mentorship; annual goals; annual portfolio; and information technology. See the **Appendix D** for details.

For better preparation before they start their own assigned classes, newly hired faculty members are required to sit in a class session of the same class taught by a senior faculty member to get a sense regarding the contents, class activities, interactions with students and etc. In addition, for their first semester, their teaching loads are reduced by 3 credit hours, teaching only 6 credit hours instead of the usual 9 credit hours per semester.

### **Provide an update on the search for a permanent Dean (2015 Standard V.3)**

Dr. Wooseob Jeong, SLIM Dean, started his position on July 5, 2016. He earned his doctoral degree from School of Information Studies, Florida State University in 2001 and worked at

School of Information Studies, University of Wisconsin - Milwaukee, from 2001 to 2016. He had served as Interim Dean of the school from July 2012 to September 2014.

I wish this fulfills our duty for this special report. If you have any questions regarding the content of this report, please contact me at [wjeong1@emporia.edu](mailto:wjeong1@emporia.edu) or (620) 341-5203.

Sincerely,  w.s.

Wooseob Jeong  
Dean and Richel Distinguished Professor  
School of Library and Information Management (founded in 1902)  
Emporia State University – changing lives since 1863  
Campus Box 4025  
1 Kellogg Circle  
Emporia, KS 66801

## Appendix A: Student Research Projects in LI 810 (Research in LIS)

Dr. Brendan Fay

Spring 2016

<b>Project Type</b>	<b>Library Type &amp; Topic</b>	<b>Challenge Addressed</b>	<b>Research Design</b>
Evaluative Research Review	Multicultural Services in Public Libraries (Public)	Reaching non-traditional users in public library setting	Multi-modal
Evaluative Research Review	Best Practices in LGBTQ Patron Outreach and Collection Development (Academic and Public)	Overcoming bias in the selection of materials in public and academic libraries	Multi-modal
Evaluative Research Review	The Digital Divide with a Focus on Digital Literacy (Public)	Bridging the patron gap in technology fluency and access	Multi-modal
Evaluative Research Review	Bibliographic Instruction for Graduate Students (Academic)	Successful pedagogy approaches and techniques	Multi-modal
Evaluative Research Review	Information Literacy and Academic Library Outreach to Public Schools (Academic)	Fostering Collaboration and Student Achievement between Library Types	Multi-modal
Evaluative Research Review	Archival Education in the Graduate Classroom (Academic)	Reaching New Audiences with Archives	Multi-modal
Evaluative Research Review	Rethinking Library Spaces in the 21 <sup>st</sup> Century (Public and Academic)	Reconsidering use of Physical Space in Libraries	Multi-modal
Evaluative Research Review	Access vs. Preservation in Archives (Archives and Special Collections)	Balancing access to documents and safely sharing with public	Multi-modal
Evaluative Research Review	Censorship and Intellectual Freedom in Libraries (Public)	Exploring the tension between providing access and information literacy	Multi-modal
Evaluative Research Review	Patron Usage in Public Libraries (Public)	Reaching new audiences and meeting patron needs	Multi-modal
Evaluative Research Review	Civic Engagement in Public Libraries (Public)	Exploring Library Missions and Responsibilities	Multi-modal
Evaluative Research Review	Makerspaces in Public Libraries (Public)	Exploring New Approaches to Makerspaces	Mutli-modal



Evaluative Research Review	Digitization in the National Archives (Archives and Special Collections)	Examining how one entity has approached issue of digitization	Case Study
Evaluative Research Review	Library Collections and Services to the Incarcerated (Prison)	Exploring special challenges and opportunities in Prison Libraries	Multi-modal

Dr. Mirah Dow

Fall 2016

<b>Project Type</b>	<b>Library Type &amp; Topic</b>	<b>Challenge Addressed</b>	<b>Research Design</b>
Research Review and Poster Presentation	Providing Multicultural Resources and Services in American Public Libraries (Public)	Meeting patron needs through multicultural media, resources, and services	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Expanding the Radical Professional Landscape in Academic Research Libraries (Academic)	Examination of professional and staffing diversity in academic libraries	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Leading Sustainability (Academic)	Exploring instruction approaches and retention	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Improving the Experience of Students with Disabilities in the School Library (School)	Examination of the many challenges faced when working with students with disabilities	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Libraries in Juvenile Detention Facilities: Fight Crime through Literacy (Special)	Utilization of library services to combat adolescent crime	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Information Literacy and Instruction: Integration into the Academic Curriculum (Academic)	Examination of impact of information instruction and academic success	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Libraries in the Archives (Public)	Special trends and issues in public archives	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Empowering Themselves to Empower Others: LGBTIQ Librarians as Community Action Researchers in Academic Libraries (Academic)	Role of librarians as agents of social change	Evidence-based practice Mixed methods

Research Review and Poster Presentation	Increasing Public Support through Digital Collections (Public)	Meeting patron needs and increasing library usage through digital resources	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Regarding Information Literacy: The Transition from High School of College (School & Academic)	Fostering collaboration and student achievement between library types	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Closing the Digital Divide (School)	Bridging the poverty gap in digital literacy	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Successful Employment of Individuals with Autism by Academic Libraries (Academic)	Creating a healthy work environment for individuals with special needs	Evidence-based practice Mixed methods
Research Review and Poster Presentation	The Elementary Librarian's Role in Creating Lifelong Readers (School)	Impact of school librarians in student's long-term reading views and habits	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Using Text Complexity for Encouraging Readers (School)	Utilizing new tools to tailor book selection to student's reading ability	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Effective Programming in Public Libraries (Public)	Meeting user needs through library events and programs	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Correcting Negative Customer Service Behaviors of Reference Services Providers in Public Libraries (Public)	Examination of management approaches to effective customer service behaviors applied to library settings	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Declining Student Use – Reclaiming the Pedagogical Nature of Special Collections (Academic)	Exploring library usage and methods for encouraging use of college library collections	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Improving High School Students' Library Research Skills (School)	Information literacy and instruction in secondary education	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Utilizing Social Media in All Libraries (Public, Special, Academic, School)	Use of social media to boost library growth and usage	Evidence-based practice Mixed methods
Research Review and Poster Presentation	Creating Makerspaces in School Libraries (School)	Integration of makerspaces in academic settings	Evidence-based practice Mixed methods

