Emporia State University
School of Library and Information Management

Biennial Narrative Report to
Committee on Accreditation
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Emporia State University School of Library and Information Management

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Appendixes

Introduction

The School of Library and Information Management (SLIM) at Emporia State University has enjoyed continuous improvement in many areas over the past two years with enthusiastic support from ESU's new president, Dr. Michael Shonrock (January 2012), and new provost, Dr. David Cordle (August 2013). Full faculty lines, an increase from biennial to annual incoming cohorts in Colorado and Utah, the addition of a part-time Associate Dean position, and a renovated high-tech classroom are evidence of this support. Reports to ALA/COA and accreditation documentation are posted to the SLIM Web site at http://slim.emporia.edu.

The Web site, which has long been maintained on the SLIM server, is being transferred to the ESU Web site at www.emporia.edu/slim on December 20, 2013. Existing information about the SLIM program and assessment and evaluation of student achievement, such as ESU's biennial Program Assessment of Student Learning (PASL) and Kansas Board of Regents (KBOR) Program Assessment Reports, will also be posted to the new Web site. A *Revision to the SLIM 2011 Biennial Narrative Report* submitted 9/17/2012, as requested by COA to provide more information about curriculum changes and student learning assessment, is attached as Appendix I. The revision includes activities in 2012 that are also included in this report under the Standard II: Curriculum section.

SLIM continues to add new courses and programs in response to trends in the profession as articulated by various stakeholder and professional associates. At the urging of employers and leaders in the profession, SLIM has increased emphasis on early-childhood literacy and leadership and administration as indicated by a number of new courses and concentrations. In

addition, SLIM's focus on direct and indirect assessment of student learning has led to updated

course syllabi and teaching techniques in all courses.

Standard I: Mission, goals and objectives

SLIM continues to follow its 2008 strategic plan and has not changed its mission or

vision; however, mission, vision, and strategy for the future will all be addressed in ESU's new

strategic plan that will be completed and implemented before 2015. When ESU's plan is

finalized, faculty, administrators, staff, students, alumni, and other stakeholders will update the

SLIM strategic plan to reflect the direction the university takes.

SLIM Strategic Plan outcomes achieved in 2012-13 include the following:

- Review of programs continued and resulted in the approval of concentrations in Leadership and Administration, Archive Studies, and Librarianship for Children and Young Adults. SLIM has also submitted a request for approval of a nine-credit-hour concentration in Informatics to become effective fall 2014.
- Faculty teams developed a common assignment and rubrics for each section of all required courses to better measure individual student learning outcomes and use assessment information to inform course and program success.
- Meetings with the national and state advisory boards continued to ensure that program outcomes are consistent with the needs of the profession
- Global engagement continued with an enhanced program of courses that include overseas trips to learn more about libraries, museums, and archives in other countries (Scotland in 2012 and 2013, Serbia in 2012 and 2013, and trips planned for London, Scotland, and Serbia in 2014). Students receive full scholarships to cover all expenses for transportation, lodging, and course-associated activities.
- Students and faculty have SLIM-funded support for state library association participation, such as conference attendance and SLIM-sponsored poster award sessions.

Standard II: Curriculum

All faculty members have been dedicated to assuring that three essential elements of

student success are consistently maintained: 1) a curriculum that reflects ALA core competencies

and the needs of the profession, 2) direct and indirect assessment of student learning is constant

and effective, and 3) assessment outcomes are used to inform continuous improvement in teaching quality, course content, and learning outcomes.

SLIM's 36-credit-hour MLS program is taught in a sequence of courses offered over six semesters in two years (Appendix II). Nine of the courses (18 credit hours) are required and 18 credit hours are dedicated to electives and/or the required courses for one of four concentrations. Courses are sequenced to provide a logical structure to the program. The SLIM Curriculum Review Committee is sub-divided into teams that consist of everyone who teaches a specific course to ensure appropriate course learning outcomes are developed (Appendix III).

All of the faculty teams are responsible for assuring that the learning outcomes for the course are associated with program learning outcomes (Appendix IV), the standard assignment used for direct assessment of student learning is related to several of the specified learning outcomes, a common rubric is used to grade the standard assignment, and the IDEA Center course assessment form has specific standard questions in common for that course. This extent of course design has been reached for all SLIM required courses.

Each team is also responsible for doing the same for follow-on elective courses that are taught either by tenured/tenure-track faculty or SLIM's national adjunct faculty (Appendix V). This is the project being worked on by the Curriculum Committee teams through the 2014 academic year. In addition to enhancing student learning objectives, consistency in course content, and assessment, the project provides a venue for stronger engagement between SLIM full-time faculty and national faculty. This is especially important because national faculty taught 55 courses (37%) and31% of credit hours in 2012-13 (Appendix VI).

The courses in the curriculum and the content of the courses are based on SLIM program learning outcomes (Appendix IV); however, consideration is also given to suggestions from the

National Advisory Council and the advisory councils in the states served by SLIM: Kansas,

Colorado, Utah, and Oregon. Of notable interest are suggestions from the Utah Council in fall

2013, which indicated emphasis on producing graduates who have an understanding of managing

projects, handling problems, and are skilled at working with the public; i.e., having empathy,

understanding learning styles, recognizing diverse intellectual capacity, etc. All groups also

emphasized the need for an emphasis on leadership.

Fortunately, SLIM had already implemented its new concentration in Leadership and

Administration and is planning to add a leadership component to all required courses. In

addition, we recognize that all professional librarians and other information specialists are

expected to be leaders in many aspects of their careers. SLIM is working toward a partnership

with the Kansas Leadership Center (KLC) to develop leadership components for every required

course in its curriculum. Its leadership initiative will be the model program for ESU graduate

programs. SLIM faculty will be trained by the KLC in 2014.

In 2012, SLIM added the following MLS concentrations and made progress on

standardizing syllabi and a standard assignment in each required course:

- Addition of a nine-hour concentration in Archive Studies
- Addition of a nine-hour concentration in Leadership and Administration
- Addition of a nine-hour concentration in Librarianship for Children and Young Adults
- Addition of standard learning outcomes for all sections of each required course
- Addition of a standard individual assignment for all sections of each required course to enable direct assessment of student achievement of designated learning outcomes

A listing of the new courses and descriptions that were developed and approved to

enhance the MLS program, support the new concentrations that were approved in 2012, and add

to the Leadership and Administration Concentration approved in 2013 are in Appendix VII.

As indicated in the September 15, 2012 *Revision to SLIM's 2011 Report*, SLIM has

developed a vigorous continuous improvement program based on faculty curriculum review

teams that are updating course learning outcome goals; making use of IDEA Center data from

each section of all courses to improve teaching, student learning, and

course content; and increasing engagement with national adjunct faculty who teach SLIM

electives. In addition, the regional directors who are based in Kansas (two), Colorado, Utah, and

Oregon are an integral part of these discussions. The regional directors are present at every

weekend-intensive class and are instrumental in planning for invited speakers, organizing panels

of alumni, and inviting leaders in the profession to enrich the classroom experience. Due to their

close association with the students and the employers in their locations, they add valuable

information to discussions about continuous improvement to the SLIM program.

The SLIM capstone course, which is based on an achievement portfolio and is mandatory

for graduation, has historically demonstrated student mastery of the SLIM program learning

outcomes. In addition, student course evaluations are conducted for each course at the end of

each semester using IDEA Center surveys. The online IDEA Center evaluation is a nationally

normed survey that provides student assessment data related to the content, instruction, and

effectiveness of each course. The comment section of the survey is especially helpful in

developing plans to close the loop between teaching intention and actual outcomes. As indicated

in the September 17, 2012 revised report, additional indirect assessments are provided by student

"minute papers" about the program; comments harvested from surveys of alumni, state and

national employers; and state and national advisory board members. This data is summarized by

the SLIM dean for use in continuous improvement and planning for the future.

Direct assessment of student learning is based on the course learning outcomes as

measured by assignments that are common across the sections of each course. By providing a

standard structure for learning outcomes and direct assessment, faculty are able to identify

patterns and themes in the data that can be addressed to close any gaps. Development and

population of a database that will serve as a repository of the data, analyses, and pertinent actions

is expected to be completed in early 2014. Indirect and direct assessments of the program's

effectiveness continue to result in policy changes, revision of the faculty recognition document,

and updated procedures that enable continuous improvement of course and program learning

outcomes.

