

EMPORIA STATE UNIVERSITY

■ School of LIBRARY &
INFORMATION MANAGEMENT

Program Presentation September 2015 Comprehensive Review

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Required Information

Name of Unit:	School of Library and Information Management (SLIM)
Name of Institution:	Emporia State University (ESU)
CAO SLIM:	Gwen Alexander
Interim CEO ESU:	Jacqueline Vietti (beginning June 1, 2015)
CAO ESU:	David Cordle Vice President of Academic Affairs and Provost Dean Alexander reports to the VPAA
Regional Accreditor:	Higher Learning Commission
Program being Accredited:	Master of Library Science

Brief description of the program:

The 36-hour Master of Library Science (MLS) program offered by the School of Library and Information Management (SLIM) at Emporia State University (ESU) includes seven required courses (21 credit hours) plus a required one-hour Capstone course. The remaining 14 hours are electives, some of which count toward a School Library Media pre-licensure program and concentrations that allow students to tailor the program to meet individual needs and goals: Archives Studies, Youth Services, Leadership and Administration, and Informatics. The required courses include theory, tools, and applications as well as adaptive leadership principles to prepare students for careers in a variety of libraries and information agencies. As a prerequisite to the program, students take a tuition-free course in the technology and writing skills they will need to successfully complete the program. The MLS program also provides students the opportunity to engage in practica and other experiential activities that enhance their coursework experiences.

INTRODUCTION

SLIM and ESU will welcome an on-site review September 14-16, 2015 by the visiting team for the American Library Association's Committee on Accreditation (COA). This Program Presentation summarizes how SLIM's MLS program meets the *ALA Standards for Accreditation of Master's Programs in Library and Information Studies* (2008). It includes both the history of progress for the reporting period and plans for the future.

A simultaneous review is a 10-year evaluation of ESU by the Higher Learning Commission (HLC). The HLC visiting team was on campus March 14-15, 2015. The results of the accreditation review will be forthcoming and posted to the ESU Website and Skybox before the anticipated ALA COA team visits SLIM on September 15, 2015.

Areas of special interest that were requested to be addressed following Biennial Reports (2009, 2011, and 2013) are included. All supporting documentation is available in SkyBox.

Institutional Context

SLIM is one of four units of Emporia State University, which includes The Teachers College, Liberal Arts and Sciences, and the Business School. ESU is one of six state universities (the University of Kansas, Kansas State University, ESU, Fort Hays State University, Pittsburg State University, and Wichita State University) that are guided by the Kansas Board of Regents (KBOR). The state also maintains a network of 19 community colleges, six technical schools, five technology colleges, and one municipal university (Washburn University) governed by KBOR.

Founded in 1863 as Kansas State Normal School, the University initially prepared teachers for the state's public schools. ESU is now a Comprehensive Regents University that offers programs at undergraduate and graduate levels in a variety of academic and professional disciplines. Accredited by the HLC, its last re-accreditation visit occurred on March 25-26, 2015.

ESU's library science program began as a 10-week extension of Kansas State Normal's teacher education program in 1902, receiving full ALA accreditation as a Class III senior undergraduate library program in 1932. The Kansas State Teachers College (formerly Kansas State Normal) approved a master's program in library science in 1951. In 1967 the undergraduate program in library science was phased out and the Department of Librarianship of the Kansas State Teachers College formally became the School of Library Science, a distinct unit, in 1975. The program changed its name to the School of Library and Information Management in 1983. The library program has grown and developed over the course of 113 years to embrace an expanded view of library service, information management, and information technology.

SLIM offers the MLS degree program, a Master of Science in Informatics, and a Ph.D. in Library and Information Management as well as certificates in Archives Studies, Leadership and Administration, and Informatics. In addition, a pre-licensure program in School Library Media prepares students to take the State of Kansas Praxis Test for licensure. The license is conferred by the State of Kansas Board of Education.

SLIM launched its first out-of-state instructional program in Sioux City, Iowa in 1988 at the invitation of the State Library of Iowa. In response to invitations from other state librarians, today SLIM offers MLS degree courses to cohorts in Colorado, Oregon, and Utah. As in its flagship program in Kansas, the regional programs offer required blended courses (online plus weekend-intensive face-to-face classes) that are supplemented by online electives.

Since the last ALA on-site review in 2008, the Dean and faculty have made many organizational, curricular, and personnel changes that strengthen SLIM's emphasis on learning outcomes, assessment, and continuous improvement processes that are discussed later in this document and supported by evidence posted to SkyBox in appropriate COA Standards chapters. Changes include adaptations to the curriculum, consistency of course delivery and advising services in all teaching locations, the development and implementation of a global program that supports study abroad for SLIM students and partnerships with international libraries and library schools, implementation of a partnership with the Kansas Leadership Center (KLC), and increased attention to the advice and suggestions from SLIM advisory councils, students, alumni, and other stakeholders.

Faculty meeting minutes through the years covered in the program presentation are evidence of the continuous improvement in all areas that was achieved through ongoing, diligent, and effective attention to all ALA standards. This entails providing educational opportunities to students, supporting faculty and staff responsibilities, providing current courses based on the learning outcomes devised by faculty teams, maintaining fiscal and physical resources at a level that enables advising, teaching, and learning to thrive, and much more. ESU and SLIM have an enduring commitment to continuous innovation in the service of improvement, as indicated in the name of ESU's 2015-25 Strategic Plan: *The Adaptive University*.

Dr. Gwen Alexander, Richel Distinguished Professor, has been the Dean of SLIM for the past eight years, excluding the 2012-13 academic year when she served as ESU's Interim Vice President of Academic Affairs and Provost. During her time as Provost, Dean Alexander also served as co-chair of ESU's accreditation review by the HLC in 2015 and understands the emphasis on the learning-assessing-planning-implementing-assessing loop of continuous improvement. Dr. Andrew Smith, Associate Professor, served as Interim Dean of SLIM during this time and is currently SLIM's Interim Associate Dean, pending a planned fall 2015 search for this position. The Dean reports directly to David Cordle, Provost and Vice President of Academic Affairs. The Interim President of ESU is Dr. Jacqueline Vietti, who replaced President Michael Shonrock on June 1, 2015. A search committee has been appointed by the KBOR and tasked with having a new president selected by January 21, 2016.

The Master of Library and Information Science Program

SLIM's systematic and continuous nature of addressing all COA standards is addressed in this document. Faculty meeting minutes through the years covered in the program presentation are evidence of the continuous improvement in all areas that was, and is, achieved through ongoing, diligent, and effective attention to all ALA standards.

The 36-credit-hour MLS program offered by SLIM includes seven three-credit-hour required courses and a one-credit-hour required Capstone course. The required courses ensure that students are introduced to the foundations of library science, research in library and information science, information-seeking behavior and reference services, the organization of information, management and information organizations, management and development of information collections, and information technology. The final core course is the Capstone, which reviews student learning outcomes and their association to ALA and SLIM standards and values.

The remaining 14 credit hours are electives, which allow students to tailor their programs to meet individual needs and goals, including a choice of nine-credit-hour concentrations. The concentration courses and electives enable students to acquire and apply the theories and skills they have learned in a wide variety of libraries and information organizations. As a pre-requisite to the program, students are required to complete a tuition/fee-free non-credit online technology course to ensure they are familiar with the technologies they will need to complete the program and become successful in their careers. The MLS program also provides the opportunity to engage in practica and other experiential activities that enhance student coursework experiences.

Ten full-time tenured or tenure-track faculty members support the SLIM program with the assistance of five Regional Directors, a Business Manager, an Office Manager, and over 10 graduate assistants (GAs). The number of GAs varies from 10-12, divided between research assistants (GRAs) for faculty, and administrative (GAAs) who provide assistance in the SLIM office, TechCircle, and to the Dean and Interim Dean. A table of GA assignments and the evaluation document is in SkyBox *Standard 5: Students*.

SLIM continues to provide extensive student academic advising and placement assistance through five Regional Directors who are full-time SLIM employees located in Portland, Oregon; Salt Lake City/Orem, Utah; Denver, Colorado; and Emporia and Overland Park, Kansas. Advising is discussed in detail in *Standard 5: Students*. Regional Directors, full-time faculty teaching in all locations, the identical sequence of courses, and access to scholarships based on merit are some of the ways SLIM ensures that all students, no matter which location, receive equitable access to SLIM instruction and services.

Innovations incorporated into the SLIM program since the 2008 accreditation review include the following:

- A cohort model that moves most students through the program in two years of six semesters, taught partly online and partly in weekend-intensive classes across the geographic areas served by SLIM.

- An international program that affords students opportunities through Current Issues courses to visit libraries, museums, and archives in locations around the globe. All expenses of the trips except meals are provided by a scholarship from the Edna Furbur Scholarship Fund. In 2015, the sixth year of the international program, course on-site locations were Serbia, England, Bulgaria, Scotland, and (in November 2015) South Africa. As a strategic plan strategy to increase professional collaboration through a program of regularly scheduled activities and information exchange, SLIM is working with the ESU Office of International Education as well as the University of Belgrade (Serbia) administrators and staff to develop a formal agreement that will support exchange of students and staff in the future.
- ESU and SLIM are partners with the KLC and the SLIM curriculum includes adaptive leadership principles in all required courses. All SLIM faculty and staff are trained by the KLC in adaptive leadership and will continue training through ESU/KLC’s train-the-trainer program, which is being initiated in fall 2015.

Two major grants awarded SLIM by the Institute of Museum and Library Services (IMLS) are fully explained in documents in SkyBox: *Miscellaneous*. The first, known as the Emporia Diversity Initiative (EDI), focused on increasing the diversity of MLS graduates. The second, titled STEM-ALL (Science, Technology, Engineering, and Mathematics: Information Technology and Scientific Literacy for ALL Learners) began in the summer of 2015, and involves the collaboration and training of librarians and K-12 science teachers.

Enrollment of MLS students continues to increase. This increase is partly a result of beginning new cohorts in Overland Park, Kansas and Orem, Utah. The MLS program has an average retention rate of approximately 89.5%. The median number of years to earn the MLS degree, 2008-2014, is 2.2. The number of credit hours required was 42 until 2008 when it was changed to 36, which enables students to graduate within two years. Table IV.1.3d provides 2007-15 MLS student data for the total of students admitted/ MLS degrees awarded and the number of applications, new students admitted, applications not completed, applicants accepted but dropped, and students denied at the MLS program level (Charts 1-8).