<b>Project Type</b>	<b>Library Type &amp; Topic</b>	<b>Challenge Addressed</b>	<b>Research Design</b>
Research Proposal & Poster Presentation	Benefits of Problem Based Learning in Public Education for Improving Student Retention (School)	Examination of problem-based learning as a method for increasing information literacy and academic retention	Surveys
Research Proposal & Poster Presentation	Early Literacy Support During Story Times at Public Libraries (Public)	Exploring methods for providing early literacy support in public libraries and encouraging continued learning at home	Mixed methods: Content Analysis Surveys Focus groups
Research Proposal & Poster Presentation	Assessing Preparedness at Jefferson County Library in Relation to a 20-Year County Comprehensive Plan (Public)	Assessment of the preparedness of Jefferson County Library to implement its proposed 20-Year County Comprehensive Plan	Mixed Methods: Surveys Interviews
Research Proposal & Poster Presentation	Improving Reach and Connection in Rural Lewis County Libraries (Public)	Reaching new audiences and meeting patron needs in the realm of digital access	Mixed Methods: Surveys Content Analysis
Research Proposal & Poster Presentation	Gamification Applied to Extracurricular Reading Program: Re-establishing Reading Habits Amongst Recent Portland Area College Graduates (Public)	Examination of the effectiveness of a gamified reading program to reestablish effective reading habits in patrons	Mixed Methods: Focus Group Surveys Interviews
Research Proposal & Poster Presentation	The Benefit of Cohort, First Year Reading and Writing Courses for First Year College Students struggling in Information Literacy (Academic)	Impact of a cohort model on college students reading and writing skills	Mixed Methods: Surveys Writing assessment
Research Proposal & Poster Presentation	Correctional Librarianship as Bibliotherapy: A Case Study of Multnomah County Library Jail Outreach Program (Special)	Effectiveness of MCLJOP book group as a form of rehabilitation	Case Study Interview

Research Proposal & Poster Presentation	Effective Rebranding Strategies to Enhance Public Library Promotion (Public)	Benefits of and strategies for rebranding public libraries to encourage patron usage	Mixed Methods: Content Analysis Survey Interview
Research Proposal & Poster Presentation	Library Services for Student Veterans with PTSD: A Pilot Study (Academic)	Examination of approaches for meeting the needs of patrons with special needs	Mixed Methods: Interview Survey
Research Proposal & Poster Presentation	Toward a More Representative Archive: Radio Archives in the 21 Century (Special)	Utilizing the community to curate a representative, accurate, and accessible radio archive	Survey
Research Proposal & Poster Presentation	Social Service Referral for Homeless Library Patrons (Public)	Assessing the training, if any, public library staff currently receive to better facilitate social service referral and to meet the various needs of homeless patrons	Mixed Methods: Content Analysis Survey Interviews
Research Proposal & Poster Presentation	Game-Based Learning in the Classroom (School)	Examining the viability of Game-Based Learning as a tool for improving literacy and student interest in reading	Mixed Methods: Case study Surveys
Research Proposal & Poster Presentation	Patron Awareness of E-Book Availability at Oregon City Public Library (Public)	Assessing patron awareness of services	Survey
Research Proposal & Poster Presentation	Barriers to English Undergraduate Exposure to Portland State University's Special Collections (Academic)	Exploring the barriers to Special Collections instruction in undergraduate education	Interview
Research Proposal & Poster Presentation	Library Services for LGBTQ+ Adults in the Metropolitan Portland Area (Public)	Perceptions of and areas for improvement in LGBTQ+ library services	Mixed Methods: Survey Interviews
Research Proposal & Poster Presentation	Using Objects of Obsession to Improve Literacy in Children with ASD (School)	Meeting the needs of students with special needs through integration of Objects of Obsession System	Mixed Methods: Case study Interviews
Research Proposal & Poster Presentation	The Effects of Format Type on Government Publications Access and	Accessibility issues in government documents	Mixed Methods: Case study Survey

	Use for Undergraduate University Seminar Students (Academic)		
Research Proposal & Poster Presentation	Developing Library Services for Adolescent Youth in Foster Care in Multnomah County (Public)	Assessment of Library Outreach and Youth Services in Multnomah County and ways to improve those services	Mixed Methods: Interview Focus Group
Research Proposal & Poster Presentation	Authenticity in Digitization: Maintenance in the Name of Integrity (Special)	Examination of analog authenticity in digitization and methods for preservation	Mixed Methods: Case Study Content Analysis Interviews
Research Proposal & Poster Presentation	To Display or Not, that is the Question (Public)	Impact of display styles on user interest and interaction with materials	Mixed Methods Survey Observational Study
Research Proposal & Poster Presentation	Assessing Research Methods Used to Evaluate Film Depictions of Librarians (Academic)	Examination of LIS research methods utilized in assessing depictions of librarians in media	Mixed Methods: Content Analysis Survey
Research Proposal & Poster Presentation	Navigating the Library with Pictograms (Academic)	Use of pictograms in the library, to increase library usage and encourage information literacy within the library	Mixed Methods: Survey Focus groups
Research Proposal & Poster Presentation	Revisiting Analog: Using Non-Digital Media to Market Digital Services to Older Adults (Public)	Determining older patron needs in regards to digital media and technology	Mixed Methods: Survey Observational Study
Research Proposal	An Exploration of Special Collection Space and Use (Special)	Assessment of patron usage of the National University of Natural Medicine (NUNM) special collections	Mixed Methods: Observational study Survey Interview
Research Proposal & Poster Presentation	Accessing the Collections of Bettie Page (Special)	Examination of censorship, copyright, and accessibility of burlesque collections in libraries	Mixed Methods: Content Analysis Interview Survey

## **Appendix B. Selective List of Student Portfolio from LI 880**

Here are a few examples:

In LI 805 Administration and Management, students work on library reorganization through a case study reassessing the budget, the staffing and the programming. Each process necessitates collecting and assessing data to make an appropriate budgetary plan. Students complete formal papers, necessitating research on specific topics. One archives student researched the history associated with the United Farm Workers movement aligning this information with the artifacts found in archives. One of the students conducted research to create a pamphlet identifying peer-reviewed resources with current information on seasonal allergies. Two students conducted research on the basics of Digital Rights Media (DRM) ascertaining the effects on libraries, users and collection development.

In LI 855 Collection Development, two students used the Salt Lake County South Jordan Library to determine if the current children's collection aligned with the collection development policy.

In LI 801 Foundations of LIS, students are asked to create a life cycle of a specific article or entity. One student's life cycle was Jane's Social Security Number where the student researched the process of the social security number through all the phases of a life cycle.

In LI 815 Information Technology, one student created a full library implementation plan for a specific technology after researching 21 different online resources. In various courses, students created pathfinders to assist patrons with finding information. One example is a Case Law Pathfinder on Same Sex Marriages.