Standard III: Faculty

SLIM is fortunate to continue with a fully-staffed faculty of 10, including the dean

(Appendix VIII)**.** An update on committee assignments is in Appendix IX. After several years of

re-organization due to retirements and resignations, SLIM is experiencing stability and a

renewed faculty. Andrew Smith became tenured in fall 2013 after serving as Interim Dean at

SLIM for the 2013 academic year while the incumbent dean, Gwen Alexander, was appointed

Interim Vice President of Academic Affairs and Provost for ESU. Upon Dr. Alexander's return

to the SLIM dean position in July 2013, Dr. Smith was appointed Interim Associate Dean of

SLIM, dedicating half of his time to teaching and half to administration. A search for candidates

for this permanent position has been approved for spring 2014.

Dr. Charles Seavey returned to retirement in 2012 after serving SLIM as a full professor

for a year and as an adjunct for two semesters. During his time with SLIM, he made considerable

contributions to the success of the program and as a mentor to the tenure-track faculty. He was

replaced by Dr. Sarah Sutton, an experienced librarian and researcher. Kalyani Ankem's contract

was not continued following spring 2013 and she was replaced Dr. Janet Capps.

Dr. Sutton was the Serials/Electronic Resources Librarian from 2002 to 2012 at Texas A&M Corpus Christi. Her education includes an MLS and Ph.D. from Texas Women's College and she has an extensive history of service associated with her position and professional organizations. Dr. Sutton took third place in the ESU 2013 Assessment Forum Poster competition in 2013. Her poster, *Continual Improvement: Using a knowledge survey to measure and improve student learning in blended delivery masters level courses,* is indicative of her interest in excelling as a SLIM assistant professor.

Dr. Janet Capps joined SLIM in Fall 2013 as an Assistant Professor with qualitative and quantitative research skills and interests in the theoretical aspects of information, youth services and literacy. She held a two-year appointment as a post-doctoral researcher with The Ohio State University, was a visiting professor at The Florida State University, and was on the faculty of Radford University. Dr. Capps holds a Ph.D. in Communication & Information and an MLS from the School of Library & Information Studies at The Florida State University.

Dr. Dale Monobe joined SLIM in Fall 2013 as a temporary Assistant Professor and is transferring to Salt Lake City as SLIM's Utah Regional Director beginning January 2, 2014. Dr. Monobe has a Ph.D. from the University of Northern Colorado, an M.Ed in Educational Psychology from the University of Utah; and an MLS from Emporia State University. He has worked in the David Branch Library of Weber State University and taught as adjunct faculty for Westminster College, Salt Lake Community College, and University of Hawaii.

Dr. Christopher Hinson joined SLIM in December 2013 as a temporary Assistant Professor to replace Dale Monobe on the faculty. Dr. Hinson graduated with a Ph.D. with an emphasis in Information Policy from The Florida State University in 2007. He also has an MS in Political Science (2009) and an MS in Library and Information Studies from The Florida State

University (2002). Research interests include federal and state information policy, legal informatics, and innovative research methodologies.

More information about Drs. Sutton, Monobe, Capps, and Hinton and continuing faculty is in Appendix X. Committee assignments are in Appendix IX.

SLIM employs national adjunct faculty to teach many electives that are practice-based. A list of current adjuncts and their qualifications is attached as Appendix V.

Standard IV: Students

SLIM student enrollment was 306 in fall 2012 and 317 in fall 2013 (20th day count). This is below the high of 340 students in fall of 2011, which was due to a adding a second cohort in Kansas City. The retention rate during the period was 87 percent. SLIM is looking forward to an increase in enrollment in spring 2014. This semester's enrollment has already exceeded Fall 2013 and is expected to be near 340 by the beginning of the semester.

Students access information about the SLIM program on the ESU Web site, through marketing programs in each location, and links to SLIM on the ALA and state library Web sites. Regional directors follow-up on all inquiries and facilitate admission to the ESU Graduate School and SLIM, provide degree advising, and enroll students.

SLIM has historically started a new student cohort every other year in Utah and in Colorado; however, this frequency was increased to an annual cohort at both locations two years ago. Students attend weekend-intensive classes twice a semester for each required course and some electives or they can elect to take electives online, all of which are offered online at least once each year. SLIM limits the number of students in each cohort/class and strives for a class size of 25 students or fewer. In addition, SLIM offers all electives online at least once each year.

There are usually two cohorts per location for the two-year program; however, some years a

large cohort requires that the group be split into two to maintain the smaller class size.

Library services for on-campus and distance students have not changed and are fast and

convenient. SLIM students who are on campus enjoy the new Library Learning Commons,

which is open 24/7. Technology support is provided by the ESU Information Technology

Department Help Desk and the SLIM Tech Team of graduate assistants.

SLIM funds a contingent of 14 graduate assistants with stipends and tuition waivers.

SLIM has also been able to make larger scholarships available to incoming and continuing

students due to the increased value of endowed funding. In addition, student financial aid is

available and the ESU Graduate School provides funds for research projects, professional

development, and travel for students.

Standard V: Administration and Financial Support

SLIM continues to have strong financial and administrative support from ESU at all

levels. The SLIM support staff is adequate and includes a director of academic program

administration, five Regional Directors, a business manager, and an office manager. Under the

new president, fiscal reporting has been adjusted somewhat to combine SLIM regional revenue

and expenses as part of the institution's salary and OOE allocation. This adjustment has been

reported on the ALA/ALISE statistical report although there is little change to budget

allocations. A slight decrease in funding by the Kansas State Legislature and a need to build

fiscal reserves resulted in a decrease of $1.5 million dollars to the ESU Academic Affairs budget

in FY2014, which began July 1, 2013. As a result, SLIM deleted its dedicated technology

coordinator position and transferred associated responsibilities to the ESU Information

Technology Department in June 2013. This change has not had a detrimental effect on faculty,

staff, or students and actually resulted in better service. At the same time, additional funding for implementation of an Informatics program in 2014 was allocated to SLIM. SLIM's OOE budget has remained the same and faculty and professional staff have been given an across-the-board raise of 2% effective in December 2013

Standard VI: Physical Resources and Facilities

SLIM occupies the third and fourth floors of the south wing of ESU's White library. Each full-time faculty member has a refurbished private office, phone, and computer. Classes are taught on campus in Emporia, at the ESU Metro Learning Center in Overland Park (Kansas City), at the West Jordan Library in Salt Lake City and Utah Valley University in Orem, at Front Range Community College in Denver, and Portland State University in Portland. The new West Jordan Library is located in the Viridian Event Center, an exciting new community gathering place. SLIM's large classroom was upgraded in 2012 with new computer equipment, tables, and chairs. All campus and leased facilities are convenient and allow accessibility to disabled students. The office and instructional spaces provide physical resources sufficient to accomplish teaching and learning objectives.

Summary

In summary, ESU and SLIM are not facing major changes in the near future. President Shonrock and Provost Cordle are forward-thinking administrators who are currently engaged in developing a new strategic plan for the university. They appreciate the hybrid nature of the SLIM courses that combine online and face-to-face instruction and the extensive use of up-to-date technology used by both the tenured/tenure-track and adjunct faculty. The successful SLIM program has maintained adequate funding and faculty lines to continue to provide an affordable and accessible graduate education to MLS students in Kansas, Colorado, Utah, and Oregon.

APPENDIX I: 9/15/2012 REVISION TO SLIM 2011 BIENNIAL REPORT

September 17, 2012

American Library Association
Office for Accreditation
50 E. Huron Street
Chicago, IL 60611-2795

Re: Revision to SLIM Biennial Narrative Report

Thank you for the opportunity to supplement Emporia State University's (ESU) School of Library and Information Management (SLIM) 2011 Statistical Data and Biennial Narrative Report by providing additional information on curricular changes underway and SLIM's student learning assessment program.

Curricular Changes Underway

Curricular changes approved in 2010 and 2011 include creating nine-hour concentrations in Archive Studies (LI809, LI818, and LI827) and Librarianship for Children and Young Adults.

To respond to SLIM's library and archives studies constituencies, SLIM faculty identified a nine-credit-hour concentration that includes the following courses: LI809 Introduction to Archives (3 credit hours), LI818 Archival Arrangement and Description (3 credit hours), and LI827 Preservation Strategies (3 credit hours).