Table 1: Number of Students Admitted and Number of Degrees Awarded

MLS Degrees – All Sites	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Students Admitted	140	157	134	129	121	148	163	173
Number of Degrees Awarded	91	119	127	133	157	139	122	N/A

While MLS classes have been held in Emporia for many years, the cohort model was first adopted there in fall 2008. This change from allowing new MLS students in Kansas to begin each semester to enrolling MLS students in annual cohort groups, with students taking all of the required courses together, allowed SLIM’s expansion to Overland Park. This makes it possible for all MLS students, wherever located, to begin and end the program as a cohort of students and to attend classes based on a predictable rotation of consistent courses in every location. This change also resulted in improved management of cohort size and implementation of the new goal of a maximum of approximately 25 students per course, and a minimum of 10 students per

course. By accepting new students into the Emporia cohort every fall and the Overland Park cohort every spring, SLIM is able to maximize their experience as part of a stable cohort.

This document summarizes SLIM's accomplishments, modifications, and challenges between 2008 and spring 2015 as well as plans for the future. It relates these to the strategic plans adopted by ESU and SLIM in 2009 and the new 2015-2025 missions, visions, and strategic plans that were implemented in Summer 2015 by both entities.

The SLIM program presentation committee comprises Dean Gwen Alexander; Interim Associate Dean Andrew Smith; Mirah Dow, Melvin Hale, Robin Kurz, Sarah Sutton from the faculty, and staff members Candace Kitselman and Debra Rittgers.

Terminology and acronyms used throughout the document includes the following:

- Blended courses: online instruction plus weekend-intensive face-to-face classes from 6-9 p.m. on Friday evening and 9 to 5 p.m. on Saturday (two weekends per semester for 3-credit required course).
- COA: Committee on Accreditation
- Cohort: A group of students who enter the program either in the fall or spring and go through two years of six semesters of the program's sequenced courses.
- Core course: One of the eight required courses in the SLIM program.
- EDI: Emporia Diversity Initiative grant
- ESU: Emporia State University
- FT faculty: Full-time faculty
- GA, GAA, GRA: Graduate assistant, graduate administrative assistant, graduate research assistant
- HLC: Higher Learning Commission
- IMLS: Institute of Museum and Library Services
- KBOR: Kansas Board of Regents
- KLC: Kansas Leadership Center
- MLS: Master of Library Science
- NAF: National Adjunct Faculty
- OOE: Other Operating Expenses
- Program Outcomes: Also referred to as program goals or program objectives
- SLIM: School of Library and Information Management
- STEM-ALL: Science, Technology, Engineering, and Mathematics: Information Technology and Scientific Literacy for ALL Learners grant

Additional SkyBox documents referred to above in the Introduction are:

- Standard 5: Graduate assistant assignments and evaluation document
- Miscellaneous: EDI final grant report and STEM-ALL grant summary

Standard I: Mission, Goals, and Objectives

The mission, vision, and SLIM Strategic Plan were revised by the faculty, staff, and student representatives in Spring 2015 for implementation in Summer 2015. The new 2015-25 Strategic Plan is based on suggestions and contributions from SLIM faculty, staff, students and other stakeholders and is aligned with *ESU Program Goals* (SkyBox: *Standard 1*). SLIM's new mission, vision, and program goal are consistent with the newly adopted ESU mission, vision, program goals, and 2015-25 Strategic Plan. The new Strategic Plan goals, objectives, and strategies for the Academic Affairs unit of ESU are posted to Skybox: *Standard 1*.

The 2015-2025 SLIM goals and objectives are only slightly different from the goals and objectives in the 2009 Strategic Plan, which were worded in such a way as to follow SLIM values and program outcomes. SLIM faculty, staff, and students met several times in spring 2015 to update its mission, vision, and strategic plan to correspond to those adopted by the University. SLIM kept many of the goals that were originally in the 2009 Strategic Plan (Skybox: *Standard 1*) because they continue to be pertinent to today's environment and provide a good framework for additional progress. SLIM focuses on continuous improvement in all the areas articulated by the mission, vision, and strategic plan goals. Measurable objectives and strategies have been adapted to guide planning and future activities. As a result, many strategies in the 2015 Plan are already underway, continued from the 2009 Plan. Planning for tasks to be accomplished, appropriate deadlines, and responsible committees/people to accomplish them will be undertaken when SLIM faculty reconvene in fall 2015.

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The program goal, mission, vision, and strategic plan goals and objectives are aligned with those of the University, its emphasis on teaching, and SLIM program objectives.

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.

SLIM's professional values are embedded in its goal, mission, vision, and strategic plan; as reflective practitioners, graduates will demonstrate the following professional values:

- Commit to quality client-centered services, advocate for equity and value diversity in its many forms (Service).
- Demonstrate leadership potential, with creativity in problem solving and openness to new ideas (Leadership)
- Exhibit ethical behavior, knowledge, and attitudes (Integrity)
- Guide and teach current and future clients and information professionals to ensure the continued growth of the field (Mentorship)

Prior to Summer 2015, SLIM's mission was the following:

The School of Library and Information Management is an interdisciplinary, learning-centered program that prepares leaders for the library and information professions.

SLIM supports the mission and values of Emporia State University for teaching, research, and service, functioning as a distributed community with local, national, and global networks.

The faculty, students, and staff embrace diversity, innovation, and academic excellence in an atmosphere of free, open, and civil intellectual debate.

The SLIM faculty, staff, and student representatives replaced the extant mission with the following, which became effective in Summer 2015:

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

Prior to Summer 2015, SLIM's vision was the following:

Advancing the field through teaching, research, and service; creating effective, energetic, enthusiastic, and enterprising information professionals.

The SLIM faculty, staff, and student representatives replaced the extant vision with the following, which captures the University's emphasis on collaboration and diversity for the common good and became effective in Summer 2015:

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

SLIM 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 and 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.

SLIM Strategic Plan 2009—2015

The SLIM 2009 Strategic Plan, a 2010 slightly updated version, and a 2013 Review of Strategic Plan progress are posted to SkyBox: *Standard I*. Progress toward 2009 Strategic Plan goals and objectives is reported in SLIM Council and SLIM faculty/staff retreat minutes (SkyBox: *Miscellaneous*), as well as copies of the 2009, 2011, and 2013 *ALA Biennial Reports* and their follow-up responses to COA Special Emphasis questions (SkyBox *Standard I*.) A special progress report in the 2013 review includes the following summary items (SkyBox: *Standard I*):

- Faculty will continue to conduct an on-going review cycle of the SLIM curriculum, including certificates and concentrations, and make recommendations to the SLIM Dean (accomplished and continuing)
- Plan to form a Kansas Advisory Council (accomplished in 2014) to ensure program outcomes are consistent with the needs of the profession as articulated by stakeholders (accomplished and continuing)

- Continuation of the “KU on the Job” full-day student visit to the University of Kansas library (accomplished) and exchanges with Kansas State University and Washburn University to enhance student intellectual opportunities through participation in unique and dynamic learning experiences (accomplished and continuing)
- Development of a three-tier system (good, better, best) to make scholarship awards equivalent to one-, two-, or three-credit-hour tuition and fees, regardless of in-state or out-of-state charges (accomplished and continuing)
- Decision to make relationship of faculty and Regional Directors more explicit (accomplished and continuing)
- More active promotion of practicum and other service activities to students by Regional Directors recommended (accomplished and continuing)
- Continued global trips to increase global awareness and intercultural sensitivity among students (accomplished and continuing)
- Painted offices; installed new carpet; purchased new desks, credenzas and office chairs to enhance SLIM’s physical facilities for function and aesthetics (accomplished)
- Clarified relationship between SCALA, faculty, and Regional Directors (accomplished) to provide leadership experiences for students and encourage participation in professional organizations
- Created offices for the Business Manager and Office Manager to increase efficiency (accomplished)
- Confirmed that SLIM is at 100% of ADA compliance at all locations

In addition, the review recommends clarification of standards for the appropriate use of funds and their allocation to ensure that SLIM faculty receive support for professional and scholarly activities that support the curriculum (accomplished) and recognizes that Goal 5 to nurture human potential through the infusion of diversity within the curriculum, research, outreach, and the recruitment of students, faculty, and staff needed to be addressed. Since the 2013 review, more progress has been made in Goal 5 areas, as discussed in this document.

1.2 Program objectives are stated in terms of student learning outcomes.

As discussed in *Standard II: Curriculum*, program objectives are mapped to the learning outcomes in all SLIM course syllabi and measured indirectly by IDEA student evaluations of their learning experience and directly by grades for common assignments in every required course. They guide all aspects of the SLIM curriculum. SLIM Program Objectives are stated below:

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

PO 1 Articulate a philosophy of ethical and client-centered information services for the library and information professions. (Foundations of the Profession)

PO 2 Explain and implement the development, maintenance, and management of collections and resources to meet specific information needs. (Information Resources)

PO 3 Explain, use, maintain, and develop systems to organize and retrieve recorded knowledge. (Organization of Recorded Knowledge and Information)

PO 4 Employ current and emerging technologies effectively for communication, and to search for, identify, repackaging, and deliver information resources. (Technological Knowledge and Skills)

PO 5 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)

PO 6 Evaluate, critique, and discuss new research in the field; assess library or information problems and identify an appropriate research method. (Research)

PO 7 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)

PO 8 Aid in effective and appropriate change in library and information services through collaboration, communication, and collegiality. (Administration and Management)

L3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

All stakeholders were consulted and brought into collaboration with SLIM in the development of program goals and objectives: students, faculty, employers, alumni, and other constituents such as National and State Advisory Councils in Kansas, Oregon, Utah, and Colorado; state librarians; elected officials in professional organizations such as library associations in the states served by SLIM, REFORMA, Mountain Plans Library Association, Kansas School Library Association, National Medical Libraries Association, and state CULS chapters; and discussions at alumni events, all as described throughout this document with additional support in SkyBox documents. In addition, numerous surveys of employers, internship supervisors, and alumni as well as an annual *Graduating Student Exit Survey* from the Graduate School, have been conducted to inform decisions about program goals and objectives (SkyBox: *Standard 4*). An especially powerful source is the student evaluations of the program, courses, and teaching that are part of the Capstone course (see *Standard IV*).

Both the current and former strategic plans are based on program objectives. The progress toward meeting the objectives of the plans was reviewed at SLIM Council monthly meetings and SLIM semester retreats. As discussed throughout this document, continuous attention to the

Program Objectives and progress being made by reviewing them and the Strategic Plan informed decisions and changes in all areas.

The SLIM Program goal, values, mission, vision, outcomes and the 2015-25 Strategic Plan are shared on the program website at www.emporia.edu/slim and in Appendix 1.