In LI 880 Capstone, students use these research skills to assess their entire program and evaluate which artifacts will demonstrate they have mastered the Program Outcomes.

## Appendix C: A Partial List of Recent Conference Presentations by SLIM Students

Nancy Moos and Ashley Jo Will: (October 2016). *What can we learn from Serbian libraries?.* Wyoming Library Association Conference Webinar.

Miranda Ericsson (with Lissa Staley): (October 2016). *Engaging Writers at Your Library.* Kansas Library Association Conference, Wichita, KS.

Julie Crabb: (October 2016). *STEAMy Storytimes*, Nevada Library Association Conference, Las Vegas, NV.

Amber Ovsak: (October 2016). *Get Your Game On! Ditching the Device for Dice.* Kansas Library Association Conference, Wichita, KS.

Miranda Ericsson: (October 2016). *Librarians Can Assist Novice Writers and Artists in Publishing Their Work Collaboratively.* Kansas Library Association Conference, Wichita, KS.

Rachel Miles: (June 2016) *Finding Meaning in Metrics.* American Library Association Conference, Orlando, FL.

Projects. Kansas Library Association College and University Libraries Conference, Manhattan, KS.  
Dhanush Samarakoon: (April 2016). *Bridging the Communication Gap Successfully for Library/IT*

Rachel Miles: (April 2016). *Transcending Institutions and Borders: 21<sup>st</sup> Century Digital Scholarship at K-State.* Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Heidi Blackburn: (April 2016). *Do I Need Clearance? Serving at the Library Liaison to USSTRATCOM Fellows.* Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Molly Chenault: (April 2016). *The Process of Children's Publishing: From Beginning to Bookshelf.* Emporia State University Research and Creativity Day, Emporia, KS.

Bridgid Reeves (with Mirah Dow and Ken Thompson.): (April 2016). *Improving Learning for Early Career Scientists and Engineers.* Emporia State University Research and Creativity Day, Emporia, KS.

Sarah Velasquez, Rene Burrell, Amanda Harrison, and Lynette Schreiner: (April 2016). *Social Media Use in Academic Libraries.* Emporia State University Research and Creativity Day, Emporia, KS.

Amanda Wahlmeier: (April 2016). *Impact of Privacy Laws on Genealogical Research in Adoption Cases.* Emporia State University Research and Creativity Day, Emporia, KS.

Alanna Colwell: (April 2016). *Planning for Sustainable Digital Archives.* Northwest Archivist Conference, Seattle, WA.

Sylvie Huhn: (April 2016). *On Display: Curating a Student Exhibit with the OHSU Historical Collections & Archives.* Northwest Archivist Conference, Seattle, WA.

Anne Keech: (April 2016). *Strategic Snacks: Library Strategic Planning*. Oregon Library Association Conference, Bend, OR.

Nicole Langley: (April 2016). *Intersectional Multicultural Literature: Meeting the Needs of Our Diverse Communities*. Oregon Library Association Conference, Bend, OR.

Lindsey Watts (with Tina Bartholoma, Kim Griffiths, Kate Mapp, and Heidi Tice): (May 2016). *E.L.F. Can Help*. Utah Library Association Conference, Layton, UT.

Aaron Nelson: (May 2015). *Ukrainian Libraries: Past and Present*. Utah Library Association Conference, St. George, UT.



## **Appendix D: Procedures of Mentoring Faculty**

### **SLIM's Comprehensive Support Plan for New Faculty – “Five Pillars”**

Good faculty enter their classrooms— whether face-to-face or online— each day having prepared ahead. Planning ahead includes research, talking with colleagues, formulating teaching and learning goals and objectives, creating a syllabus, and outlining the course. SLIM's mentoring of faculty includes five pillars to ensure faculty and student success: professional development; faculty mentorship; annual goals; annual portfolio; and information technology.

#### **Professional Development**

Each faculty member may request funded opportunities for professional development that focuses on teaching excellence or content excellence. The Dean of SLIM or the SLIM Faculty Review Committee may also identify the need for a faculty member to participate in professional development activities.

#### **Mentorship**

Each faculty member must have a faculty mentor of her/his choice. Regular interactions between faculty and mentor are required.

#### **Annual Goals**

In January, each new faculty member will write annual goals for research, teaching, and service that are created, discussed, revised (as necessary), and approved by the Dean of SLIM. Faculty use her/his annual goals as a guide (reference point) throughout the year. When faculty feel there is a need, faculty should ask the Dean of SLIM for support and/or assistance in completing specific goals. Support and/or assistance will be provided by the Dean of SLIM, or her/his designee, to complete annual goals as written. If necessary, goals may be revised, added, or omitted with the Dean's approval. Faculty annual goals documents are kept on-file by the Dean of SLIM.

#### **Annual Portfolio**

Each faculty member must create a research, teaching, and service portfolio. The purpose of this portfolio is for the faculty to provide evidence of her/his achievement of annual goals at the end of each calendar year and throughout the University and SLIM calendar of promotion and tenure review due dates.

#### **Information Technology**

New faculty members are provided technology support primarily through three sources: 1) pairing new SLIM faculty with experienced SLIM faculty; 2) SLIM Tech Support; and 3) ESU's Instructional Technology (IT) department that includes: administrative solutions; help desk; learning technologies; network and security solutions; and systems and client solutions. New faculty are expected to participate in IT's regularly scheduled online readiness course. SLIM has an on-site IT learning technologies support consultant at SLIM for two hours each week.

*Approved by SLIM Faculty Council, Spring 2016*

**Office for Accreditation**  
50 East Huron Street  
Chicago, Illinois 60611-2795 USA  
Telephone 312-280-2432  
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TDD 312-944-7298  
Toll free TDD 888-814-7692  
[www.ala.org/accreditation](http://www.ala.org/accreditation)

**Committee on Accreditation**

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University of Maryland  
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Loretta Parham  
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David Weigle  
University of Texas Southwestern Medical Center  
Dallas, Texas

Candace Wells  
Wichita State University  
Wichita, Kansas

**Office for Accreditation**

Karen O'Brien, Director  
Committee Staff Liaison

April 21, 2017

Wooseob Jeong, Dean  
School of Library and Information Management  
Emporia State University  
Box 4025  
1 Kelligg Circle  
Emporia, Kansas 66801

Dear Dr. Jeong:

The Committee on Accreditation (COA) reviewed and discussed the special report and the annual statistical data reported via the trend summary spreadsheet. There are no requests for additional information regarding these reports.