To respond to SLIM students' interest in pursuing children and young adult librarianship and to the needs of our constituencies, including the Kansas library community, SLIM faculty developed a nine-credit-hour concentration that includes the following courses: LI831 Resources and Services for Children (3 credit hours), LI832 Resources and Services for Young Adults (3 credit hours), and two new courses, LI829 Resources and Services for Early Learners (2 credit hours), and LI857 Designing & Implementing Programs for Children and Young Adults (1 credit hour).

New courses to support a concentration in Leadership and Administration of Information Organizations were developed and approved by ESU in spring 2012 and the concentration is currently under consideration for approval by the Kansas Board of Regents and scheduled to begin accepting students in fall 2013. In addition to completing LI805 Management and Information Organizations, which is a required course in the MLS program, nine credit hours of courses in the concentration include the following: LI850 Leadership and Information Organizations, LI868 Advocacy and Information Organizations (new), and LI870 Practicum, all three credit hours.

In addition, an MS in Informatics with an initial concentration in Nursing is expected to be developed and approved before the end of AY2013, with classes beginning fall 2013. The State of Kansas legislature approved special funding of $250,000 annually to support this program at ESU. The multi-disciplinary program will be housed at SLIM and offer courses from SLIM, the Information Systems department of the ESU School of Business, and ESU's Nursing program. We anticipate adding more multi-disciplinary concentrations, such as Health Care, Public Health, and Intelligence Analysis and Repackaging, to the Informatics degree over the next several years. SLIM will add one additional tenure-track faculty member as a result of this new program.

The Special Libraries Association and SLIM advisory boards are encouraging SLIM to consider placing more emphasis on extra-library courses due to what is perceived as declining demand for public/academic librarians and more demand for information specialists in private enterprise and non-profit organizations. SLIM faculty are currently researching opportunities in these areas.

Extensive course changes were made in 2010 and 2011 to refine course titles and descriptions and, in addition to adding concentrations in Archive Studies and Librarianship for Children and Young Adults, organizing the concentration in Leadership and Administration of Information Organizations, participating in the planning for an MS in Informatics, and researching opportunities in other information management areas, the SLIM faculty has been dedicated to developing a comprehensive program of direct assessment of student learning.

Direct and Indirect Assessment of Student Learning Outcomes

Gwen Alexander, who has been Dean of SLIM since before it was awarded accreditation for seven years in 2008, is serving as Interim Provost and Vice President of Academic Affairs for AY2013 before returning to the SLIM Dean position in summer 2013. During this period, Associate Professor Andrew Smith is Interim Dean of SLIM.

Provost Alexander is also co-chair of ESU's accreditation review by the Higher Learning Commission (HLC) in 2014. This is coincidentally the same year the self-study for SLIM will be due for review by the COA preliminary to the team visit and accreditation action in 2015. Since Provost Alexander is in charge of gathering information from all ESU schools and colleges for HLC, she is particularly concerned that SLIM has outstanding participation in this regard. Of specific interest to both HLC and COA is the assessment of student learning/planning improvement/implementing improvement/assessing difference in outcomes loop of continuous improvement.

In the past, SLIM's program of assessment was heavily dependent on student learning results as demonstrated in the Capstone (LI 880) course portfolio. All students must pass the Capstone course, which is based on an achievement portfolio, in their final MLS semester. Students select one or more assignments to illustrate how each met program learning outcomes and reflect on how the assignment relates to these learning outcomes. The portfolios are Web-based and students show selected outcomes during their presentations. Presentations take place in the face-to-face weekend class that is the culmination of the course. SLIM has developed a data set that

indicates which assignments students have selected to address in their Capstone portfolios and their relationships to specific program learning outcomes.

Other assessment tools are student course evaluations that are conducted for each course at the end of each semester using IDEA. The online IDEA evaluation is a nationally normed survey that provides extensive information about how students respond about the content, instruction, and learning outcomes; however, this is an indirect measure of student learning. Additional indirect assessments are the minute papers students submit following Capstone presentations and comments about alumni competencies from SLIM's state and national employers and advisory boards. All patterns and themes that emerge from these data are summarized by the Dean and regularly addressed in faculty meetings. Follow-up actions are implemented and accountability is assigned.

Because course-level learning outcomes all relate to the program-level learning outcomes, SLIM has recently taken an aggressive approach to developing a direct learning assessment program that is finely tuned to every course that is taught within the curriculum. The program-learning outcomes that are included have long been associated with COA standards and include competencies identified by ALA.

To address direct assessment of student learning, SLIM faculty laboriously reviewed each course in SLIM's curriculum to develop appropriate student learning outcomes and an associated standard assignment, including rubrics. Most of the required assignments address more than one course learning outcome. For example, the LI805 Management and Administration of Information Organizations standard course assignment is the development of a strategic plan that includes sections on organizational charts, human resources, budgeting, marketing, facilities, etc. This assignment is a practical method of determining if the students have developed sufficient knowledge in each area to demonstrate mastery of the course learning outcomes.

SLIM finalized the direct student learning assessment plan in time to implement it beginning with the fall 2012 semester. This schedule will result in seven semesters of program-level statistics based on direct assessments of student learning outcomes before the COA self-study is due. Indirect student learning outcomes provided by the IDEA course assessments and the Capstone portfolios will continue.

Many changes to the curriculum and courses, course delivery, inclusion of technology, and policies (such as the acceptable interval between assignment due dates and return with faculty comments) have been made over the past four years to close the loop between outcomes, assessment, and teaching. Until recently, awareness of most of the gaps in delivery and learning have come from student comments on the IDEA evaluations. These reports have been reviewed by the Dean and faculty members, adjustments suggested, and changes implemented in response to the information. Policy changes have been initiated in faculty meetings, the faculty recognition document has been revised, and procedures have been developed to support continuous improvement in course and program learning outcomes.

SLIM has regularly provided evidence of student learning outcomes internally to ESU and externally to state and national advisory boards. Although students must re-take any of the nine

required courses if they earn less than a B- grade and their overall grade-point average must be at least 3.0 in order to graduate, the program retention rate for AY 2011 is 95.4 percent. SLIM is proud of student learning outcomes and is developing a Web page that makes public the aggregated academic achievement of the student body.

Please contact me if you have further questions.

Sincerely,

Gwen Alexander
Interim Provost and Vice President of Academic Affairs

APPENDIX II: SLIM MLS COURSE ROTATION SCHEDULE

COURSES OFFERED EACH FALL (29)
LI513 Technology Skills for Graduate Students (1)
LI800 Introduction to Informatics (3)
LI801 Foundations of Library and Information Science (3)
LI802 Information-seeking Behavior and User-centered Services (3)
LI809 Introduction to Archives (3)
LI811 Community Needs Analysis (3)
LI814 Cataloging and Classification (2)
LI815 Information Technology (3)
LI829 Resources and Services for Early Learners (2)
LI833 Resources and Services for Diverse Populations (3)
LI835 Information Services for Academic Libraries (3)
LI837 Teaching in the Information Professions (2)
LI843 Web Design and Development (3)
LI855 Collection Development and Management (3)
LI857 Developing and Implementing Programs for Children and Young Adult (1)
LI859 Project Management in Information Organizations (3)
LI860 Cur Issues in Global Information Infrastructure (1-3)
LI867 Nursing and Healthcare Informatics (3)
LI876 SLM Elementary Practicum (1)
LI870 General Practicum (1-3)
LI873 Archives Practicum (3)
LI880 Capstone Course: Assessing the MLS Experience (1)
LI883 Introduction to Metadata (1)
LI884 Advanced Metadata Applications   (2)
LI885 Bibliographic and Research Methods in Archives (3)
LI896 Directed Readings (1-3)
LI947 Dissertation Proposal (3)
LI949 Continuous Enrollment (1)
LI950 Dissertation (3-15)

COURSES OFFERED EACH SPRING (29)
LI513 Technology Skills for Graduate Students (1)
LI801 Foundations of Library and Information Science (3)
LI802 Information-seeking Behavior and User-centered Services (3)
LI804 Organization of Information (3)
LI805 Management and Information Organizations (3)
LI810 Research in Library and Information Science (3)
LI811 Community Needs Analysis (3)
LI814 Cataloging and Classification (2)
LI815 Information Technology (3)
LI816 Legal Information Research and Retrieval (3)