SkyBox documents referred to above in Standard I are:

Standard 1: ESU Program Goals and Academic Affairs Objectives and Strategies

Standard 1: SLIM 2009-15 Strategic Plan and 2010 Updated Strategic Plan

Standard 1: 2013 Review of Progress (2009-15) Strategic Plan

Miscellaneous: 2009, 2011, 2013 ALA Biennial Reports and follow-up correspondence

Standard 4: Annual Graduating Student Exit Survey

Standard 4: SLIM Capstone course portfolios

Standard II: Curriculum

II.1 *The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.*

The responsibility for ongoing curriculum review is the purview of the entire faculty. While review is continuous, the faculty completed a major assessment cycle of the curriculum for the MLS degree that was concerned not just with the curriculum itself. The review cycle started with a reevaluation of the SLIM Program Goals and Professional Values, which were examined in light of both the University's then-current 2009 Strategic Plan, *Pursuing Excellence*, and in SLIM's 2009 Strategic Plan. As a consequence of this review, new program outcomes and professional values were approved in April 2011 that align exactly with the *ALA Core Competences for Librarians* (Skybox: *Standard 2: Curriculum Documents: Curriculum Maps*).

Following their adoption, the faculty began a comprehensive review cycle of the curriculum in light of the new program outcomes and professional values. The process began with a consideration of the core (required) courses within the curriculum and then progressed through related courses, such as those that were continuations of the core courses or complementary to them, before moving on to courses that dealt with more individualized topics.

SLIM faculty worked collaboratively in teams (SkyBox: *Standard 2: Curriculum Documents: Teams*) grouped around themes and examined core courses and closely related electives to ensure course content provided an adequate theory base, as well as understanding of appropriate tools and applications of the theory in practical situations. For example, the *LI 802 Information-seeking Behavior and User-centered Services* working group considered not just the content of *LI 802*, but also *LI 804 Organization of Information*, *LI 814 Cataloging and Classification*, and *LI 842 Indexing and Abstracting*. Great consideration was given to sequencing of material within courses, the continuation of ideas from one course to the next, and the sequencing of the core courses themselves within the curriculum.

Several different course sequences have been tried over the past few years, and adjustments have been made in response to student feedback, faculty evaluation, and changes in course content. Changes in sequence have also been occasioned by the introduction of various concentrations within the MLS degree, as specific elective courses required certain core courses to be earlier in the rotation. The current course sequence for all MLS students, in all locations, is as follows:

Table II.1: Sequence of SLIM Core Courses

Semester (fall or spring start)	Course
First semester	<i>LI 801 Foundations of Library and Information Science</i>
	<i>LI 810 Research in Library and Information Science</i>
Second semester	<i>LI 802 Information-seeking Behavior and User-centered Services</i>
	<i>LI 804 Organization of Information</i>
Third semester	<i>LI 805 Management and Information Organizations</i>
	Elective(s) (3 credit hours)
Fourth semester	<i>LI 855 Collection Development and Management</i>
	Elective(s) (3 credit hours)
Fifth semester	<i>LI 815 Information Technology</i>
	Elective (3 credit hours)
Sixth semester	<i>LI 880 Capstone Course: Assessing the MLS Experience</i>
	Electives (5 credit hours)

This sequence ensures that during the first two semesters of the program, students are provided with a thorough grounding in the basic concepts of librarianship, including ethics and professional values; an understanding of the research process and the use of research findings to formulate evidence-based practice; the ideals and practicalities of providing user-centered services; and the underlying theories and practical applications of the organization of information for effective retrieval. From the third semester on, students continue to take one required core course with their cohort, while also taking elective courses.

This sequencing allows a wide variety of electives to be offered, and students are also able to complete one of four concentrations within the MLS degree. All students are able to complete any of the concentrations whether they start in fall or spring semester, and courses are sequenced to provide the widest choice to all students, while still maintaining a manageable load on faculty resources. SLIM is currently using a model where most elective courses are offered in one designated semester, with multiple sections of a course offered as required. This allows degree planning to be completed by the Regional Directors at the time of admission and, even if adjustments are required, it is very clear when specific courses will be offered and that places will be available to all students who require them. A few courses, taught by specialized national adjunct faculty, are scheduled in consecutive semesters to take advantage of that instructor's expertise and to provide the necessary spots for all interested students.

This sequencing also allows for more strategic enrollment management, and for the early addition of more course sections and instructors as needed to meet student demand, ensuring that all students are able to enroll in the courses they require to complete concentrations or to develop the necessary skill set to meet their particular career goals.

The current curriculum for the MLS degree provides a thorough grounding for students in the theory, principles, practice and values necessary for the provision of client-centered service in libraries and other information agencies.

II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The curriculum is aligned to the *SLIM Program Outcomes* and *Professional Values*, which are based on the *ALA Core Competences for Librarians*, and are concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

As part of the curriculum review cycle, several courses were added to the core curriculum to ensure that all students graduating with an MLS degree from ESU had the opportunity to study the foundational components of the information profession. The current curriculum is now structured to require the following core courses:

- *LI 801 Foundations of Library and Information Science* (3 credit hours)
- *LI 802 Information-seeking Behavior and User-centered Services* (3 credit hours)
- *LI 804 Organization of Information* (3 credit hours)
- *LI 805 Management in Information Organizations* (3 credit hours)
or
- *LI 851 Management of School Library Media Centers* (3 credit hours) (School Library Licensure students may substitute this management course for *LI 805*)
- *LI 810 Research in Library and Information Science* (3 credit hours)
- *LI 815 Information Technology* (3 credit hours)
- *LI 855 Collection Development and Management* (3 credit hours)
- *LI 880 MLS Capstone: Assessing the MLS Experience* (1 credit hour)

Students also complete 14 credit hours of electives that are selected in consultation with their advisor to prepare them for specific roles, such as, for example, youth services, leadership and administration, and school media specialist (Appendix 2).

II.3 The curriculum

II.3.1 *fosters development of library and information professionals who will assume an assertive role in providing services;*

The basis for the SLIM curriculum is a firm belief in the ethical provision of user-centered information services as the basis for a well-functioning democratic society. As such, the core curriculum emphasizes the importance of the librarian in the upholding of these ideals and in the major role each plays not just in the provision of services for those who are already patrons of the library, but in bringing services to new populations. These include diverse and multicultural populations, developing partnerships within the community that increase awareness of the critical role of information and the professional skills librarians have to offer, advocating for libraries within the community, and providing leadership. See Appendix 2 for *SLIM's Professional Values*.

In particular, SLIM has been at the forefront of Emporia State University's new partnership with the KLC, a non-profit organization founded by the Kansas Health Foundation. The KLC promotes the adoption of the adaptive leadership model, developed by Ron Heifritz and Marty Linsky of the Harvard School of Business. Adaptive leadership emphasizes leadership as an activity rather than a position, and the differentiation of adaptive work from technical work. Adaptive work requires a variety of people to work together to reach solutions to problems rather than simply requiring an expert to provide a technical fix (<http://kansasleadershipcenter.org/>).

Kansas Leadership Center principles follow:

- Leadership is an activity not position or authority.
- Each of us has the opportunity to exercise leadership at any time in any situation.
- The activity of leadership starts with personal intervention.
- Exercising leadership is an experimental and improvisatory art. We cannot know if an intervention will work until we try it.
- Exercising leadership is inherently risky: once we intervene we lose significant control over the outcome.
- The risks of leadership are both personal and professional.
- To make progress, we need to be more conscious, purposeful and intentional about our leadership interventions.
- Making progress requires us to do what is needed in the situation rather than what is wanted or is comfortable for others or ourselves.
- To make progress, we have to be willing to raise the heat to get others and ourselves into the zone of productive work.
- Exercising leadership involves managing losses and risking casualties.
- Our own defaults, how we would usually or unconsciously react or intervene in a situation, can be significant barriers to making progress on the issues we care about.

SLIM faculty began training in the principles of adaptive leadership during a retreat at KLC in April 2014, and have continued to work with the content of the adaptive leadership training as they seek ways to infuse it into the SLIM curriculum. One next step in the process is the

redesign of *LI 805 Management and Information Organizations* to include more training in the principles of adaptive leadership. Two new faculty joining SLIM in Fall 2015 possess management expertise, and they will receive KLA training during that semester so that the Management and Leadership curriculum team can meet through spring semester to redesign the course, which will be taught in its new format for the first time in Summer 2016.

As always, all sections of the core courses that include adaptive leadership principles will include the same learning outcomes and common assignments, regardless of the location.

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

As much as possible, the full-time SLIM faculty are responsible for teaching the required courses that include the theory basis that is foundational to the curriculum. Basic applications are included in these required courses. Often the more practical or applications-based courses are taught by practitioners with considerable experience in their respective areas, so the students enjoy both a strong theoretical grounding and exposure to current best practice from the field with the aid of experienced practitioners.

Faculty are strongly encouraged by the Dean through significant financial support and time allocation to participate in professional conferences to maintain their knowledge and understanding of the advancements in the research and also to share their own research through conference participation and journal publication. ESU is a teaching university that places more emphasis on teaching (50%) than research/scholarship and service; however, SLIM fully recognizes that excellent teaching rests on current knowledge of research that drives the information science field forward. Service to the School, University, and the profession is necessary for the success of shared governance and professional growth. The details of time and financial support for faculty are addressed in *Standard III: Faculty*. Faculty are also encouraged to collaborate with students in the presentation of student research at professional gatherings, and financial support is provided to students presenting at professional meetings by both SLIM and the ESU Graduate School. More about financial support for students is in *Standard IV: Students*.

Faculty are frequent presenters and attendees at national conferences such as ALA Summer, ALA Midwinter, ALISE, ASIST, ASRL, CULS, and REFORMA; regional conferences, such as those of the Mountain Plains Library Association and the Pacific Northwest Library Association; and state library associations primarily in areas where we teach: the Colorado Association of Libraries, Kansas Library Association, Kansas Association of School Librarians, Missouri Library Association, Oregon Library Association, and the Utah Library Association. For example, SLIM sponsored an advertisement and exhibit table at the July 2015 ALA Black American Caucus Conference.