The COA calls your attention to the following requirement of accreditation, from *Accreditation Process, Policies and Procedures* (AP3), fourth edition (<http://www.ala.org/accreditedprograms/standards/AP3>):

**I.7.1 Disclosure of accreditation status**

As a public protection, including for prospective students, any reference to ALA accreditation status or display of the ALA Accredited logo must include the specific status as granted by COA: Candidacy; Conditional; Continued; Initial; Precandidacy; Withdrawn, Appeal Pending; or Withdrawn. See the specific status section for the required statement.

The schedule of next reporting is as follows:

Report	Due date
Annual statistics for 2016-2017	December 1, 2017
Biennial narrative report addressing each standard	February 15, 2018

As a reminder, interim narrative reports (biennial narrative reports and progress reports) are now due on February 15 (approximately 45 days prior to the spring meeting during which COA will review the report). The due date for annual statistical data reporting remains at December 1.

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date 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 black ink, reading "Elizabeth Aversa". The signature is written in a cursive style with a horizontal line at the end.

Elizabeth Aversa, Chair  
ALA Committee on Accreditation

enc: Acknowledgement Form

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

### Interim Report Acknowledgement Form

On behalf of **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.

Wooseob Jeong  
Name (please print)

Dean  
Title

M. Jeong  
Signature

4/27/2017  
Date

Please return by **one** of the following options:

- Scan and email a copy to [accred@ala.org](mailto:accred@ala.org) **or**
- Fax a copy to the Office for Accreditation at 312-280-2433 (please include cover)
- Send by US mail to American Library Association, Office for Accreditation, 50 E. Huron St., Chicago, IL 60611-2795.

## **Appendix 2: ESU Strategic Plan**

## THE ADAPTIVE UNIVERSITY

*The adaptive university is responsive and will engage faculty, students, and staff to be responsive to the unique challenges of a dynamic society. Students' success in that endeavor will require not only the foundations of the major program of study, but the exercise of adaptive leadership skills through broad involvement for the common good. Adaptive leadership is polyarchic ("by the many for the many"), in contrast to oligarchic decision-making authority.*

### VALUES

The university has four core values: excellence, respect, responsibility, and service.

With **excellence**, the university values intellectual challenges, problem solving, and creative and critical thinking.

With **respect**, the university values integrity, collaboration, diversity, freedom of thought, freedom of inquiry, and freedom of expression.

With **responsibility**, the university values accountability and stewardship of the institution, the environment, human resources, and personal well-being.

With **service**, the university values engagement in **leadership** and **community** that positively impacts our global society.

### VISION

**Changing lives for the common good.**

*The focus of the Plan is rooted in the vision of addressing "the common good." The common good is attentive to the interests and well-being of others. "Communities" represent a social context for the individual to contribute to the common good.*

### MISSION

**Preparing students for lifelong learning, rewarding careers, and adaptive leadership.**

*Formal education provides the basis for the continued pursuit of knowledge to enrich one's personal and professional life, independent of time and place. Adaptive – collegial – leadership recognizes the many contributions of individuals toward society's common interests and aspirations.*

### GOALS

**GOAL 1:** Pursue distinctive initiatives in curricula and programs that will foster vibrant communities.

**GOAL 2:** Enrich the student experience with opportunities for leadership development and practice.

**GOAL 3:** Enhance the competitive role of Kansas by achieving the State's goals for public higher education.

**GOAL 4:** Create a culture of adaptive change as the foundation for innovation and growth.

**GOAL 5:** Become a model for diversity, equity, and inclusion.

*The Plan goals are intentionally broad and flexible. Campus leadership will continue to develop ways to operationalize goals and develop strategies based on annual assessments of progress toward goal attainment.*

## **Appendix 3: SLIM Mission, Vision, and Strategic Plan**

## Our Mission

Educating successful library and information professionals with imagination, creativity and innovations.

## Vision Statement

Embracing an interdisciplinary culture of collaboration and diversity for the common good.

## Strategic Plan 2015-2025

**Goal 1: Achieve excellence in the education of students for professional careers in library and information organizations.**

- **Objective 1.1: Provide a theory-driven, research-based curriculum that reflects best practices, anticipates change, and prepares students for work, advanced study, and lifelong learning consistent with the current and future needs of the library and information professions.**
  - **Strategy 1.1.1:** Faculty will conduct an on-going review of the SLIM curriculum, including certificates and concentrations, and make recommendations to the SLIM dean.
  - **Strategy 1.1.2:** Develop a course to support professional development and career placement.
- **Objective 1.2: Ensure that SLIM's curriculum and program outcomes are consistent with the needs of the profession as articulated by stakeholders.**
  - **Strategy 1.2.1:** The SLIM Dean or designee will meet with the SLIM Advisory Boards a minimum of once per year. Minutes of the meetings will be forwarded to SLIM faculty and staff and discussed.
- **Objective 1.3: Ensure that SLIM faculty receive support for professional and scholarly activities that support the curriculum.**
  - **Strategy 1.3.1:** The SLIM dean will approve funding requests for appropriate travel and conference registration as supported by the current budget and University policy. Other professional development opportunities and training will be offered at the ESU campus.
- **Objective 1.4: Ensure that faculty and staff have access to professional development opportunities that encourage technology use and instructional innovation and provide financial support as appropriate and supported by the SLIM budget.**
  - **Strategy 1.4.1:** Faculty will engage in some form of professional development related to technology in each academic year.
  - **Strategy 1.4.2:** Faculty will engage in one or more professional development opportunities that support innovation in instructional design and delivery.
- **Objective 1.5: Ensure that SLIM full-time and part-time faculty receive academic, logistical, and technological support when teaching at SLIM or at any of the SLIM regional locations.**



- **Strategy 1.5.1:** Provide technology assistance to each course for the duration of each semester and provide support at weekend-intensive teaching locations through the presence of a regional director or SLIM Help personnel.
- **Strategy 1.5.2:** Provide technology support for faculty and students via SLIM Help and the IT Help Desk.
- **Strategy 1.5.3:** Faculty will evaluate the academic, logistical, and technology support they received at the end of each semester.
- **Objective 1.6:** Enhance intellectual opportunities for SLIM students in Kansas and at the regional sites through support for their participation in unique and dynamic learning experiences.
  - **Strategy 1.6.1:** Regional Directors will arrange for a minimum of one unique learning experience such as visiting speakers or a field trip, each year for each cohort in their region.
  - **Strategy 1.6.2:** Regional Directors will assist with dissemination of information about SLIM special current interest courses, such as those connected with the SLIM International Program.
- **Objective 1.7:** Enhance the student experience at SLIM and ensure that students receive academic and financial support to enhance their ability to meet personal professional goals and academic success according to available resources.
  - **Strategy 1.7.1:** Provide all students with academic support through a systematic program of student advisement at each location.
  - **Strategy 1.7.2:** Provide updated training for each regional director on an annual basis.
  - **Strategy 1.7.3:** Provide equitable opportunities for students to qualify for SLIM scholarships and fellowships and make funding available according to current financial resources.
- **Objective 1.8:** Provide leadership experiences for SLIM students and encourage the development of professional values in SLIM students, including their participation in professional organizations, conferences, and activities.
  - **Strategy 1.8.1:** SLIM will work with recognized student organizations and regional professional organizations to increase student participation and conference attendance.
  - **Strategy 1.8.2:** Students will be encouraged to engage in some form of professional service in their local communities.