LI818 Archival Arrangement and Description (3)
LI831 Resources and Services for Children (3)
LI843 Web Design and Development (3)
LI844 Database Design (3)
LI849 Records and Information Management (3)
LI850 Leadership and Information Organizations (3)
LI858 Information Literacy and Instructional Collaboration (2)
LI860 Cur Issues in Global Information Infrastructure (1-3)
LI869 Evidence-based Practice in Nursing and Healthcare (3)
LI870 General Practicum (1-3)
LI873 Archives Practicum (3)
LI877 SLM Secondary Practicum (2)
LI880 Capstone Course: Assessing the MLS Experience
LI883 Introduction to Metadata
LI884 Advanced Metadata Applications
LI896 Directed Readings (1-3)
LI947 Dissertation Proposal (3)
LI949 Continuous Enrollment (1)
LI950 Dissertation (3-15)

COURSES OFFERED EACH SUMMER (18)
LI755 Summer Institute for SLM (1)
LI804 Organization of Information (3)
LI805 Management and Information Organizations (3)
LI810 Research in Library and Information Science (3)
LI819 Information Retrieval (3)
LI827 Preservation Strategies (3)
LI832 Resources and Services for Young Adults (3)
LI835 Information Services for Academic Libraries (2)
LI837 Teaching in the Information Professions (2)
LI838 Government Resources (2)
LI843 Web Design and Development (3)
LI851 Managing the School Library Media Center (3)
LI855 Collection Development and Management (3)
LI860 Cur Issues Global (1-3)
LI868: Advocacy and Information Organizations (3)
LI870 General Practicum (1-3)
LI873 Archives Practicum (3)
LI874 Informatics Practicum (6)
LI880 Capstone Course: Assessing the MLS Experience (1)

SUGGESTED COURSE SEQUENCING FOR MASTER OF LIBRARY SCIENCE
(MLS DEGREE)

This is the recommended 2-year schedule for a Master of Library Science graduate student who is admitted in fall semester (Emporia and Oregon student cohorts).

Semester 1 (6-7 hours)
LI513 Technology Skills for Graduate Students
(required but not credited towards degree)
Information Science
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-Centered Services

Semester 2 (6 hours)
LI804 Organization of Information
LI810 Research in Library and
Information Science

Semester 3 (6 hours)
LI855 Collection Development and Management
       Elective (3 hours)

Semester 4 (6 hours)
LI805 Management and Information
Organizations
Elective (3 hours)

Semester 5 (6 hours)
LI815 Information Technology
Elective (3 hours)

Semester 6 (6 hours)
Electives (5 hours)
LI880 Capstone Course: Assessing
the MLS Experience (1 hour)

SUGGESTED COURSE SEQUENCING FOR MASTER OF LIBRARY SCIENCE
(MLS DEGREE)

This is the recommended 2-year schedule for a Master of Library Science graduate student who is admitted in spring semester (Colorado, Overland Park, and Utah student cohorts).

Semester 1 (6-7 hours)
LI513 Technology Skills for Graduate Students
(required but not credited towards degree)
Information Science
LI801 Foundations of Library and Information Science
LI802 Information-seeking Behavior and User-Centered Services

Semester 2 (6 hours)
LI804 Organization of Information
LI810 Research in Library and
Information Science

Semester 3 (6 hours)
LI855 Collection Development and Management
Elective (3 hours)

Semester 4 (6 hours)
LI805 Management and Information
Organizations
Elective (3 hours)

Semester 5 (6 hours)
LI815 Information Technology
Elective (3 hours)

Semester 6 (6 hours)
Electives (5 hours)
LI880 Capstone Course: Assessing

the MLS Experience

APPENDIX III: CURRICULUM REVIEW TEAMS

Teams for Learning Outcomes, course descriptions, common assignment, IDEA questions

Team 1: (Mirah, Rajesh, Cameron, Gwen)
LI801(R) Foundations of Library and Information Science – Title, description, outcomes, and common assignment done.
LI861 Current Issues in Information Transfer

Team 2: (Mirah, Sheila, Cameron, Sarah, Gwen)
LI802(R) Theoretical Foundations of Service: Diagnosis and Customization – Title, description, outcomes, and standard assignment done
LI813 Reference and User Services
LI819 Information Retrieval and Customization – DONE as part of Informatics
LI835 Information Services for Academic Libraries
LI838 Government Resources

Team 3: (Ann, Sarah, Sheila)
LI804(R) Organization of Information – Title, description, outcomes and common assignment done.
LI814 Cataloging and Classification - changes will be submitted late fall, early spring.
LI842 Indexing and Abstracting

LI 83 Introduction to Metadata
LI 884 Advanced Metadata Applicationss

Team 4: (Rajesh, Andrew, Cameron, Gwen)
LI805(R) Leadership and Administration of Information of Organizations - Title, description, outcomes and common assignment done
LI850 Management of Information Agencies
LI859 Project Management and Information Organizations done
LI868 Advocacy and Information Organizations done
 LI863 Current Issues in Management of Information Organizations

Team 5: (Mirah, Rajesh, Andrew, Sheila, Gwen)
LI810 Research in Library and Information Science - Title, description, outcomes and standard assignment done.

Team 6: (Andrew, Mirah, Cameron, Sarah, Gwen)
 LI880 Capstone done

Children and Young Adults Cluster - (Andrew and Janet)
LI829 Resources and Services for Early Learners

LI831 Resources and Services for Children
LI832 Resources and Services for Young Adults

Archival Cluster -- (Sheila and Andrew)
LI809 Introduction to Archives—Title, description, outcomes done
LI818 Archival Arrangement and Description
LI827 Preservation Strategies
LI849 Records and Information Management
LI873 Archive Studies Practicum

Technology Cluster – (Andrew, Janet and Sarah)
LI 513 Technology Skills for Graduate Students done
LI815 Information Technology – In process
LI840 Structure and Organization of Information Technology,
LI843 Web Design and Development ,
LI844 Database Design done
LI846 Computer Networking for Libraries and Information Organizations
LI853 Technology Institutions, Policies and Operations,
LI862 Current Issues in Technology

Legal cluster – (Sheila and Chris)
LI866 Introduction to Copyright and Licensing
LI848: Issues in Preservation, Access, and Digitization
LI816: Legal Information Research and Retrieval

School library media – (Andrew, Janet, and Mirah)
LI851 Managing the School Library Media Center (KSDE)
LI858 Information Literacy and Instructional Collaboration

Completed classes – not in cluster or team
LI833 Resources and Services for Diverse Populations – Title, description and outcomes done.
Needs to go through ESU process
LI855 Collection Development and Management –LI865: Independent Study (review
completed/rarely approved)

Miscellaneous:
LI811: Community Needs Analysis.
LI839 History of Libraries (Ann) – Mostly done.
LI870 General Practica (Candy)
LI837 Teaching in the Information Professions (Andrew)
LI806: Global Information Infrastructure (Andrew)
LI860: Current Issues in Global Information Infrastructure (Andrew)
LI834: Information Transfer in Information Centers

APPENDIX IV: SLIM PROGRAM OUTCOMES AND PROFESSIONAL VALUES

PROGRAM OUTCOMES

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Graduates of the SLIM Master of Library Science degree program will be able to:

PO1   Articulate a philosophy of ethical and client-centered information services for the library and information professions. (Foundations of the Profession)

PO2   Explain and implement the development, maintenance, and management of collections and resources to meet specific information needs. (Information Resources)

PO3   Explain, use, maintain, and develop systems to organize and retrieve recorded knowledge. (Organization of Recorded Knowledge and Information)

PO4   Employ current and emerging technologies effectively for communication, and to search for, identify, repackage, and deliver information resources.(Technological Knowledge and Skills)

PO5   Retrieve, evaluate, and synthesize information resources to fulfill an information needs assessment; evaluate the usefulness of these resources to the user.(Reference and User Services)

PO6   Evaluate, critique, and discuss new research in the field; assess library or information problems and identify an appropriate research method. (Research)

PO7   Demonstrate a commitment to lifelong learning by participating in professional development activities and disseminating new information to colleagues and patrons. (Continuing Education and Lifelong Learning)

 PO8   Aid in effective and appropriate change in library and information services through collaboration, communication, and collegiality. (Administration and Management)