II.3.3 integrates the theory, application, and use of technology;

The entire nature of the SLIM curriculum, with its delivery method of blended instruction for required courses and online instruction for elective courses, means that technology forms an integral part of the SLIM program. SLIM's unique instructional process evolved over the past 20

years to meet the needs of students across the geographic areas served. Students enter the program by joining a cohort—in the fall in Emporia and Portland, in the spring in Overland Park, Utah, and Colorado. The program offers two years of sequenced courses, including seven three-credit-hour required core courses and a one-credit required Capstone course. All three-credit required courses include 25 hours of online instruction and 20 hours of face-to-face instruction in their respective locations. The 20 hours comprise two ten-hour weekends (three hours on Friday evening and seven hours on Saturday) and are taught by SLIM full-time faculty, supplemented occasionally by national adjunct faculty. The Capstone has recently been moved to being totally online with student video presentations instead of a face-to-face presentation. This cohort system and delivery mode is implemented in all SLIM locations, including the ESU campus in Emporia and necessitates assuring that all students have the basic technology skills to succeed.

Basic technology standards and recommendations are set for entering students, who must have access to appropriate and adequate technology equipment and infrastructure. This information may be accessed at www.emporia.edu/slim/prospectivestudents/technologyrequirements.html. The majority of this software, including office suites for both Windows and Mac-based machines, anti-virus protection software, web browsers and other tools are available free of charge to students through the password-required ESU Tech Site (SkyBox: Standard 2).

Students are further prepared to engage with technology as part of their learning through the new SLIM PASS course (Preparation for Academic Success) that was instituted in spring 2015. This course is made available free of charge to all entering students, and is also available throughout the program should any student wish a refresher. As seen in Table II.3.3, the course consists of six modules of instruction that cover both technology and academic skills.

The new PASS course was created to replace *LI 513 Technology Skills for Graduate Students*, which required one-credit-hour of tuition although the credit was not counted as part of the MLS program. However, students with self-reported technology skills could request a waiver. The cost to students of the replaced course, its concurrent enrollment with first semester classes, and the fact that many new students considered themselves familiar with some but not all of the technology, meant that many students chose to waive it. This led to a situation where there was an uneven level of technology and academic skill across each entering cohort, with not all students reaching the required minimum skill level in all areas. As the numbers of students electing to take LI 513 were falling, faculty proposed a new solution that would ensure all entering students had the required technological and academic skills to participate successfully in their first semester. The new PASS course is required of all students, but is available at no cost and may be completed before the beginning of the semester, so all students have the opportunity to start with the required levels of technology skill.

The PASS course was developed by Keith Rocci, a five-year national adjunct faculty member who is also the liaison to the other ongoing national adjunct faculty members of the group. The new course was expanded to include information on scholarly writing using APA style and information about many types of software programs that are available to students. It is entirely online, self-paced, and does not require instruction beyond following its directions and completing exercises in each module. Keith Rocci is the instructor of record for the course and is available to answer any questions from students. He is paid as part of a package to teach all

sections of SLIM Capstone courses, which are limited to 15 students per course. The Capstone course is a Pass/Fail course that is overseen by full-time faculty teams; links to student presentations are provided for the visiting team and the COA in Skybox: *Miscellaneous*.

Table II.3.3: Preparation for Academic Success (PASS) Course Modules

Course Welcome	Introduction
Module 1	Learning Online
Module 2	Buzz-In and SLIM Communication Tools
Module 3	Writing and APA Style
Module 4	Database and Electronic Resources
Module 5	Creating Dynamic Presentations
Module 6	Building Your Capstone

Students must complete all six modules of the course before the midterm of their first semester, but the course is open to them from the moment they are accepted into any of SLIM’s programs and for as long as they are enrolled in SLIM courses.

Technology theory, its application, and use is also woven through both the required and elective courses, with each course paying attention to appropriate technology skills and applications. For example, ethical issues of technology use are addressed in multiple courses, including *LI 801 Foundations of Library and Information Science* and *LI 815 Information Technology*. Teaching technology is addressed in several courses, including *LI 802 Information Seeking Behavior and User-centered Services*, while the use of technology to provide materials, access, and services is addressed in *LI 804 Organization of Information*, *LI 815 Information Technology*, and *LI 855 Collection Development and Management*. *LI 815 Information Technology* covers the planning, management, and use of technology and this has developed, through the curriculum review process, from a more basic “how to” course in personal technology skills, into a comprehensive review of technology assessment, planning, and implementation within library and information organizations.

Many elective courses teach the theory, application, and use of technology in various contexts, such as *LI 843 Web Design and Development*, *LI 844 Database Design*, and *LI 848 Issues in Preservation, Access, and Digitization*. Other elective courses help students use appropriate technology tools to create and develop content, advertise and advocate for the library program, and provide additional service for patrons. *LI 832 Resources and Services for Young Adults* and *LI 831 Resources and Services for Children*, for example, use social media and various technology products to practice engaging with children and young adults in programming and promotion. Courses such as *LI 862: Current Issues in Technology: Managing Licensed Electronic Resources in Information Organizations* help students prepare for the rapidly changing world of electronic resources.

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

A critical component of the SLIM program is based on the ethical provision of client-centered services. Not only is this emphasized throughout the core curriculum, students also have the opportunity to study specific aspects of this component through various elective courses. *LI 833*

Resources and Services for Diverse Populations studies the provision of service to a wide range of groups within the general population. The new course, *LI 825 Multicultural Resources and Services for Libraries*, first offered in fall 2015, concentrates specifically on the needs of multicultural populations. Another new course, *LI 822 Multiple Literacies in Libraries*, focuses on multiple literacies and the provision of materials and services not solely based in the print format.

A major element in helping students understand about a diverse society is the SLIM global program. Each semester, a group of students has the opportunity to travel outside the United States as part of *LI 860 Current Issues in Global Information Infrastructure*. As a major part of the course, students spend about ten days living in another country experiencing both the culture and the work of various libraries and information organizations. From one trip to Mexico in 2008, the program has grown in scale to where there is at least one trip offered every semester, three times each year. By the end of 2015, 65 students will have traveled to five different countries for a variety of cultural experiences.

Table II.3.4: International Trips for SLIM Global Program

<i>North America</i>	<i>Eastern Europe</i>
Mexico	Ukraine
<i>South America</i>	Croatia
Paraguay	Serbia (4 trips + 2015)
<i>Western Europe</i>	Czech Republic (2016)
Scotland (4 trips)	<i>Africa</i>
England (2 trips)	South Africa (2015)
Ireland (2016)	<i>Asia</i>
	Singapore (2016)

All students, regardless of SLIM teaching location, who have successfully completed the first two semesters and 12 credit hours are eligible for acceptance into one of the Current Issues courses that provides an international experience. Students receive substantial financial support through the ESU Office of International Education and SLIM’s Edna Kruse Furbur Scholarship Fund to help with the costs of the trip, so that students pay regular tuition for the two-credit-hour course but then have the majority of their costs paid, including transport to and from the destination, transport and accommodation within the country, as well as all associated fees required by the University. Essentially, this leaves the students providing the cost of their meals, often only lunch and dinner. More information is in *Standard IV: Students*.

II.3.5 responds to the needs of a rapidly changing technological and global society;

Faculty pay close attention to the content of all courses and are in constant discussion about course relevance and adaptation to the changing information environment. A major component of the recent curriculum review cycle was the careful editing of course descriptions to replace older terminology. More specific programs or course names with better conceptual descriptions allows for constant updating of the course content to keep pace with the rapid developments in the field without constant revision of course descriptions.

Another major responsibility of the faculty curriculum teams is to discuss course content and make sure that any necessary updates to the course are offered across all sections. The faculty also may use their professional development support to attend conferences and meetings where they talk with other professionals to discuss changes that are occurring in the field and the solutions other schools are employing to update their course content. In addition, suggestions from the following stakeholder groups influence discussion topics and decisions.

- Students through course evaluations
- SLIM full-time and national adjunct faculty
- Members of state advisory councils
- Alumni
- SLIM staff, especially Regional Directors

The Regional Directors also play an important part in the currency of the curriculum, as they are able to pass on comments that come directly from employers of SLIM graduates. The regional advisory councils are also very helpful in identifying areas where students may need increased preparation, or in new procedures or techniques that students will require upon graduation.

Another way in which the curriculum stays current is in the use of certain expert national adjunct faculty who are current practitioners in the field to teach specific courses. For example, a certified records manager who has responsibility for the records management of a large multi-state law firm teaches *LI 849 Records and Information Management*. Another example is *LI 814 Cataloging and Classification*, taught by an experienced academic librarian specializing in cataloging. This is especially important in the classification area as students need to be prepared to work with RDA, but must also have a working knowledge of older systems that constitute in many cases the bulk of a library's collection records. The use of a practitioner to teach this course allows for the practical elements of the actual work of a cataloger to help determine the balance required between the newer and older cataloging systems.

In response to feedback from alumni and direct requests from employers, SLIM has recently increased the number of concentrations available within the MLS degree, and has developed three new certificate programs. A new Concentration in Informatics has been added to the MLS, utilizing courses shared with the new MS in Informatics degree. This allows the students who still want a more traditional library qualification to focus a little more on information retrieval and use. The newly renamed concentration in Youth Services, previously Librarianship for Children and Young Adults, has been reworked to provide an increased emphasis on early learning and literacy. Three new certificates—Leadership and Administration in Information Organizations, Youth Services, and Informatics—take advantage of existing course offerings and provide additional opportunities for current students, for alumni, and for new students, who may wish to add a qualification with significant coursework in a specialized field, without having to complete a new Master's degree.

The SLIM Global program, described in the previous section, prepares students with an awareness of the global village and our place within it, as well as the similarities and differences of the information needs in different countries and different populations. In addition, it addresses

the varied and innovative ways that information professionals around the world are endeavoring to address those information needs.

II.3.6 provides direction for future development of the field;

The SLIM curriculum is firmly rooted in the concept that any library or information organization has at its root the need to provide services that are user-centered, rather than institution-centered. This means that our students are prepared to look at the information world not as a static entity, but as an evolving universe of information and constantly changing user needs that the information professional must strive to address through innovation and adaptation.

This is emphasized in every course, beginning in the first core course, *LI 801 Foundations of Library and Information Science*. Students are introduced to the nature of ethical librarianship and the need to be both creative and flexible as they strive to address user information needs. The idea of user-needs being paramount is also woven through our other courses. There is a firm theoretical base provided that allows students to understand the foundational concepts of our profession, while at the same time being able to look for and employ innovative responses to information needs, all still firmly grounded in SLIM traditional values and ethics.

This year, Emporia State University formed a partnership with the KLC to infuse a model of adaptive leadership throughout the university, so that all our students would be better prepared to exercise leadership in their communities upon graduation. SLIM faculty and staff have already participated in training at KLC and are beginning the process of infusing the adaptive leadership principles through the curriculum. This outwardly focused mentality is designed to prepare our students with appropriate tools and techniques to be flexible and to work cooperatively to address future developments in the field of information. As noted on page 11, more information on the KLC is available on its [website](#).