**GOAL #2:** Increase and improve initiatives to engage in collaborative efforts with SLIM constituents at local, regional, national, and international levels to increase SLIM visibility across contexts and ensure continued support for our program.

- **Objective 2.1:** Ensure that processes and procedures are in place for the systematic identification and recruitment by SLIM faculty, staff, and stakeholder groups of highly qualified students.
  - **Strategy 2.1.1:** Request stakeholder groups in Kansas and at regional locations to identify qualified candidates for SLIM programs.
  - **Strategy 2.1.2:** Institute a recognition program for student referrals.

- **Objective 2.2: Increase interaction with SLIM alumni at social and professional events.**
  - **Strategy 2.2.1: Increase the number of social events and other activities involving SLIM faculty, students, staff, and alumni according to current financial resources.**
  - **Strategy 2.2.2: Increase full-time and part-time faculty attendance at SLIM alumni events.**
  
- **Objective 2.3: Increase professional collaboration through a program of regularly scheduled activities and information exchange.**
  - **Strategy 2.3.1: Implement a minimum of one inter-university or college activity during each academic year.**
  - **Strategy 2.3.2: Implement a program of professional development activities in collaboration with major employers.**

**Goal #3: Increase global awareness and intercultural sensitivity among SLIM students through continuing programs that offer opportunities for intercultural engagement and study.**

- **Objective 3.1: Provide an array of learning experiences for SLIM students that provide an understanding of other cultures, as the budget allows.**
  - **Strategy 3.1.1: Increase the variety of student learning experiences available through SLIM.**

**Goal #4: Enhance SLIM's physical facilities for functionality and aesthetics.**

- **Objective 4.1: Maintain an instructional environment at SLIM that supports students in their learning tasks, their technological requirements, and their physical needs.**
  - **Strategy 4.1.1: Maintain and update technology to keep pace with student and faculty needs.**
  
- **Objective 4.2: Maintain a work environment for SLIM faculty that enables them to work efficiently on tasks related to teaching, research, and service. (COA VI)**
  
- **Objective 4.3: Maintain a work environment for SLIM staff that enables them to work efficiently on administrative and advisement tasks.**

**Goal #5: Nurture human potential through the infusion of diversity within the curriculum, research, outreach, and the recruitment of students, faculty, and staff.**

- **Objective 5.1: SLIM will engage in an active program of recruitment and retention of minority students in Kansas and across the regional sites.**
  - **Strategy 5.1.1: Create and implement a diversity scholarship program.**
  - **Strategy 5.1.2: Participate through advertising and/or sponsorship and attendance at ALA Ethnic Affiliate conferences.**
  
- **Objective 5.2: Encourage the variety of international and multiethnic perspectives among SLIM faculty and students and teach these concepts across the curriculum.**
  - **Strategy 5.2.1: Include staff and additional faculty on international and multicultural trips and experiences.**

## **Appendix 4: SLIM Recent Curriculum Changes**

Current:

## **INFORMATICS CERTIFICATE**

### **Required Courses:**

LI 800 Introduction to Informatics	3 hours
LI 819 Information Retrieval	3 hours
LI 887 System Analysis and Design	3 hours
LI 889 Knowledge Management	3 hours
LI 874 Informatics Practicum	6 hours

<b>Total Course Credit Hours for Informatics Certificate</b>	<b>18 hours</b>
--	-----------------

Proposed:

Required Courses:

LI800 Introduction to Informatics	3 hours	
LI819 Information Retrieval	3 hours	
LI844 Database Design	3 hours	
		9 hours

Must select 3 of the following:

LI888 Information Technology Project Management	3 hours	
LI887 System Analysis and Design	3 hours	
LI889 Knowledge Management	3 hours	
LI874 Informatics Practicum	3 hours	
		9 hours

<b>Total required certificate hours</b>	<b>18 hours</b>
---	-----------------

Current:

## **MASTER OF LIBRARY SCIENCE – CONCENTRATION IN INFORMATICS**

### **Required Courses and Course Credit Hours:**

LI 800 Introduction to Informatics	3 hours
LI 819 Information Retrieval	3 hours
LI 887 System Analysis and Design	3 hours

<b>Total Course Credit Hours for Concentration in Informatics</b>	<b>9 hours</b>
---	----------------

Proposed:

### **Required course**

LI800 Introduction to Informatics	3 hours
-----------------------------------	---------

### **Must take 2 of the following courses:**

LI819 Information Retrieval	3 hours	
LI844 Database Design	3 hours	
LI887 System Analysis and Design	3 hours	
		6 hours

<b>Total Course Credit Hours for Concentration</b>	<b>9 hours</b>
--	----------------

Current:

**Required Courses**

LI 801	Foundations of Library and Information Science	3 hours
LI 802	Information-Seeking Behavior and Reference Services	3 hours
LI 804	Organization of Information	3 hours
LI 805	Management and Information Organizations	3 hours
LI 810	Research in Library and Information Science	3 hours
LI 815	Information Technology	3 hours
LI 855	Collection Development and Management	3 hours
LI 880	Capstone Course: Assessing the MLS Experience	1 hour

**Required Course Credit Hours** **22 hours**

**Elective Course Credit Hours:** **14 hours**

**Total Course Credit Hours for MLS Degree** **36 hours**

Proposed:

**Required Courses**

LI801	Foundations of Library and Information Science	3 hours	
LI802	Information-Seeking Behavior and Reference Services	3 hours	
LI804	Organization of Information	3 hours	
LI805	Management in Information Organizations (Approved course title change 10-10-17)	3 hours	
LI810	Research in Library and Information Science	3 hours	
LI855	Information Technology	3 hours	
LI880	Capstone Course: Assessing the MLS Experience	1 hour	19 hours

**Technology Requirement** – select one:

LI815	Information Technology	3 hours	
LI843	Web Design and Development	3 hours	
LI844	Database Design	3 hours	
	Or another approved technology course	3 hours	3 hours