PROFESSIONAL VALUES

As reflective practitioners, graduates will demonstrate the following professional values:

 PV1 Commit to quality client-centered services, advocate for equity and value diversity in its many forms. (Service)

 PV2 Demonstrate leadership potential, with creativity in problem solving and openness to new ideas. (Leadership)

 PV3 Exhibit ethical behavior, knowledge, and attitudes. (integrity)

 PV4 Guide and teach current and future clients and information professionals to ensure the continued growth of the field. (Mentorship)

APPENDIX IV: ADJUNCT FACULTY INFORMATION

2013 Ongoing Faculty

Gemma Blackburn, MLS
SLIM Adjunct for Technology courses
Wichita State University Library System Dev. 2008-present
BA Wichita State University 2001
MLS Emporia State University 2007

Nancy Brown MLS, Ph.D.
SLIM Adjunct for Children and YA Resources
Asst Clinical Professor Georgia State U. 2002-2012
MLS University of Hawaii 1973
Ed.S. Georgia State U. 1998
Ph.D. Georgia State U. 2002

Karen Diller, MLS (Ph.D. ABD at ESU)
SLIM Adjunct for Academic Library Resources
Assoc. Library Director Washington State U. 2003-2007
  except Interim Asst. Vice Chancellor of Academic Affairs
  Washington State U. 2007-2009
MLS U. of Michigan 2989
ABD Ph.D. student at ESU

Lori Franklin, MLS, Ph.D.
SLIM Adjunct for YA courses
Library Media Specialist, Olathe East High School 2006-present
MLS Florida State University 1996
Ph.D. ESU 2012

David Hanson, MLS
SLIM Adjunct Leadership and Administration courses
Kansas City Public Library 2012-present
Former Director Linwood Public Library
MLS ESU 2005

Brenda Hough, MLS
SLIM Adjunct for Technology courses
NE Library System Continuing Ed Consultant
MLS ESU 1995
ESU Ph.D. ABD 2003-11

Kris Kern, MA, MLS (Ph.D. ABD)
SLIM Adjunct for Archive courses
Preservation/Catalog Librarian, Portland State U. 1998-present
MLS ESU 1997
MA Portland State University

Tracy Kreighbaum, MLS (Ph.D. ABD)
SLIM Adjunct for Community/Diversity courses
MLS Kent State 1998
Librarian various libraries 2001-2006;
District Services Manager, Chester County Library 2006-2007

Ann Liebst
SLIM Adjunct for Government Resources
Director Technical Services 2008-present
Linda Hall Library of Science, Engineering & Technology
MLS ESU 1991
Ph.D. studies 2001-6 ABD ESU

Melissa Messina, MLS
SLIM Adjunct for Web design and Metadata courses
MLS ESU 2010
2014 Ph.D. Student SLIM

Donna Reed, MLS, Ph.D.
SLIM Adjunct Collection Dev. & Mgmt.
Director of Libraries, Portland Community College 2006-present
MLS 1996 ESU
Ph.D. Oregon State University

Keith Rocci, MA, ME
SLIM Adjunct for Technology courses
Washburn University Mabee Library librarian
ME Northern Arizona University 2004
MA(MLS) U of Arizona 2006

David Steward, MBA
SLIM Adjunct for Records and Info Management
Director of Records for Blackwell, Sanders, Pepper, Marlen
  Law Firm 1999-present
MBA MidAmerican Nazarene U. 2003
ESU MLS

Ashley Todd-Diaz, MSM, MA
SLIM Adjunct for Archive courses
Curator of Special Collections and Archives, ESU 2012-present
MSM Info Science State University of NY-Albany 2011
MA NYU, NY 2011

Matt Upson, MLS, MA
Asst. Professor/Librarian ESU Library 20
MLS ESU 2009

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APPENDIX VI: NUMBER OF COURSES AND CREDIT HOURS TAUGHT BY FULL-TIME AND ADJUNCT FACULTY SPRING 2012 THROUGH FALL 2013

	Courses Taught Spring 2012	Courses Taught Fall 2012	Courses Taught Spring 2013	Courses Taught Fall 2013	Total Courses Taught 2012-2013
Full-time Faculty	25 (64%)	20 (61%)	20 (56%)	26 (67%)	94 (63%)
Adjunct Faculty	14 (36%)	13 (39%)	16 (44%)	13 (33%)	55 (37%)
Total	39	33	36	39	149

	Credit Hours Taught Spring 2012	Credit Hours Taught Fall 2012	Credit Hours Taught Spring 2013	Credit Hours Taught Fall 2013	Total Credit Hours Taught 2012-2013
Full-time Faculty	65 (64%)	59 (68%)	57 (74%)	64 (72%)	245 (69%)
Part-time Faculty	36 (36%)	28 (32%)	20 (26%)	25 (28%)	109 (31%)
	101	87	77	89	354

APPENDIX VII: NEW COURSES AND DESCRIPTIONS

The Archive Studies Concentration courses were already part of the SLIM course offerings for the existing Certificate in Archieve Studies.

New courses to support the Leadership and Administration Concentration

LI 868 Advocacy and Information Organizations (3 credit hours)
Students learn to apply advocacy tools and practices to build and create stakeholder support for the information organization's goals and resource needs. Students learn marketing, public relations, and development techniques for use in information organizations.

LI 859 Project Management and Information Organizations
This course examines the theory and practice of project management within information organizations. Students study the roles and responsibilities of project managers and learn a practical approach to managing projects in information organizations. The course covers all aspects of the project life-cycle (initiating, planning, executing, monitoring/controlling, and addresses staffing, workflow, communication and team-building, tools and techniques, and software.

New courses to support the Librarianship for Children and Young Adults Concentration

LI 829 Resources and Services for Early Learners (2 credit hours)
Explores resources and services for early learners and their families. Students apply their knowledge of child development and language acquisition theory to the design of services and the acquisition of appropriate materials to encourage early literacy. Storytelling and the use of music and puppetry to foster language and literacy are also examined.

LI 857 Designing and Implementing Programs for Children and Young Adults (1 credit hour)
Examination of the principles, policies, and procedures associated with creating, planning and implementing library programs for early and middle childhood and young adults. Students also learn about staffing, managing, evaluating and advocating for these programs, and study best practice in recruiting and collaborating with external partners to provide sustainable programs that foster reading and information literacy within the community.

LI 858 Information Literacy and Instructional Collaboration (2 credit hours)
Explores teaching information literacy and instructional collaboration with classroom teachers in K-12 school settings. The course also discusses the role of the school library media specialist in addressing state and national standards, in authentic assessment, and in establishing professional collaborative relationships across the entire learning community.

New courses to support the MLS program

LI 833 Introduction to Metadata (1 credit hour)

An introduction to the concepts, principles, and terminology required for work with metadata in information agencies such aslibraries, museums, and archives. Students explore existing metadata schemas, application profiles, and standards in context. This course builds on concepts from LI804 and includes analysis, comparison, andevaluation of existing metadata and encoding schemas as well as the creation of metadata records. Prerequisite: LI804 or permission of instructor.

LI 884 Advanced Metadata Applications (2 credit hours)
An examination of the theory, practice, and current issues in the application of metadata in information agencies. Course topics include approaches to creating metadata schemas and application profiles, designing and documenting metadata and encoding schemas, and learning associated metadata tools and technologies. Students will explore current issues in metadata application.Prerequisite: LI883 or concurrent enrollment.

New courses to support the proposed Informatics Concentration

LI 800 Introduction to Informatics (3 credit hours)
The course is an introduction to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics. Students will also be introduced to statistical analysis and simple programming. Information processing applications to solve real world problems in broad domains willbe emphasized.

LI 827 SLIM practicum in Informatics (3-6 credit hours)
The practicum course provides opportunities for students, under the supervision of informatics faculty, to apply synthesized content from informatics core and concentration courses in designing solutions for information and communication needs in real-world environments. Student-prepared proposals to address identified domain needs will reflect knowledge of information structures, information processes, and information technology; will demonstrate knowledge of appropriate professional standards and scope of practice; and will contribute to improved client outcomes.