The University's new strategic plan is titled *The Adaptive University*, and looks to move the university toward a position of innovation and flexibility. As part of its own strategic planning process, SLIM has recently adopted new vision and mission statements (Appendix 1) that emphasize the goals of adaptation and flexibility. The mission statement in particular illustrates our desire and commitment to educating information professionals who are well prepared not simply to cope with future developments in the field, but to shape and mold those developments for the common good, in the best traditions of the library profession. Opportunities for professional development for faculty and staff to support this direction are planned.

II.3.7 promotes commitment to continuous professional growth.

The seventh of SLIM's Program Outcomes focuses on life-long learning and professional growth, and this is introduced to students in their very first course, *LI 801 Foundations of Library and Information Science*. This outcome is supported by Course Learning Outcomes throughout the SLIM curriculum (Appendix 2).

SLIM sponsors one umbrella branch of the Student Chapter of the American Library Association that is a Recognized Student Organization of Emporia State University. Currently there are two

branches of SCALA operating within SLIM: one that serves students in Kansas, Missouri, Colorado and Utah, and the other that serves students in Oregon. Kathie Buckman, Regional Director for central Kansas, and Assistant Professor Robin Kurz currently serve as advisors to the SCALA organization in Kansas, while Pierina Parise, Oregon Regional Director, serves as the advisor for the Oregon branch. The Kansas branch sponsors activities in both Emporia and Kansas City, with many activities being broadcast through Adobe Connect and also recorded for review by students who were unable to attend in person. With larger cohorts now in Colorado and Utah, it is currently planned to encourage each of those sites to form their own branches of SCALA under the SLIM umbrella so that those students may have increased opportunities to participate in professional growth activities.

In addition, SLIM students and faculty are involved in the student chapter of the Society of American Archivists, which is also a Recognized Student Organization of Emporia State University. Ashley Todd-Diaz, the University Archivist and SLIM national adjunct faculty member, serves as the advisor. Students are also involved in the Kansas/Missouri chapter of the Special Libraries Association, under the direction of Lu Dayrit.

Students are actively encouraged to participate in professional bodies through involvement with local activities and through conference attendance and presentations. Faculty frequently present at conferences with students, both research assistants and students from their courses, thus helping to introduce students to their professional bodies. Students are also encouraged to submit appropriate coursework or other original work to both conferences and journals, either individually or in groups, particularly if a group project is involved. All students who are presenting at a professional conference (not limited solely to library conferences) are eligible to receive funding from both the ESU Graduate School and from SLIM toward the cost of their conference attendance.

All graduate assistants are encouraged to attend the Kansas Library Association conference, and SLIM pays their registration fees in return for which they help staff SLIM-sponsored events and the SLIM exhibit booth. Each student has limited responsibilities so most of their time is free to attend sessions and events.

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

All students complete the prescribed core curriculum as described above, which is sequenced for each cohort to follow a logical progression, allowing the students to build upon their developing knowledge toward an advanced beginner stage. During their first semester, all students take *LI 801 Foundations of Information Science* and *LI 810 Research in Library and Information Science*, and then take *LI 802 Information-Seeking Behavior and User-centered Services* and *LI*

804 Organization of Information in their second semester. Upon this solid foundation of an introduction to the profession, including its ethics and values, an introduction to reference services, research in the profession, and the organization of information, students are then able to build from their third semester as they then take one required course and appropriate electives each semester through the remainder of the program.

Several specific concentrations are offered that allow students to prepare for various roles within a library or information organization. Currently there are concentrations in Leadership and Administration (approved Spring 2012), Archives Studies (approved Fall 2011), Youth Services (approved Fall 2011, revised Fall 2014), and Informatics (approved Fall 2015). See Appendix 2 for exact course learning outcomes. Students with a concentration receive an acknowledgement on their transcript that lists the appropriate concentration completed.

Students who hold a full current professional teaching license may also complete the work necessary for licensure as a school library media specialist in the State of Kansas within the MLS program. The necessary coursework is an approved program of the Kansas State Department of Education, and in offering this program, SLIM acts in collaboration with The Teachers College, with this particular program being accredited by the Kansas Department of Education and CAEP (formerly NCATE). Again, the course learning outcomes may be viewed in Appendix 2.

Students may also construct programs of study that meet individual professional goals by selecting courses from a range of electives within SLIM, and have the opportunity to transfer in up to six hours of coursework from other accredited institutions, upon recommendation of the faculty and with approval of the Dean.

All courses are planned on a rotating schedule so that each student has the opportunity to take advantage of any concentration or scheme of courses over their two-year degree period. Core courses are scheduled for each cohort, and are offered in a set sequence, so that students know their core course schedule from the moment of program entry. Students take two core courses in each of their first two semesters and then take one core course plus elective(s) each succeeding semester. This arrangement allows students to bond strongly in their cohort, which is a major factor in program success.

The majority of SLIM students hold full time jobs, and the program is structured in such a way as to allow them to maintain their job while completing the MLS degree. Most students finish with six credit hours each semester, three semesters each year. Students are encouraged to stay with their cohort, although it is possible to move through the program either more rapidly or at a slower pace, based on student needs and individual circumstances. The regular schedule of courses, and the fact that a new cohort starts at each location every year, means that students have many options to make up classes or adjust their schedules if illness or individual circumstances cause them to miss a class or require a slower pace through the program. SLIM is also flexible with cohort groups to the extent that it is not uncommon for a student from one cohort to join another to make up a course, which then allows them to catch up with their own cohort and graduate with their colleagues.

Concentration courses are offered at least one semester each year in a rotation that guarantees each student access to the concentration, whether they enter the program in fall or spring. Individual electives are either scheduled far in advance—for example global program courses being scheduled up to 18 months in advance—or are made available with usually two semesters' notice given to students, to allow for any program revision.

All students in good academic standing are eligible to participate in the global program. Applicants must be in good academic standing with SLIM and ESU, with a 3.75 GPA preferred. Students must have completed two semesters and a minimum of 12 semester hours before the semester in which the field trip occurs. As spots are limited, a priority system is in effect. A proportional number of places are available for each cohort location. Priority is given to students in the final semesters of the program, then to second- and third-semester students. Acceptance into the course is not guaranteed, and decisions are made based on an application essay, as well as creating a balanced and compatible travel group.

All students are able to complete a practicum experience if they choose, and students who do not have library experience are strongly encouraged to do so. Students may elect to complete up to three credit hours of practicum work within the MLS, but this may be either at one site, or may be spread over more than one site and more than one semester in order to provide the best experience for the student. This is negotiated and organized in consultation with their Regional Director, who provides advising about course and program requirements. Students seeking School Library Media Licensure are required to complete practicum hours at both the elementary and high school levels to meet state requirements. All school practicums are organized through the ESU Office of Field Placement in The Teachers College, and follow both the KSDE regulations and the guidelines of each participating school district. Full details of the practicum participation are included in *Standard IV: Students*.

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

All students, regardless of specialization, complete the required core curriculum, which ensures that all programs are built upon a general foundation of library and information studies. The core includes 22 credit hours of coursework that the faculty have deemed to be essential to the preparation of librarians, and this coursework maps directly to the *SLIM Program Outcomes*, which in turn are based on the ALA Standards.

Specific courses within concentrations, and other specialized courses, map the course learning outcomes to appropriate professional standards. Examples include *LI 832* mapping to YALSA standards; *LI 831* mapping learning outcomes to ALA Children's competences; *LI 851* and *LI 858*, mapping to KSDE standards; and *LI 809*, *LI 818*, and *LI 827* mapping to SAA standards. Please see the table of *Course Learning Outcomes* (Appendix 2) for a full description of the relevant mapping of each individual course's learning outcomes to SLIM's program outcomes, professional values and the appropriate professional standards.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

SLIM maintains one set of Program Outcomes and Professional Values and all curricula are developed in light of these.

All core courses, with the exception of *LI 880 Capstone Course: Assessing the MLS Experience*, are taught in a blended format, with two intensive class weekends per course, with the rest of the instruction provided online. Each cohort follows the prescribed course sequence, regardless of whether that cohort starts in the fall or spring. All electives, because they need to be available to students across all SLIM program regions and cohorts, are offered online.

Continuity of the curriculum across cohorts and locations is ensured in several ways. All SLIM faculty who hold teaching responsibility for a certain course work together in themed teams to develop specific course content. Course learning outcomes are established by the faculty team, as is a common assignment, and these are then presented to the full faculty for approval. Once approved, each section of that course will follow those specific course learning outcomes and include that one common assignment, so that all students, regardless of cohort or locality, will have been taught to attain those course learning outcomes. The common assignment allows for data collection of direct evidence of student attainment of the learning outcomes (Appendix 2 and *Skybox Standard 2: Common Assignment Data*).

After the course learning outcomes and common assignment are agreed upon, SLIM faculty are free to approach their teaching of the course in their own manner. It is often the case that teams agree to use the same text, or to sequence material in the same way, although this is not required. However, the collaborative nature of this process means faculty are eager to share their teaching successes and challenges with other members of the team, and these teams then become an additional tool for faculty support and development.

National adjunct faculty who are asked to teach a core course are also invited to participate in the learning team and, depending on their level of experience, may be offered a more prescriptive syllabus. In all cases, every course must be taught to the faculty-approved course learning outcomes and include the approved common assignment.

Data to show the comparability of courses across cohorts and years are gathered in several ways. SLIM uses the *IDEA Student Ratings of Instruction (SRI)* system to allow students to evaluate each course every semester. Every regular course uses the full diagnostic form, which provides faculty with direct feedback on teaching methods and conduct of the course. All practicum courses use the short or *Learning Outcomes* form, as the diagnostic questions are not appropriate. In the same way that the SLIM course learning outcomes are agreed upon by the faculty teams and approved by the whole faculty, the IDEA learning outcomes are agreed upon by the appropriate teams and approved by faculty so that individual sections of the course may be judged appropriately against each other both within and across semesters.

In addition, data is gathered from the *Common Assignment Assessment* of each course. Again faculty teams have developed the common assignment together and have also developed the

grading rubric, so that scores from one course section are able to be compared to another. A final data point is that of student response to the SLIM Course Learning Outcomes. Each semester the Course Learning Outcomes are presented to the students in the form of questions on the IDEA instrument, and students are asked to rate their learning on each objective in light of the course instruction.