**Elective Course Credit Hours** **14 hours** **14 hours**

**Total Course Credit Hours for MLS Degree** **36 hours**

Current:

## **MASTER OF LIBRARY SCIENCE— CONCENTRATION IN LEADERSHIP AND ADMINISTRATION**

### **Required Courses and Course Credit Hours:**

LI 850 Leadership and Information Organizations	3 hours
LI 859 Project Management in Information Organizations	3 hours
LI 868 Advocacy and Information Organizations	3 hours

**Total Course Credit Hours for Concentration in  
Leadership and Administration .....9 hours**

**Proposed:**

Required:

LI 850 Leadership in Information Organizations	3 hours
--	---------

Select two (6 hours)

LI 811 Community Needs Analysis	3 hours
LI 825 Multicultural Resources and Services for Libraries	3 hours
LI 833 Resources and Services for Diverse Populations	3 hours
LI 859 Project Management in Information Organizations	3 hours
LI 863 Current Issues in Management in Information Organizations	1- 3 hours
LI 868 Advocacy and Information Organizations	3 hours
LI 870 Practicum	1 - 3 hours
LI 893 Seminar in Administrative Theory	3 hours

Total Course Credit Hours for Concentration in Leadership and Administration.....9 hours

## **Appendix 5: SLIM Current Course List**



# SLIM Course LIST

Updated 4/17/2017

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 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 837: Teaching in the Information Professions (3 credit hours)

LI 838: Government Resources (2 credit hours)

LI 839: History of Libraries (2 credit hours)

LI 842: Indexing and Abstracting (2 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 (2 credit hours)

LI 849: Records and Information Management (3 credit hours)

LI 850: Leadership and 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 857: Advanced Programming for Youth Services (1 credit hour)

LI 858: Information Literacy and Instructional Collaboration (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: Introduction to Copyright and Licensing (3 credit hours)

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 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 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 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 898: Nursing and Healthcare Informatics (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 6: SLIM Faculty Scholarly Activities**

## Selected Recent SLIM Faculty Scholarly Activities

Dr. Mirah Dow

Dow, M. J., & Thompson, K. W. (2017). Co-teaching across STEM Disciplines in the ESSA Era of School Librarians as Teachers, *Teacher Librarian*, 45, in-press.

Dow, M. J., & Solomon, J. M. (2016). Picture the common good: Using photovoice method to document social justice awareness, amelioration, and transformation on a university campus. *American College and Research Libraries*, submitted.

Dow, M. J., & Thompson K. W. (2016). Co-teaching as an innovative change in physical sciences at the university level. *Electronic Journal of Science Education*, submitted.

Dow, M. J., & Thompson, K. W. (2015). STEM-ALL. Co-teaching. Funded IMLS.

Dow, M. J., & Solomon, J. M. (2015). Picture the common good: Using photovoice method to document social justice awareness, amelioration, and transformation on a university campus. Presented by J. M. Solomon at 2015 ESU Research and Creativity Day, April, 2015.

Dr. Brendan Fay

(forthcoming) *Classical Music in Weimar Germany: Culture and Politics before the Third Reich* (under contract with IB Tauris)

(forthcoming) "The Nazi Conspiracy: Misinformation, German Fantasies and Jewish Power under the Third Reich" under review at *Library & Information History*

"Conservative Music Criticism, the Inflation, and Concert Life in Weimar Germany, 1919-1924," *Cultural History* 6 (2), 141-163.

Dr. Wooseob Jeong

Jeong, W. (2017). Media Visualization of Book Cover Images: Exploring Differences among Bestsellers in Different Countries. *Digital Humanities Quarterly*, 11 (3)

Ridenour, L., & Jeong, W. (2016). Are We There Yet? Calculating Wait Time for Popular Digital Titles. *Public Library Quarterly*, 35(2), 136-151.

Dr. Jenny Ma

Ma, J., & Stahl, L. (2017). A multimodal critical discourse analysis of anti-vaccination information on Facebook. *Library & Information Science Research*, 39, 303–310.  
<http://dx.doi.org/10.1016/j.lisr.2017.11.005>

Mardis, M., Ma, J., Jones, F., Ambavarapu, C., Kelleher, H., Spears, L., & McClure, C. (2017). Assessing alignment between information technology educational opportunities, professional requirements, and industry demands. *Education and Information Technologies*, 22(7), 1–38.  
<https://doi.org/10.1007/s10639-017-9678-y>

Kazmer, M., Glueckauf, R., Schettini, G., Ma, J., & Silva, M. (2017). Faith community nurse-led cognitivebehavioral and spiritual counseling for rural dementia caregivers: Qualitative analysis

of therapeutic process. *Qualitative Health Research*, 1–15.

<http://dx.doi.org/10.1177/1049732317743238>

Jones, F., Mardis, M., McClure, C., Ma, J., Ambavarapu, C., & Spears, L. (2017). Work-Integrated Learning (WIL) in information technology: An exploration of employability skills gained from internships. *Higher Education, Skills and Work-Based Learning*, 7, 394–407.

<http://dx.doi.org/10.1108/HESWBL-08-2017-0046>

Ma, J., & Bonnici, L. (2017, January). Blue Zones: Socially responsible information provision to engage citizens in community health initiatives. Poster presentation at the 2017 Annual Conference of Association for Library and Information Science Education, Atlanta, GA.

Wilcox, P., & Ma, J. (2017, January). Employing self-direction in learning theory to explore lifelong learning, community engagement, and social responsibility within public libraries. Poster presentation at the 2017 Annual Conference of Association for Library and Information Science Education, Atlanta, GA.

Dr. Andrew Smith

Smith, A. J. M. (2016). The evolution of experiential learning for diversity education in a library science program through short-term global experiences. *Journal of International Civilization Studies*, 1(2), 163-170.

Dr. Sarah Sutton

Mann, S., Davis, S., Beh, E., Resnick, T., & Sutton, S. (2015). Core competencies for print serials librarians. *Serials Librarian*, 68(1-4), 243–248. <http://doi.org/10.1080/0361526X.2015.1017422>

Mann, S., & Sutton, S. (2015). Why can't students get the sources they need? Results from a real electronic resources availability study. *Serials Librarian*, 68(1-4), 180–190.

<http://doi.org/10.1080/0361526X.2015.1017419>

Ross, S. V. T., & Sutton, S. W. (2016). *Guide to electronic resources management*. Santa Barbara, CA: Libraries Unlimited.

Sutton, S. W. & Greene, M. (2016). Organization of knowledge and information. In J. Coghill & R. Russell (Eds.), *Developing Librarian Competencies for the Digital Age*. Rowman & Littlefield.