Note: This is a cross-disciplinary program that includes existing SLIM courses (LI 819 Information Retrieval) and Information Systems courses from the ESU School of Business)

APPENDIX VIII: CHART OF CURRENT SLIM FACULTY

Current faculty 12-01-13

Name	Rank and tenure status	Year appointed to current rank	Initial appointment
Mirah Dow, Ph.D.	Associate Professor, tenured		1999
Ann O'Neil, Ph.D.	Professor, tenured	Summer 2004	2004
Gwen Alexander, Ph.D.	Associate Professor, tenured	Summer 2007	2007
Sheila O'Hare, J.D.	Assistant Professor, not tenured	Fall 2010	2010
Rejesh Singh, Ph.D.	Assistant Professor, not tenured	Fall 2009	2009
Andrew Smith, Ph.D.	Assistant Professor, tenured	Fall 2010	2010
Cameron Tuai, Ph.D.	Assistant Professor, no tenured	Fall 2011	2011
Sarah Sutton, Ph.D.	Assistant Professor, no tenured	Fall 2012	2012
Dale Monobe, Ph.D.	Assistant Professor, temporary	Fall 2012	2012
Janet Capps, Ph.D.	Assistant Professor, not tenured	Fall 2013	2013
Christopher Hinton, Ph.D.	Assistant Professor, temporary	Fall 2013	2013

APPENDIX V: SLIM COMMITTEE ASSIGNMENTS

SLIM 2013/2014 COMMITTEE ASSIGNMENTS

Standing committees, members, and charges for the 2013-14 ESU academic year
Note: Conveners have the responsibility of calling the first meeting; members will elect the committee chair at the first meeting; the chair is responsible for submitting an end-of-year report of committee outcomes in May before the end of the academic year.

ACADEMIC APPEALS COMMITTEE (Ad Hoc)

Members are appointed by the dean for a one-year term except subject to change if there is a conflict of interest with any member of the committee. An ad-hoc chair will be appointed based on the student making the appeal.
Mirah Dow
Perri Parise
Ann O'Neill

Charge: Follow SLIM procedures regarding academic appeals.

ADMISSIONS AND DEGREE ELIGIBILITY REVIEW COMMITTEE

Regional directors, the director of program administration, and all tenured/ongoing tenure-track faculty are continuing members. Chair is Director of Academic Program Administration.

Mirah Dow
Rajesh Singh
Andrew Smith
Sheila O'Hare
Janet Capps
Cameron Tuai
Sarah Sutton
Candy Boardman, Chair
Perri Parise
Katie Hill
Adriane Juarez
Angie Wager
Kathie Buckman
David Willis

Charge: Follow SLIM policies and procedures regarding admissions and progress review; review policies and procuedures for admissions and progress review and make recommendations to the dean as necessary.

ALUMNI RELATIONS COMMITTEE

Regional directors are continuing members; one faculty and one staff member are appointed by the dean. The chair will be elected at the first committee meeting.

Adriane Juarez	Debra Rittgers (convener)
Perri Parise	Angie Wager
Kathie Buckman	Mirah Dow
Katie Hill	David Willis

Charge: Identify alumni who are directors of libraries, museums, and other information agencies or are otherwise especially distinguished in the field, such as holding office in professional organizations; make recommendations regarding recognition of their contributions to the profession; maintain a file of SLIM alumni for each location.

SLIM FACULTY COMMITTEES

Membership includes all tenured and ongoing tenure-track faculty members. The chair will be elected at the first committee meeting.

CURRICULUM REVIEW COMMITTEE

Ann O'Neill, Convener	Rajesh Singh
Mirah Dow	Andrew Smith
Sheila O'Hare	Sarah Sutton
Janet Capps	Cameron Tuai

Charge: Oversee the systematic review and revision of curricula and make recommendations to SLIM Council and the SLIM Dean.

FACULTY REVIEW COMMITTEE

Mirah Dow, Convener	Sheila O'Hare
Rajesh Singh	Sarah Sutton
Ann O'Neill	Janet Capps
Andrew Smith	Cameron Tuai

Charge: Develop, review, and implement policies and procedures for faculty recognition, tenure, and promotion.

DOCTORAL PROGRAM ADVISORY COMMITTEE

Committee members include tenured and ongoing tenure-track faculty plus the doctoral coordinator and two Ph.D. alumni, as recommended by the committee and appointed by the dean, and representatives from concentration areas (IDT and IS); temporary/national faculty who

teach in the doctoral program may be appointed by the dean as consultants. The coordinator is the designated chair of this committee.

Mirah Dow (Doctoral Program Coordinator/chair)
Sarah Sutton

Rajesh Singh	Janet Capps
Ann O'Neill	Cameron Tuai
Andrew Smith	Gwen Alexander, ad hoc
Sheila O'Hare	Ph.D. alumni (2)
Marc Childress	Ron Freeze

Charge:
Meet at least once each semester during the academic year; recommend policies and procedures for the doctoral program to the coordinator/dean; continuously assess progress of the program.

MARKETING COMMITTEE

Regional directors, the director of academic programs, and the office manager are continuing members; Ph.D. and MLS students are selected by committee members and appointed by the dean each year. The chair will be elected at the first committee meeting.

Adriane Juarez, Convener	Debra Rittgers
Perri Parise	David Willis
Katie Hill	Angie Wager
Candace Boardman	Candace Kitselman
Kathie Buckman	

Charge:
- Gather information on marketing opportunities in each state; i.e., information on competitors (tuition charged, courses offered, etc.)
- Develop project plan for marketing activities for AY2009 and submit to the SLIM dean and SLIM Council
- Recommend SLIM awareness opportunities
- Recommend, purchase, and allocate "give-away" items
- Recommend advertising opportunities in professional publications and programs

NATIONAL-- FACULTY DEVELOPMENT COMMITTEE

The tenured and ongoing tenure-track faculty, along with the regional directors and the director of academic programs administration are permanent members of the National-Faculty Engagement Committee. National/temporary faculty may be appointed by the dean. The chair will be elected at the first committee meeting.

Mirah Dow	Janet Capps
Rajesh Singh	Perri Parise
Sheila O'Hare	Katie Hill

Andrew Smith (Convener)	Adriane Juarez
Ann O'Neill	David Willis
Sarah Sutton	Kathie Buckman
Cameron Tuai	Candy Boardman

Charge:
- Recommend new and ongoing national faculty for appointment to the graduate faculty
- Appoint principle faculty members as liaison and mentors to national faculty
- Review and evaluate national faculty syllabi and online and face-to-face course delivery

SCHOLARSHIP COMMITTEE

The regional directors, director of academic programs administration, and the business manager are permanent appointees of the scholarship committee. One faculty member is appointed for a renewable one-year term. The chair will be elected at the first committee meeting.

Sarah Sutton (2013)	Candace Kitselman (permanent)
Katie Hill (permanent)	Candace Boardman (permanent)(convener)
Adrianne Juarez (permanent)	Angie Wager (permanent)
Perri Parise (permanent)	Debra Rittgers
David Willis (permanent)	Kathie Buckman (permanent)

Charge:
- Set deadlines for receiving applications for fall, spring, and summer scholarship applications (receive applications in time for review within nine-month academic year; i.e., before the end of the spring semester for the next fall)
- Review SLIM student scholarship applications within two weeks of the deadline using a standardized evaluation sheet/instructions provided by the committee chair.
- Meet following each review period to recommend awards (based on availability of funds from SLIM's ESU Foundation scholarship accounts for each year);
Chair reports committee award decisions to the Dean of SLIM, SLIM Business Manager, the ESU Foundation, and the ESU Financial Aid Office.

SCHOOL LIBRARY MEDIA SPECIALIST PROGRAM STEERING COMMITTEE
Members are appointed by the dean; the SLM program coordinator serves as chair and recommends members from the College of Education who are practitioners.

Andrew Smith, coordinator (convener/chair)
Candy Boardman
Janet Capps
College of Education (1);
Practitioners (2)
Mirah Dow

Charge:
- Develop and recommend policies and procedures for the SLIM school library media students (in accordance with accreditation and KSDE requirements).
- Provide guidance and advice to the program administrator
- Continuously assess progress of the program
- Make programming recommendations to the dean

STRATEGIC PLANNING COMMITTEE
Members are appointed by the dean for one-year renewable terms; membership will include two faculty, one staff member, one regional director, one Ph.D. student, and one MLS student. The chair will be elected at the first meeting.