All data are compiled and provided to individual faculty and faculty groups to allow them to see where the courses are meeting their goals, or where there are items that could be better taught. The comparisons also allow faculty to work with each other to identify individual strengths and weaknesses and to share how they teach particular content or concepts. The Dean provides aggregated student comments to faculty for discussion at faculty meetings so any issues, trends, or suggestions can be addressed as a group (Appendix 3).

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

SLIM evaluates the MLS curriculum continually and in a variety of ways. The most recent review cycle addressed every area of the curriculum, using student input such as comments from the IDEA surveys, informal focus groups, and surveys; from SLIM faculty, using expertise and knowledge gained from participation in professional organizations, SIGs and conferences; from national adjunct faculty, drawing on their practitioner expertise through their participation in curriculum teams; from SLIM Regional Directors, through their conversations with employers and practitioners within their geographical area; from SLIM Advisory Councils, through face-to-face and online meetings; from employers through direct surveys of student quality and skill; and from alumni through post-degree surveys.

The new curriculum review cycle is now moving beyond the stage of addressing individual course requirements and content, and even program content and requirement, to more global considerations of the way in which individual courses interact with each other and the creation of an ideal sequence. At this stage, adjustments have been made over the past three years to the sequencing of the required courses to ensure a logical progression of ideas and skills, and also to ensure that elective courses, particularly those in concentrations, are fully supported by the timing of the core courses, and that students have the required knowledge to complete various course requirements.

This attention to the interaction and sequence of courses has allowed for the identification and implementation of such ideas as the Research Literacy core (SkyBox: *Standard 2: Research Literacy Core*) that extends across the first four required courses: *LI 801 Foundations of Library and Information Science*, *LI 810 Research in Library and Information Science*, *LI 802 Information-Seeking Behavior and Reference Services*, and *LI 804 Organization of Information*. The faculty teaching all four of these courses have worked collaboratively to ensure that students

complete the first two quarters with a solid foundation of research literacy that then enables them to advance to greater learning in subsequent semesters of the program.

Over the past two years, a curriculum map (Appendix 2) has been developed that shows the relationship of the various SLIM courses to both the SLIM Program Outcomes and Professional Values, and the ALA Core Competences of Librarianship. The curriculum map is again under review as we work to update the mapping based on recent course changes. Another review cycle that will begin in fall 2015 will look at the types and variety of assignments across all required courses, and then across the curriculum as a whole. Individual adjustments have already been made within the various curriculum groups of courses, but this has not yet been extended across all core courses and beyond.

All sections of all courses are evaluated each semester using the *IDEA Student Ratings of Instruction* system, a normed and nationally recognized instrument. All regular courses are evaluated using the full *Diagnostic Feedback* form that allows students to rate the course and the instructor on the 12 IDEA learning outcomes. Students also have the opportunity to add unlimited comments. All practicum courses are evaluated using the *Learning Outcomes* form that is more appropriate to field-based experience courses.

All results are reviewed each semester by the Dean, who works with individual faculty members and with the faculty as a whole to improve instruction. The IDEA Center website provides excellent support for faculty to understand the student surveys and to work to improve their teaching, based on the research of the Idea Center.

A recent addition to the SLIM assessment plan has been the use of Course Learning Outcomes as additional questions in the IDEA surveys. Students are asked to rate their own achievement on the Course Learning Outcomes, and this gives an additional data point that can be particularly helpful in identifying elements of a course that one faculty member may do extremely well, allowing other faculty teaching that course to benefit from a discussion of how those concepts or ideas are taught, and affording the opportunity to make changes. This is also an illustration of the way in which the SLIM faculty are choosing to work together in a mutually supportive way that benefits both their own teaching and the students' learning.

Additional SkyBox documents referred to above in Standard II are:

Skybox: Standard I: ESU 2009 *Pursuing Excellence* Strategic Plan

Skybox: Standard 2: Curriculum Documents: Curriculum Map

Skybox: Standard 2: Curriculum Documents: Teams

Skybox: Standard 2: ESU TechSite Information

Skybox: Standard 2: Common Assignment Grade Data

Skybox: Standard 2: Aggregated Student Comments

Skybox: Standard 2: Research Literacy Core

Standard III: Faculty

Introduction

SLIM Strategic Plan Goal 5 is to nurture human potential through the infusion of diversity within the curriculum, research, outreach, and the recruitment of students, faculty, and staff. SLIM has a record of attempting to hire and retain faculty and staff who reflect a wide range of ethnicity, race, culture, gender, sexual orientation, and other types of diversity with some success. An in-depth review of this data is available in III.1.2.

Faculty reached a major milestone in summer 2009 with the approval of a comprehensive faculty recognition document, which replaced one that had been in effect since 1998 (*SkyBox Standard 3: SLIM Faculty Recognition Document*). The document is specific about what is expected for excellent, acceptable, and unacceptable teaching, service, and scholarship, and includes procedures for evaluation of faculty.

Curricula vitae for all full-time and national adjunct faculty are posted to *SkyBox Standard 3: Teaching Faculty CVs 2008-2015*.

III.1 *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty balance and complement the teaching competencies of the full-time faculty, particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty.*

The qualifications required for appointment to the graduate faculty at ESU are set out in the *SkyBox Standard 3: Graduate faculty qualifications* as excerpted from *University Policy Manual*, section 1B.05, found in detail at www.emporia.edu/acadaff/pdf/EmployeePolicyManual.pdf. Regular graduate faculty must hold a Ph.D. and demonstrate a record of current engagement (within the past five years) of graduate-level teaching and scholarly or creative contributions to the discipline recognized beyond the university. Associate graduate faculty status is for instructors who hold a master's degree plus at least 30 hours of additional graduate work and they can demonstrate a record of current participation in professional activities. Temporary faculty status is given to those who have a minimum of a master's degree or significant professional accomplishments in their field.

All of the current faculty qualify for and have been appointed to the regular graduate faculty. Graduate faculty qualifications, excerpted from the *University Policy Manual*, can also be found in *SkyBox Standard 3*. Graduate faculty status for all SLIM faculty members is decided by a vote of the faculty. These votes typically take place during regularly scheduled faculty meetings. For example, the most recent vote to appoint SLIM faculty to graduate faculty status took place at the March 9, 2015 faculty meeting and included appointments for in-coming full-time faculty Drs. Fay, Ma, and Walther and for national adjunct faculty teaching in the summer 2015 semester, Ms. Woods, Mr. Kurz and Mr. Silverman.

SLIM full time faculty carry out the major share of teaching required for the MLS program. As is illustrated in Table III.1 below, across all courses between Fall 2008 and Summer 2015, full time faculty taught an average of 51.5% of all credit hours offered by SLIM. They taught 67% of required credit hours and 30% of elective credit hours. SLIM has a tradition of inviting accomplished practitioners to teach elective courses in their areas of expertise since it is impossible for a faculty of ten extend their areas of expertise to match the extent of topics exemplified by our electives, particularly those electives that are taught in a blended mode.

Table III.1: Average credit hours taught by FT and National Adjunct Faculty

Average credit hours taught by full time (FT) and national adjunct (NAF) faculty						
	Required		Elective		All courses	
	FT	NAF	FT	NAF	FT	NAF
All semesters	67%	33%	30%	70%	51%	49%
Fall	61%	39%	17%	83%	41%	59%
Spring	73%	27%	36%	64%	58%	42%
Summer	66%	34%	37%	63%	54%	46%

Source: *Courses (sections) and credit hours taught by full-time and national adjunct faculty*

The above table breaks down the data by credit hour taught by full-time and national adjunct faculty (NAF). Looking at the data by course shows that full-time faculty taught 145 of all courses (265) in the seven fall semesters between Fall 2008 and Fall 2014 (54.39%); 144 of all courses (265) between Spring 2009 and Spring 2015 (54.39%); and 77 of all courses (207) between Summer 2009 and Summer 2015 (37.2%). This is a total of 366 of 737 courses or 49.7% for all courses in this time period. Faculty are appointed for the spring/fall academic year and do not teach a full load in the summer semesters. They may continue to teach up to six credit hours on a temporary contract basis. Please refer to the document titled *Courses (sections) and Credit Hours Taught by Full-time and National Adjunct Faculty (SkyBox Standard 3: Faculty)*.

Achieving this mix of full-time faculty and national adjunct faculty entails teaching assignments for full-time faculty in all of SLIM’s teaching venues. Full-time faculty’s assignments are based on their specializations; specializations are topical not geographical. For example, Dr. Sutton teaches *LI 804 Organization of Information* in all five geographic locations. Tenured and tenure-track faculty teach the majority of core courses. A chart of all core courses taught by tenured and tenure-track faculty between Fall 2008 through those planned for Fall 2015 is in Appendix 4.

III.1.1 National Adjunct Faculty

SLIM national adjunct faculty are recruited based on their expertise in areas that complement those of full-time faculty. They are often practitioners in an area of practice that is not covered by full time faculty. For example, for Spring 2015, SLIM engaged Morgan McCune to teach *LI 814 Cataloging and Classification* because she is an experienced cataloger in an academic library who has knowledge of resource description and access not held by full time SLIM faculty. Other national adjunct faculty are SLIM doctoral students who have expertise in areas that complement those of full-time faculty or who are invited to teach core courses under the guidance of full-time faculty. For example, SLIM doctoral students Tracie Kreighbaum (Spring 2014) and Kristine Woods (Summer 2015) have each taught or are teaching sections of *LI 804*

Organization of Information with the guidance of Dr. Sarah Sutton. The chart titled *Faculty Teaching and Research Interests* contains a complete list of SLIM full time and national adjunct faculty, their areas of expertise, research, and service, and the SLIM courses they have taught or are teaching (*SkyBox Standard 3: Faculty Teaching and Research Interests*).

III.1.2 Faculty turnover

SLIM tenured, tenure-track, and adjunct faculty have maintained high quality instruction, as evidenced by IDEA indirect course and instruction evaluations by students; direct evaluations by peers, the Tenure and Promotion Committee members, and the Dean; responses to student and employer surveys; and grades on the common assignments in all required courses. Although SLIM has been challenged by retirements of long-time faculty member, resignations, and failure to meet tenure track expectations during this period, all faculty lines are filled for AY 2016.