Sutton, S. W., Miles, R., & Konkiel, S. (2016). Is what's trending what's worth purchasing?: Insights from a national study of collection development librarians. Paper presented at the NASIG annual conference, Albuquerque, NM. Retrieved from

<http://krex.kstate.edu/dspace/handle/2097/34607>

Sutton, S., Miles, R., Konkiel, S., & Madjarevic, N. (2016). The future of impact metric use among collection development librarians. Paper presented at the 8th Qualitative and Quantitative Methods in Libraries International Conference (QQML2016), London, UK

Dr. Sandra Valenti

Valenti, S. (July 2016). One of these things is not like the other: The joy of a diverse environment. Session presented at the Oregon Library Association Support Staff Division, Wilsonville, OR, July 15.

Sutton, S., & Valenti, S. (January 2017). Engaging LIS faculty as educators through communities of practice (CoPs). Session presented at Association for Library & Information Science Education. Atlanta, GA, January 17-20.

Miller, N., & Valenti, S. (April 2016). The library website: Time to evolve. Session presented at the Missouri Association of School Librarians, Tan-Tar-A, MO, April 14-15.

Dr. Emily Vardell

Hawkins, B. W., Morris, M., Nguyen, T., Siegel, J., & Vardell, E. (2017). Advancing the conversation: Next steps for LGBTQ health sciences librarianship. *Journal of the Medical Library Association*, 105(4), 316-327.

Dr. James Walther

Walther, J. H. (2018). Developing personal course plans (PCPs) as an example of self-directed learning in library management and project management education. *Journal of Library Administration*, 58(1), 91- 100.

Walther, J. H. (2016). Teaching ethical dilemmas in LIS coursework: An adaptation on case methodology usage for pedagogy. *The Bottom Line: Managing Library Finances*, 29(3), 180-190.

Dr. Michael Widdersheim

Widdersheim, M. M. (2017). Change Management in Libraries: Concepts and Strategies for Librarians and Library Managers. Paper presented at Kansas Library Conference, Wichita, Kansas, October 25–27.

## **Appendix 7: SLIM Faculty Committee Rosters**



## **SLIM Faculty Committee Roster**

### Academic Year 2017-2018

Curriculum Committee: Sandy Valenti, Brendan Fay, Emily Vardell

Admission & Scholarship Committee: Mirah Dow, Sarah Sutton, Jenny Ma

Academic Planning Committee: Andrew Smith, Jim Walther, Jenny Ma

Doctoral Committee: Andrew Smith, Sarah Sutton, Michael Widdersheim, Mirah Dow (ex-officio)

### Academic Year 2016-2017

Curriculum Committee: Brendan Fay, Jim Walther, Andrew Smith

Admissions & Scholarship Committee: Sarah Sutton, Robin Kurz, Mirah Dow

Academic Planning Committee: Sandy Valenti, Andrew Smith, Jenny Ma

Doctoral Committee: Robin Kurz, Sarah Sutton, Mirah Dow (ex-officio)

## **Appendix 8: SLIM National Adjunct Faculty**

## **SLIM Current National Adjunct Faculty (as of February 1, 2018)**

Anne Arendt, Ed.D.  
Nancy Brown, Ph.D.  
Beverly Buller, M.Ed., SLMC  
Carolyn Clark, M.L.S.  
Clifford Hight, M.S.I.S., M.A.  
Brenda Hough, Ph.D.  
Jody Howard, Ph.D.  
Kristen Kern, M.L.S.  
Brenda Linares, M.L.S.  
Morgan McCune, M.L.S.  
Melissa Messina, M.L.S.  
Candace Morgan, M.L.S., M.P.A  
Sheila O'Hare, Ph.D.  
Carmen Orth-Alfie, M.L.S.  
Jason (Zach) Selley, M.L.S.  
Kenneth Thompson, Ph.D.  
Ashley Todd-Diaz, M.S.I.S.  
Lori Wamsley, Ph.D.

## **Appendix 9: SLIM Regional Directors**

## SLIM Regional Directors as of February 1, 2018

Regional Director	Location
Kathie Buckman, M.L.S.	Emporia, Kansas
Mary Johnson, M.A, LMS Endorsement	Sioux Falls, South Dakota
David (Dale) Monobe, Ph.D.	Salt Lake City, Utah
Pierina (Perri) Parise, M.L.S.	Portland, Oregon
Lindsey Warner, M.L.S.	Overland Park, Kansas
David Willis, M.S.L.I.S.	Denver, Colorado
Full vitae can be found at: <a href="https://www.emporia.edu/slim/about/people.html">https://www.emporia.edu/slim/about/people.html</a>	

## **Appendix 10: SLIM Enrollment and Graduation Data**

<b>Enrollment</b>	<b>Spring 2016</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Fall 2017</b>
Emporia, KS MLS	105	87	98	84	77	101
Emporia, KS Certificates only	3	4	6	3	4	2
Emporia, KS STEM	25	50	50	50	42	16
Overland Park, KS	82	68	67	96	81	76
Colorado	53	48	45	48	44	42
Oregon	39	32	50	47	43	52
South Dakota						23
Utah	38	35	35	29	30	29

<b>Graduated</b>	<b>2016</b>	<b>2017</b>
Emporia, KS MLS	63	52
Overland Park, KS	33	34
Colorado	27	17
Oregon	17	16
South Dakota	0	0
Utah	19	12

Program Completers:

Emporia, KS Certificates only	2	2
Emporia, KS STEM	0	50

## **Appendix 11: SLIM Student Scholarly Activities**



## **Selected SLIM MLS student scholarly activities (2016-2017)**

Dhanushka Samarakoon: (April 2016). Bridging the Communication Gap Successfully for Library/IT Projects. Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Rachel Miles: (April 2016). Transcending Institutions and Borders: 21st Century Digital Scholarship at K-State. Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Heidi Blackburn: (April 2016). Do I Need Clearance? Serving at the Library Liaison to USSTRATCOM Fellows. Kansas Library Association College and University Libraries Conference, Manhattan, KS.

Molly Chenault: (April 2016). The Process of Children's Publishing: From Beginning to Bookshelf. Emporia State University Research and Creativity Day, Emporia, KS.

Bridgid Reeves (with Professor Mirah Dow and Professor Ken Thompson.): (April 2016). Improving Learning for Early Career Scientists and Engineers. Emporia State University Research and Creativity Day, Emporia, KS.

Amanda Wahlmeier: (April 2016). Impact of Privacy Laws on Genealogical Research in Adoption Cases. Emporia State University Research and Creativity Day, Emporia, KS.