Rajesh Singh (2013)
Andrew Smith (2013)
Candace Kitselman (2013)
Katie Hill
Ph.D. Student (1)
MLS Student (1)

Note: The committee will convene annually to update alignment of the SLIM plan with the ESU strategic plan and make progress with the charge.

Charge:
- Align SLIM strategic plan with the ESU strategic plan as well as ALA standards
- Update objectives and supporting goals
- Add assignments, goal deadlines, implementation schedule, progress review, outcome evaluation methods and cycles, changes made due to outcome evaluations
- Monitor progress of achievement of supporting goals and report to SLIM Council
- Document all related activities

APPENDIX X: NEW-- FACULTY VITAS/CONTINUING FACULTY SCHOLARSHIP

New Faculty

Sarah Sutton (Assistant Professor, tenure track)

Education
- Ph.D. Texas Women's College, Corpus Christi
- MLS Texas Women's College, Corpus Christi
- BS Washington University, St. Louis

Professional Experience
- 2002-2012 Serials/Electronic Resources Librarain, Texas A&M Corpus Christi
- 2001-2002 Library Assistant III – Acquisitions, Texas A&M Corpus Christi

Recent Publications and Presentations
- Sutton, S. (2013). A model for electronic resources value assessment. *Serials Librarian*, 64(1-4), 245-253.
- Sutton, S. (2013). Flexibility in the face of change: A review of the serials literature, 2010-11. *Library Resources & Technical Services*, 57(2), 77-86.
- O'Neill, A., Sutton, S., Azzouz, S., & Decaro, S. (Oct., 2012). *Use of a social networking site for health information about fibromyalgia.* Lightning talk presented at the ASIS&T SIG USE Symposium, Baltimore, MD.
- Sutton, S. (2011). *Core Competencies for Electronic Resources Librarians in the Twenty-First Century Library* (Doctoral dissertation), Texas Woman's University, Denton, TX.

Janet Capps (Assistant Professor, tenure track)

Education
- Ph.D. The Florida State University School of Library and Information Studies 2011
- MLS The Florida State University School of Library and Information Studies 2002
- BS The Florida State University School of Library and Information Studies 1997

Teaching Experience
- 2011-2012 Visiting Instructor (College of Information), The Florida State University
- 2005-2006 Visiting Instructor (College of Information), The Florida State University
- 2002-2004 Faculty (Media Studies Department), Radford University
- 2002-2004 Teaching Instructor (College of Information), The Florida State University
- 1999-2001 Teaching Instructor (College of Information), The Florida State University

Professional Experience
- 2011-2013 Postdoctoral Researcher, The Ohio State University
- 2011-Current Consultant, Project VIEWS 2: Valuable Initiatives in Early Learning that Work Successfully, Funded by IMLS, University of Washington

- 2006-2011 Research Assistant, The Florida State University
  1999-2001 Computer Applications Specialist/Project Manager, College of Information,
  The Florida State University

Recent Publications and Presentations
- Justice, L.M., Piasta, S.B., Capps, J.L, Levitt, S.R. & Columbus Metropolitan Library (in press). *Library-Based Summer Readings Clubs: Who Participates and Why?*
- Park, S.J., Capps, J. (2011) Satisfaction of JELIS Subscribers and Users: Comparative Analysis. *Journal of Education for Library and Information Science*, 52(1), 3-8.
- Dresang, E.T., & Burnett, K, Capps, J., & Feldman, E.N. (2011). *The early literacy landscape for public libraries and their partners.* Unpublished white paper supported by Project VIEWS.

Christopher Hinton (Assistant Professor, temporary)

Education
- Doctor of Philosophy in Library and Information Studies, Florida State University, College of Information, Tallahassee, Florida (December 2007). Emphasis: Information Policy.
- Master of Science in Political Science, Florida State University, College of Social Sciences and Public Policy, Tallahassee, Florida (August 2009). Major: American Politics and Public Policy.
- Master of Science in Library and Information Studies, Florida State University, School of Information Studies, Tallahassee, Florida (April 2002). Major: Information Studies.
- Bachelor of Science in Liberal Studies, University of the State of New York, Regents College, Albany, New York (May 1999). Emphasis: Political Science & Sociology.
- Certified Public Manager (CPM), Florida State University, Florida Center for Public Management, Tallahassee, Florida. May 1996 to Present.

Professional Experience
- 2008-Present Political Information Consultant. Provide information consulting services to government officials, political campaigns, interest groups, educators, and media outlets. Services include government information access, information policy development, subject analysis, technology usability analysis, and other information-based products and services.
- 2008-2013 Adjunct Faculty, Tallahassee Community College, Division of History and Social Sciences, Economics and Political Science Program, Tallahassee, Florida.

Recent Publications and Presentations
- Hinson, C. L. (2012). Normalizing the SCAD Heuristic. In A . Kakabadse, M.T. Witt, & A. Kouzmin (Eds.). *SCADS: State Crimes against Democracy: Political Forensics in Public Affairs.* UK: Palgrave Macmillan, (peer reviewed).
- Hinson, C. L. (2010). Negative Information Action: Danger for Democracy. *American Behavioral Scientist*, Volume 53(6), 826-847, (peer reviewed).

Dale Monobe (Assistant Professor, temporary)

Dr. Dale Monobe joined SLIM in Fall 2013 as a temporary Assistant Professor and is transferring to Salt Lake City as SLIM's Utah Regional Director beginning January 2, 2014.

Education
- MLS, Emporia State University School of Library and Information Management 2012
- Ph.D. University of Northern Colorado
- M.Ed University of Utah
- BA Psychology, Weber State University

Professional Experience
- 2012 Weber State University, Stewart Library
- 2008-9 Adjunct Instructor, Westminster College
- 2005-2008 Adjunct Instructor, Salt Lake Community College
- 2001-2012 Manager, Washington Terrace Apartments, Salt Lake City
- 1997-1998 Temporary Assistant Professor, University of Hawaii, Manoa

Recent Publications and Presentations
- *Stewart Library 2.0: Video Games in an Academic Library*. Presentation at the 2012 Utah Library Association Conference

Continuing-Faculty Scholarship 2012-13

Mirah Dow, Associate Professor

- Dow, M. J. (Ed.). (2013). School libraries matter: Views from the research. Santa Barbara, CA: Libraries Unlimited.
- Dow, M.J., Algarni, M., Blackburn, H., Diller, K., Hallett, K., Musa, Al., Polepeddi, P., Schwartz, B., Summey, T., and Valenti, S. (2012) Infoliteracy@adistance: Creating opportunities to reach (instruct) distance students. *Journal of Library and Information Services in Distance Learning*, 6 (3-4), 265-283. DOI: 10.1080/1533290X.2012.705156.
- Dow, M.J., Lakin, J.M., & Court, S.C. (2012). School librarian staffing levels and student achievement as represented in 2006-09 Kansas Annual Yearly Progress Data. *School Library Research,* 15. Retrieved from http;://www.ala.org/aasl/slr. University, Emporia, KS: ESIRC. Retrieved from http://hdl.handle.net/123456789/1224
- Dow, M.J., (2013). Views from research: From ideology to action. In M. J. Dow (Ed.), Dow, M.J., David, T., & Vietti-Okane, A. (2013). Influencing instructgional partnerships in pre-service elementary education teachers. In M.J. Dow (Ed.), *School Libraries Matter: Views from the Research.* Santa Barbara, CA: Libraries Unlimited.
- Dow, M.J, Lakin, J.M. (2013) School librarians in Vygotsky's Zone of Proximal Development. In M.J. Dow (Ed.), *School Libraries Matter: Views from the Research.* Santa Barbara, CA: Libraries Unlimited.