Table III.1.2a: Fall 2015 Tenured and Tenure-track Faculty

Fall 2015 Faculty Name	Faculty Rank	Year of Initial Appointment	Year Appointed to Current Rank
Gwen Alexander	Professor, Tenured	2007	2014
Mirah Dow	Professor, Tenured	1999	2013
Brendan Fay	Assistant Professor	2015	2015
Melvin Hale	Assistant Professor	2014	2014
Robin Kurz	Assistant Professor	2014	2014
Jinxuan Ma	Assistant Professor	2015	2015
Andrew Smith	Assoc. Professor, Tenured	2010	2013
Sarah Sutton	Assistant Professor	2012	2012
James Walther	Assistant Professor	2015	2015
Sandra Valenti	Assistant Professor	2015	2015

As in many instances, there has been a high rate of turnover because of retirements of an aging faculty that was compounded by a 2009 mandate from then-President Lane and then-Provost Mehring that SLIM faculty actually work from campus. Over the previous 10 years, faculty had slid into living farther than 50 miles away from Emporia and rarely making appearances on campus. Following a discussion that lasted over a year, then-President Lane and then-Provost Mehring required SLIM faculty to work on campus four of five days except when they were traveling to other teaching locations or teaching in-person weekend-intensive classes. The fifth day was to have off-campus time for scholarship, consulting, professional development, etc. Consequently, since 2009 the SLIM workweek has been, and continues to be, Tuesday-Saturday, enabling faculty to enjoy three-day weekends when they are not teaching. Teaching assignments are frequently divided between one course in Kansas, one at a regional teaching site, and one online, with weekend assignments resulting in four weekends (Friday evening & Saturday) per semester.

ESU's enforcement of the requirement to have faculty work from their campus offices or travel/teach four days each week was a factor that affected faculty retention, although only one of several. Four faculty members had reached or surpassed the historical retirement age, one had

ongoing health issues that accommodations did not mitigate, and two had husbands and children who lived out of state.

Table III.1.2b below indicates the faculty who were employed in fall 2008 and the four resignations and five retirements that have taken place between then and now.

Table III.1.2b: History of Extant Faculty Fall 2008

Faculty name	Faculty Rank 2008	Year Appointed to Current Rank	Initial Appointment/ Current Status
Gwen Alexander	Assoc. Professor, Tenured	2007	2007 ongoing
Herbert Achleitner	Professor, Tenured	1999	1982 retired 2010
John Agada	Professor, Tenured	2004	1999 retired 2009
Lynn Cooper Chase	Assistant Professor	2004	2004 retired 2011
Mirah Dow	Assistant Professor	2002	1999 ongoing
Jeonghyun (Annie) Kim	Assistant Professor	2004	2004 resigned 2010
Linda Lillard	Assistant Professor	2004	2004 resigned 2008
Ann O'Neill	Professor	2004	2004 retired 2014
Cecilia Salvatore	Assoc. Professor	2004	1998 resigned 2009
Xiaoya Tang	Assistant Professor	2005	2005 resigned 2009
Nancy Thomas	Professor, Tenured	2006	1995 retired 2009

Additions and circumstances for each retirement/resignation are summarized below:

- Dr. Linda Lillard resigned in 2008 to take a position at Clarion University in Pennsylvania to be near her only living relative and to earn a much higher salary.
- Dr. Nancy Thomas retired in 2009, partly because she lived in two locations, one in Missouri and one in Estes Park, Colorado, and she did not want to be working from campus four days a week.
- Dr. John Agada retired in 2009 and took a new position as Department Chair at Chicago State University. He had lived in Topeka and did not want to work from campus.
- Dr. Cecilia Salvatore resigned in 2009 to take a position at Dominican University. She lived in Topeka and did not want to work from campus.
- Dr. Xiaoya Tang resigned in 2009 after earlier moving to Tacoma, Washington to join her husband and young daughter. She did not want to work from campus.
- Dr. Jeonghyun (Annie) Kim resigned with a terminal year. She had already moved to Boston to be with her husband and young son and was not in a position to work from the ESU campus. Dr. Kim completed her terminal year in 2010 by teaching only online.

- Dr. Herbert Achleitner retired in 2010 after two years of phased retirement. He had lived in Lawrence for years and did not work from campus during the phased period of two years.
- Dr. Lynne Cooper Chase retired in 2011. She lived in Lawrence, did not plan to stand for tenure and promotion after six years, and worked through her terminal year.
- Dr. Ann O’Neil retired in 2014 due to health issues after 10 years with SLIM.

In the *December 2011 Biennial Narrative Report* to the COA, SLIM reported a successful recovery from a temporary loss of faculty due to retirements and resignations. Although ESU instituted a freeze on hiring in 2009, SLIM was granted exceptions to this policy and authorized to hire replacements for all of the open positions. Plans to replace lost faculty were set forth in a September 20, 2010 letter to Vicki Gregory, COA Chair, and successfully implemented in 2011. The outcome was the addition of five new faculty members since SLIM’s 2009 report: Charles Seavey, Ph.D., full professor; Kalyani Ankem, Ph.D., Associate Professor; Andrew Smith, Ed.D., Assistant Professor; Sheila O’Hare, J.D., Assistant Professor; and Cameron Tuai, Ph.D., Instructor upon hiring who was promoted to Assistant Professor after he had earned his Ph.D. that semester. In summary, a shortage of tenured and tenure-track faculty was a challenge that seemed to be overcome. During the gap, continued retention of reliable and experienced national adjunct faculty contributed to the successful management of the SLIM program.

This experience helped to ameliorate the further experiences between 2012 and the present. Lynn Chase retired at the end of 2011; Charles Seavey resigned to return to retirement status in 2012; Kalyani Ankem’s appointment ended in 2013; and Ann O’Neill retired in 2014; These positions were filled by Sarah Sutton in 2012 and Janet Capps in 2013 as well as Melvin Hale and Robin Kurz in 2014.

Sheila O’Hare resigned to pursue her Ph.D. in 2014; and the appointments for Rajesh Singh, Cameron Tuai, and Janet Capps were not renewed in 2015. As faculty resigned or retired, national searches were held to fill their vacated positions and we are pleased to have appointed Dr. Brendan Fay, Dr. James Walther, Dr. Jinxuan Ma, and Dr. Sandra Valenti, all assistant professors, to begin tenure-track positions in fall 2015.

Only one faculty member has applied for and been awarded tenure and promoted from Assistant Professor to Associate Professor during this period. The main problem has been replacing long-time faculty with Assistant Professors who are not yet eligible for tenure and promotion. We recognize that this is an issue, one that is being faced not only by SLIM but other colleges at ESU and other ALA-accredited programs.

We again believe we have successfully filled the gap and that we have added a new and very competent contingent, all of whom we expect to promote to Associate Professor in the fullness of time.

Table III.1.2c below is a comprehensive history in order of hiring date of ongoing appointments, new hires, and departures from fall 2008 to fall 2015

Table III.1.2c: History of all SLIM Faculty Fall 2008 through Fall 2015

Faculty Name	Faculty Rank	Year Appointed to Current Rank	Initial Appointment/current status
Herbert Achleitner	Professor, Tenured	1999	1982 retired 2010
Cecilia Salvatore	Assoc. Professor	2004	1998 resigned 2009
John Agada	Professor, Tenured	2004	1999 retired 2009
Mirah Dow	Assistant Professor	2013	1999 ongoing
Lynn Cooper Chase	Assistant Professor	2004	2004 retired 2011
Linda Lillard	Assistant Professor	2004	2004 resigned 2008
Ann O'Neill	Professor	2004	2004 retired 2014
Xiaoya Tang	Assistant Professor	2005	2005 resigned 2009
Gwen Alexander	Professor	2014	2007 ongoing
Rajesh Singh	Assistant Professor	2009	2009 ended 2015
Andrew Smith	Assistant Professor	2014	2010 ongoing
Sheila O'Hare	Assistant Professor	2010	2010 resigned 2014
Cameron Tuai	Assistant Professor	2011	2011 ended 2015
Charley Seavey	Professor	2011	2011 resigned 2012
Sarah Sutton	Assistant Professor	2012	2012 ongoing
Kalyani Ankem	Associate Professor	2012	2012 ended 2013
Janet Capps	Assistant Professor	2013	2013 ended 2015
Robin Kurz	Assistant Professor	2014	2014 ongoing
Melvin Hale	Assistant Professor	2014	2014 ongoing
Brendan Fay	Assistant Professor	2015	2015 ongoing
James Walther	Assistant Professor	2015	2015 ongoing
Jinxuan Ma	Assistant Professor	2015	2015 ongoing
Sandra Valenti	Assistant Professor	2015	2015 ongoing

The temporary decreases in full-time faculty during times of searching for replacements have been adequately filled by ongoing national adjunct faculty, as illustrated in Appendix 5.

III.1.3 Ability of SLIM faculty to teach required core courses

SLIM's seven required three-credit-hour courses and one-credit-hour Capstone course are sequenced throughout the academic year according to fall or spring cohort starts. SLIM faculty teach a full graduate load of 18 credit hours per academic year, a cumulative total of 162 credit hours. In addition, they may elect to be appointed to teach summer courses of up to six credit hours and many make themselves available for at least three credit hours for this additional semester.

Of the many sections of required courses, which are usually taught by full-time faculty and include weekend-intensive classes, seven are taught each fall (21 credit hours), six are taught each spring (18 credit hours), and four are taught each summer (12 credit hours) across SLIM

teaching locations. Even though the number of credit hours may be expanded in locations that have two course sections due to a larger cohort, the availability of full-time faculty to teach these critical core courses and electives in their areas of expertise is sufficient.

The bullet points below summarize SLIM's approach to faculty assignments:

- Full-time faculty are assigned nine-credit-hour teaching loads per KBOR and ESU policy.
- Full-time SLIM faculty taught an average of 51% of all credit hours offered by SLIM between Fall 2008 and Summer 2015, 66% of required credit hours and 30% of elective credit hours.
- Qualified and highly effective national adjunct faculty teach applications courses, including retired and assistant state librarians as well as special, academic, school, and public library directors and leaders (Appendix 5).
- Non-faculty professional program advisors (Regional Directors) are provided for MLS cohorts at all five teaching locations (Oregon, Utah, Colorado, and Emporia and Overland Park, Kansas) to provide student advising and assist faculty during class weekends.
- The SLIM full-time faculty ongoing review of the program and curriculum is supported by SLIM state and national advisory councils and SLIM and ESU committees, including students.

III.2 *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.*

SLIM full-time faculty undertake the majority of service and research activities related to the program. The 2014-15 SLIM committee assignments are included as Appendix 6 and other years are posted to *SkyBox Standard 3*. As is evidenced in their *curricula vitae* (*SkyBox Standard 3: Teaching Faculty CVs 2008-2015*), SLIM faculty undertake appropriate service commitments to the University, the profession, and the community. SLIM faculty serve on the following campus-wide University Committees: Copyright Committee, Curriculum Review Panel, Faculty Research and Creativity Board, and Graduate Council, as described in the *Campus Wide Committees List* (*SkyBox: Standard 3*).