Alanna Colwell: (April 2016). Planning for Sustainable Digital Archives. Northwest Archivist Conference, Seattle, WA.

Sylvie Huhn: (April 2016). On Display: Curating a Student Exhibit with the OHSU Historical Collections & Archives. Northwest Archivist Conference, Seattle, WA.

Anne Keech: (April 2016). Strategic Snacks: Library Strategic Planning. Oregon Library Association Conference, Bend, OR.

Nicole Langley: (April 2016). Intersectional Multicultural Literature: Meeting the Needs of Our Diverse Communities. Oregon Library Association Conference, Bend, OR.

Lindsey Watts (with Tina Bartholoma, Kim Griffiths, Kate Mapp, and Heidi Tice): (May 2016). E.L.F. Can Help. Utah Library Association Conference, Layton, UT.

Rachel Miles: (June 2016) Finding Meaning in Metrics. American Library Association Conference, Orlando, FL.

Nancy Moos and Ashley Jo Will: (October 2016). What can we learn from Serbian libraries?. Wyoming Library Association Conference Webinar.

Miranda Ericsson (with Lissa Staley): (October 2016). Engaging Writers at Your Library. Kansas Library Association Conference, Wichita, KS.

Julie Crabb: (October 2016). STEAMy Storytimes, Nevada Library Association Conference, Las Vegas, NV.

Amber Ovsak: (October 2016). Get Your Game On! Ditching the Device for Dice. Kansas Library Association Conference, Wichita, KS.

Miranda Ericsson: (October 2016). Librarians Can Assist Novice Writers and Artists in Publishing Their Work Collaboratively. Kansas Library Association Conference, Wichita, KS.

Lynne Stahl: (2017). The Right Tool for the Job? Ignorance, Evolution, Reflection, and the #Resistance. OLA Quarterly, 23(1), 24-29. <https://doi.org/10.7710/1093-7374.1887>

Paul Wilcox with Professor Jinxuan Ma: (January 2017). Employing self-direction in learning theory to explore lifelong learning, community engagement, and social responsibility within public libraries. Poster presentation. Annual meeting of the Association for Library and Information Science Education, Atlanta, GA.

Jessica Tailsman: (April 2017). Navigating the Library with Pictograms. Oregon Library Association Annual Conference. Salem, OR.

Lisa Taylor: (April 2017). Use Your Words: Wordless Books. Oregon Library Association Annual Conference. Salem, OR.

Marry Derr, Lisa Taylor, and Angelica Novoa De Cordeiro: (April 2017). Collection Development: Native American Voices. Oregon Library Association Annual Conference. Salem, OR.

Emily Alexander with Professor Brendan Fay: (April 2017). Wagner and Bayreuth Between Weimar and The Third Reich. Emporia State University Research and Creativity Day, Emporia, KS.

Amanda Wahlmeier: (April 2017). Using Goodreads in Collection Development. Emporia State University Research and Creativity Day, Emporia, KS.

Brady Lund: (April 2017). Unpacking the Semantics of Language in Academic Library Position Descriptions. Emporia State University Research and Creativity Day, Emporia, KS.

Rachel Collinge with Professor Sarah Sutton: (April 2017). Competencies for Electronic Resource Librarians. Emporia State University Research and Creativity Day, Emporia, KS.

Rachel Fellman, Samantha White, and Grayce Mack: (May 2017). The Adoption of Standardized Medical Nomenclature in Oregon Public Health Records. The 2017 Conference of Inter-Mountain Archivists/ Northwest Archivists Joint Annual Meeting. Boise, ID.

Brady Lund: (June 2017). Dark Web for All!: Exploring the Implication of the Dark Web for Privacy and Intellectual Freedom. American Library Association Annual Meeting, Chicago, IL.

Christie Clarke: (October 2017). Helping Kids LEAP to the Good Life! Nebraska Library Association Conference, Kearney, NE.

Hannah Adamson: (October 2017). Technology in Storytime. Kansas Library Association Annual Conference, Wichita, KS.

Meredith Snepp and Scott Brackey: (October 2017). Physical and Digital Reference Collections. Kansas Library Association Annual Conference, Wichita, KS.

Joy Bancroft: (October 2017). Teaching Comics in College: Bridging Disciplines and Departments. Kansas Library Association Annual Conference, Wichita, KS.

Brady Lund: (October 2017). Rural Library Opportunity Zones: A Model for Incorporating Rural Library Job Opportunities into the Discussion about Rural Opportunity Zones. Kansas Library Association Annual Conference, Wichita, KS.

Daniel Agbaji: (October 2017). Interesting Facts About Libraries in Nigeria and Its Influence on Modern Nigeria. Kansas Library Association Annual Conference, Wichita, KS.

Brandon West: (October 2017). Strategic Diversity: Welcoming All to Your Library. Kansas Library Association Annual Conference, Wichita, KS.

Heather VanDyne: (October 2017). Starting a Bilingual Storytime. Kansas Library Association Annual Conference, Wichita, KS.

Eden Bloom: (October 2017). Libraries in Juvenile Detention Facilities. Kansas Library Association Annual Conference, Wichita, KS.

## **Appendix 12: Facilities**

**SLIM Regional Directors, Office, and Classroom Locations**

Name	Region	Office Location	Location of the Class
David Willis	Colorado	4411 Yates St. Denver, CO 80212	Front Range Community College Westminster Campus, Room #C1156 3645 W 112 <sup>th</sup> Ave Westminster, CO 80031
Dale Monobe	Utah	2197 E. Ft. Union Blvd Cottonwood Heights, UT 84121	Whitmore Library 2197 E. Ft. Union Blvd. Cottonwood Heights, UT Boardroom
Perri Parise	Oregon	1020 SW Taylor, Suite 447 Portland, OR 97205	Portland State University 1741 SW Broadway Portland, OR 97207 Room #CH401
Mary G. Johnson	South Dakota	Sioux Falls Seminary #110 2100 S. Summit Ave Sioux Falls, SD 57105	Mikkelsen Library Augustana University 2001 S Summit Ave, Room 229 Sioux Falls, SD 57197
Kathie Buckman	Emporia, Kansas	William Allen White Library School of Library & Information Management, Room 311 1Kellogg Circle, Emporia, KS 66801	William Allen White Library School of Library & Information Management, Room 319F 1Kellogg Circle, Emporia, KS 66801
Lindsey Warner	Overland Park, Kansas	8400 W 110 <sup>th</sup> Street, Suite 150 Overland Park, KS 66210	8400 W 110 <sup>th</sup> Street, Suite 150 Overland Park, KS 66210