- Dow, M.J., & Smith, A. (2013, October). *AASL/College and Career Ready Standards.* Kansas Library Association, Kansas Association of School Librarians Conference, Toepeka, KS.
- Dow, M.J. (2013, October). *First principles of instruction.* 2013 Kansas Library Association, Kansas Association of School Librarians Conference, Topeka, KS.
- Dow, M.J., & Smith, A.J.M. (2013, Janaury). *Curriculum mapping in LIS: Assuring Professional standards compliance.* Juried Papers, Association of Library and Information Science Educators, Seattle, WA.
- Dow, M.J., & Thompson, K. (2012, October 31). *Integrating elementary physical science content with information and technology literacy.* 2012 STEMTech Conference, Kansas City, MO. USA.
- Dow, M.J. (2012, October 28). *Nothing is as real world as science fair competition.* 2012 STEMTech Conference, Kansas City, MO, USA.
- Dow, M.J., Algarni, M., Blackburn, Hl, Diller, K., Hallett, K., Musa, A., Polepeddi, P., Schwartz, B., Summey, T., Valenti, S. (2012, January 6*). Infoliteracy@adistance: Creating opportunities to reach (instruct) distance students* . Works in Progress Poster, Association of Library and Information Science Education, San Diego, CA, USA.
- Dow, M.J., & Smith, A.J.M. (2012, February 17*). Mapping the Master of Library Science curriculum.* 5th Annual Assessment Forum Poster Sesson, Emporia, State University, Emporia, KS, USA.

Sheila O'Hare, Associate Professor
- Million, A.J., O'Hare, S., Lowrance, N., & Erdelez, S. (2013, November). *Opportunistic discovery of information, information encountering, and millennials: An exploratory survey.* Poster presented at 76th Annual Meeting of the Association for Information Science and Technology (ASIST), Montreal, Quebec, Canada.
- Smith, A. J. M., & O'Hare, S. (2012, November). *You can't judge an e-book by its cover.* Online workshop presented to the Educational Institute of The Provincial and Territorial Library Association of Canada.
- O'Hare, S., & Todd-Diaz, A. (2013, accepted for publication). The devils you don't know: The new lives of the finding aid. *Journal of Cultural Heritage Informatics.*
- Todd-Diaz, A., & O'Hare, S. (2013, accepted for publication). If you build it, will they come? A review of digital collection user studies. *Journal of Cultural Heritage Informatics.*
- O'Hare, S., & Smith, A. J. M. (2012). The customer is always right? : Resistance from college students to e-books as textbooks. *Proceedings of the Kansas Library Association College and University Section,* 2, 35-41. doi:http://dx.doi.org/10.4148/culs.v2i0.1615

Ann O'Neill, Professor
- Presentation at KLA, 2012, "Steampunk the catalog" with MLS student Emily Schwartz.
- Lightening talk, "Use of a social networking site for healthinformation and fibromyalgia" ASIST, Fall 2012. With Sarah Sutton, Samia Azzouz, and Sara DeCaro.
- ESU Research and creativity day – 2013 Presentation– Social networking sites as information grounds for people with fibromyalgia – Presented by Sara DeCaro and Meagan Zampieri.

- ESU Research and creativity day – 2013 Poster - Social networking sites as information grounds for people with fibromyalgia – With Sarah Sutton, Sara DeCaro and Meagan Zampieri.

Rajesh Singh, Assistant Professor
- Singh, R., & Ovsak, A. (2013). "Library experience matters! Touchpoints to community engagement"; Journal of Library Administration, 53(4) Forthcoming
- Singh, R. (2013)."A more holistic approach: Strategic engagement";. *Information Outlook,* 17(1), 17-19.
- Singh, R. (2013). "Collaboration in the cloud: Role of interaction and online collaborative tools in enhancing knowledge creation in virtual environments;". *Journal of Information and Knowledge Management*, 12(4) Forthcoming
- "Kansas Libraries' Experience Improvement Program: Mapping Libraries' Branding Capacity, Behavior and Impact in their Communities"; ESU Research and Creativity Grant Award ($10,459) 2010-11
- "Virtual Team Building: Analyzing Critical Success Factors Influencing Knowledge Sharing" 2011-13 (in progress)

Andrew Smith, Associate Professor
- O'Hare, S., & Smith, A. J. M. (2012). *The customer is always right? : Resistance from college students to e-books as textbooks.* Proceedings of the Kansas Library Association College and University Section, 2, 35-41. doi:http://dx.doi.org/10.4148/culs.v2i0.1615
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- Joliff, L., May, S., Moore, W., Robb, J., & Smith, A. J. M. (2013, October). But we do it differently!: Learning from Scottish librarians. Paper presented at the Kansas Library Conference, Topeka, Kansas.

- Dow, M. J., & Smith, A. J. M. (2013, October). Relating the Kansas College and Career Ready standards to AASL information literacy standards: A way forward. Paper presented at the Kansas Library Conference, Topeka, Kansas.
- Smith, A. J. M., & Alexander, G. (2013, September). Encouraging university faculty to incorporate new technologies into instruction: Overcoming resistance and ensuring quality control. Paper presented at the International Scientific Conference, Belgrade, Serbia.
- Smith, A. J. M (2013, August). The impact of technology on serving multicultural populations: Opportunities for growth. Paper presented at the meeting of the Pacific Northwest Library Association, Boise, Idaho.
- Smith, A. J. M. (2013, May) Not from here: Preparing to advocate for non-English speakers. Paper presented at the annual meeting of the Utah Library Association, Salt Lake City, UT.
- Smith, A. J. M., & Alexander, G. (2013, January). The international question: Experiential learning overseas as an integral component of library science education. Paper presented at the annual meeting of the Association for Library and Information Science Education, Seattle, WA.
- Dow, M., & Smith, A. J. M. (2013, January). Curriculum mapping in LIS: Assuring professional standards compliance. Paper presented at the annual meeting of the Association for Library and Information Science Education, Seattle, WA.
- Smith, A. J. M., & Juarez, A. H. (2012, October). Who needs a collection anyway? Paper presented at the meeting of the Mountain Plains Library Association, La Vista, NE.
- Smith, A. J. M. (2012, September). Learning together: The importance of cross-cultural learning experiences in a professional degree program. Paper presented at the Cultures in Dialogue International Scientific Conference, Belgrade, Serbia.
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- O'Hare, S., Dick, A., Schellenger, S., & Smith, A. J. M. (2012, April). E-books – the next generation: Interactives and beyond. Paper presented at the meeting of the Kansas Library Association, Wichita, KS.
- Smith, A. J. M., & Schellenger, S. (2012, April). Beyond booksales: Resdiscovering successful low-effort fundraisers. Paper presented at the meeting of the Kansas Library Association, Wichita, KS.
- Smith, A. J. M., & Schellenger, S. (2012, February). Designing and implementing an effective system for assessing program effectiveness utilizing program completer surveys. Poster presented at the Emporia State University Assessment Forum, Emporia, KS.
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- Smith, A. J. M., & O'Hare, S. (2011, October). Resistance to e-books: Reasons for user dissatisfaction and challenges of overcoming negative impressions. Paper presented at the meeting of the Netspeed, Calgary, AB, Canada.
- Smith, A. J. M. (2011, October). Using the Tec-Variety model to enhance motivation and involvement in an online course on children's services. Paper presented at the meeting of the Kansas Association for Educational Communication and Technology, Salina, KS.

- Smith, A. J. M., & Boardman, C. (2011, October). Exploring new online resources for high school research projects. Paper presented at the meeting of the Kansas Association of School Librarians, Salina, KS.
- Smith, A. J. M., & O'Hare, S. (2011, October). Promoting e-books to reluctant users: Reasons for user dissatisfaction and challenges of overcoming technology resistance. Paper presented at the meeting of the Missouri Library Association, Kansas City, MO.
- Peer- reviewed workshop
- Smith, A. J. M., & O'Hare, S. (2012, November). You can't judge an e-book by its cover: User resistance to e-books and strategies for effective e-book promotion and management. Online workshop presented to the Educational Institute of The Provincial and Territorial Library Association of Canada.
- Smith, A. J. M. (2013, November). E-books and the future of libraries: Ten new myths about libraries. Wichita Area Library Association Annual Legislative Luncheon, Wichita, KS.
- Smith, A. J. M. (2013, April) Living with e-books: Here, now, and beyond. Seminar presented at the Wichita Area Library Association, Wichita, KS.
- Smith, A. J. M. (2012, March). Summary justice: Saying more with fewer words. Workshop presented at Focus on Writing Day, Emporia State University, Emporia , KS.
- Smith, A. J. M. (2012, March). Glut!: Mastering information through the ages. Book talk presented for Phi Delta Kappa, Emporia State University, Emporia, KS

Cameron Tuai

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- Tuai, C. K. (2013). Mapping change using a Contingency Analysis Tool. Paper presented at the Kansas Library Association Annual Meeting 2013, Topeka, KS.