The blended nature of the courses allows for face-to-face interaction between faculty and students during the weekend-intensive (10 hours) instruction that occurs twice each semester for each core course. The very nature of the blended program encourages innovation in teaching and provides a stimulating teaching/learning environment. All kinds of professional collaboration is encouraged: faculty-student, faculty-faculty, faculty-staff, and interdisciplinary within and outside of the SLIM environment. Examples are poster presentations by faculty-students, presentations and journal articles by faculty-faculty, presentations by faculty-staff, and interdisciplinary presentations and journals articles, as well as funded grants. Faculty attendance at state, regional, and national conferences affords time to serve on committees of interest, attend research presentations, and meet with colleagues who have similar research interests.

Faculty are given an allowance of \$2,500 each year for registration, travel, lodging, and per diem expenses related to conference attendance based on the level of presentation or committee work they contribute to the conference. They may also use this allowance to attend professional development workshops related to their teaching assignments or research. The SLIM workweek for faculty is Tuesday through Saturday, with one day of this schedule off for research, consulting, or other related activities. Any travel on Sunday related to teaching at one of the out-of-Kansas locations is also taken off of a regular work day. Unless negotiated otherwise, faculty are expected to devote 25% of their attention to scholarship/research and the one-day release time per week supports that expectation. Most faculty work from campus Tuesday-Friday unless they are teaching Friday-Saturday.

III.3 *The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The School adheres to the ESU standards for recruitment of multicultural, multiethnic, and multilingual backgrounds. Faculty personnel policies and procedures are published, accessible in the [University Policy Manual](http://www.emporia.edu/acadaff/pdf/EmployeePolicyManual.pdf) (www.emporia.edu/acadaff/pdf/EmployeePolicyManual.pdf) and implemented by SLIM.

To identify and hire the most recent four faculty, search committee members and on-going faculty were requested to each submit five names of potential candidates who fall within the ALA diversity group so letters of invitation to apply could be sent to them. Of the four who were subsequently hired, one is Chinese. Confidential records pertaining to the 2015 search that resulted in hiring four faculty members are available for review during the team visit.

III.4 *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations*

SLIM faculty teaching assignments take into consideration both the needs of the program and faculty members' qualifications and competences in specific topical areas. All full-time, tenure track faculty members are expected to teach at least two courses in the MLS core curriculum (*Emporia State University Policy Manual*, 2015b). Teaching assignments over the past five years reflect this practice (Table III.1above).

Professor Dow's research interests in school libraries, information literacy, teaching and learning, and educational assessment are reflected in her being assigned to teach *LI755 SLIM Summer Institute for School Librarians*, *LI837 Teaching in the Information Professions*, and practica (*LI870* and *LI877*). She consistently teaches *LI801 Foundations of Library and Information Science*, *LI802 Information-seeking Behavior and Reference Services*, *LI810 Research in Library and Information Science*, and *LI880 Capstone* in the MLS core curriculum as well as electives *LI890 Advanced Research Strategies*, *LI891 Seminar in Information*

Transfer, LI892 Seminar in Information Psychology, and LI905 Research Strategies: Qualitative Methods and Theory.

Interim Associate Dean and Associate Professor Smith's research interests include children's and young people's librarianship and cross-cultural teaching and learning. His teaching assignments include elective courses in resources and services for children and young adults as well as responsibility for student practica in School Library Media. He teaches *LI855 Collection Development and Management* and *LI801 Research in Library and Information Science* in the MLS core curriculum. His interest in cross-cultural teaching and learning is at the core of SLIM's extensive study abroad program for MLS students, which is represented by *LI860 Current Issues in Global Information Infrastructure*, which he has taught consistently since summer 2012.

Assistant Professor Sutton's research interests include librarian competencies and the management of licensed resources in libraries. Her former professional practice included technical services and collection development. Her professional activities include membership in NASIG and the Association for Library Collections and Technical Services. Her teaching assignments include *LI804 Organization of Information* and *LI855 Collection Development and Management* in the MLS core curriculum, and electives *LI894 Seminar in Organization of Information*, *LI814 Cataloging and Classification*, and *LI862 Current Issues in Technology: Managing Licensed Electronic Resources in Information Organizations*.

Assistant Professor Hale's research interests and educational background are in archives and he is a member of professional organizations that focus on archives. His teaching assignments since joining the SLIM faculty in fall 2014 are focused in the SLIM Archives program and, in the core curriculum, *LI801 Foundations of Library and Information Science*.

Assistant Professor Kurz's research interests and practice include management of public libraries. Her teaching assignments since joining the SLIM faculty in fall 2014 are focused on *LI805 Management and Information Organizations* in the core curriculum.

SLIM faculty maintain technological awareness as it relates to the profession of librarianship and library management as a matter of course in order to include applicable technology content in all SLIM courses. Two examples highlight the faculty's commitment to this goal. In fall 2012, the ESU Information Technology Department, in collaboration with the Provost's Office, conducted an extensive set of workshops for faculty called U-Innovate. The initiative was designed to help faculty integrate current technologies into their courses and it included a five-workshop sequence to train faculty to use the Quality Matters™ rubrics for online course design.

All members of the SLIM faculty participated in the *U-Innovate* program and two faculty members, Dr. Dow and Dr. Sutton, submitted model courses to the accompanying *Raise the Bar* program), a program created to celebrate ESU's 150th anniversary and to "support continuous improvement of teaching and learning through innovative instructional design" (www.emporia.edu/acadaff/raise-the-bar.html).

Another example of SLIM faculty members' dedication to maintaining technological awareness is the conversion from the *Blackboard* course management system to the *Canvas* course

management system in spring 2013. The University began the conversion in spring 2013 and SLIM was the first unit on campus to convert to teaching all of its courses in the new Canvas environment.

Standard III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Information about faculty scholarly and creative activity is in two locations: SkyBox 3: *Full-time faculty scholarly research and creative activity bibliography* and *Faculty: Summary of Recent SLIM Faculty Research Scholarly and Creative activity*. Vitas with information about scholarly and creative activity for all faculty members are also found on the SLIM web page.

Standard III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

As indicated in the *curricula vitae* of SLIM faculty, they come from a variety of institutions from coast to coast, which reflects the diversity of competencies and experience found in the SLIM faculty. Only two, Dr. Dow and Dr. Valenti, earned their Ph.D.s from ESU. The *Faculty teaching and research interests* document in *Skybox 3: Faculty* presents their research interest, publications, and presentations as evidence of their specialized knowledge that covers program content.

The faculty's ongoing attention to developing the curriculum, student learning outcomes, and refining the questions asked of students in the IDEA evaluation program indicate their continuous attention to academic planning and assessment and make the SLIM program a leader within ESU in these areas. Syllabi that evidence planning and assessment (common assignments) are in *SkyBox Standard 2: Curriculum*.

Faculty's recent enhanced activities as communities of practice with the many SLIM national adjunct faculty who are employed in all types of information organizations is an indication of their continuing liaison with the field. One example of interaction with faculty of other disciplines is the STEM-ALL (Science, Technology, Engineering, and Mathematics: Information Technology and Scientific Literacy for ALL Learners) grant Dr. Dow is sharing with Dr. Kenneth Thompson, professor of physical sciences.

As formally agreed upon at the Spring 2015 faculty and staff retreat, the culture at SLIM is to keep in mind the benefits of sharing and discussing everything related to the organization's continued success, aspirations for the future, and the service and research beyond teaching that will enable ESU and SLIM to continue to be innovative and advancing the information

profession. The development and sustainability of SLIM's blended-course program is evidence of the results of implementing the many ideas and projects that support this successful venture. In addition, SLIM supports faculty activities within local, regional, and national professional associations, with funding and time away from campus, and encourages them to especially participate in the professional association activities in the states SLIM serves: Oregon, Utah, Colorado, and Kansas. Faculty are encouraged to spend extra time when they teach in these states to mingle with employers and alumni to get ideas of how to meet current needs of the profession. SLIM holds commencement ceremonies in each state with the Dean officiating, frequently assisted by a faculty member in addition to the regional director.

Standard III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

All faculty are expected to be able to teach at least two of the seven required SLIM courses in addition to teaching in their specific field of interest. Frequently, this specific competency includes one or more of the required courses. The SLIM faculty is sufficiently diversified to be able to lead the communities of practice that provide teaching and advising for specific concentrations and certificates. The quality of instruction is maintained by the communities of practice, specific learning outcomes, and assessment.

If at all possible within the needs of the program, faculty are assigned one in-state, one out-of-state, and one online course each semester, which promotes the maintenance of quality not only throughout the year but from venue to venue. In addition, sections of the same course are frequently taught by an assortment of full-time and national adjunct faculty, which creates an environment of sharing, discussion, and collaboration between them. For example, Dr. Sutton and national adjunct faculty Keith Rocci both taught *LI855 Collection Development and Management* in fall 2014; and Tracie Kreighbaum, a SLIM Ph.D. student who has advanced to writing her dissertation, collaborated on each teaching a section of *LI 804 Organization of Information* in spring 2014.

Rotating faculty through in-state, out-of-state, and online venues takes full advantage of the opportunities to expose students to a wide variety of research interests, competencies, and experience of all of our faculty members, both full-time and national adjunct faculty. Another approach is faculty are frequently requested to teach two sections of the same course in one venue to accommodate the needs of the program when there are two cohorts in one location. This reduces the number of course preparations for the instructor in that semester and enables the program to cap courses at 25 students even when there is a larger-than-usual cohort in a location.

Standard III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The SLIM policy document, *Policies and Procedures for Faculty Recognition (Skybox: Standard 3: SLIM Faculty Recognition Document)* is based on Kansas Board of Regents and Emporia State University policies that establish procedures for systematic evaluation of faculty. Faculty members are evaluated on their teaching, research and scholarly/creative activity, and service. Appendix A of the *SLIM Policies and Procedures for Faculty Recognition* delineates the timeline for that process.

To provide untenured SLIM faculty with support and feedback on their progress toward tenure and promotion, untenured SLIM faculty's accomplishments and activities are reviewed annually. The annual review process is described in the *SLIM Policies and Procedures for Faculty Recognition*. Each untenured SLIM faculty member submits a portfolio of their accomplishments from the previous academic year at the beginning of each fall semester for review by the SLIM Faculty Promotion Committee (FPC). The FPC reviews the portfolio and provides feedback to the faculty member and the Dean related to the faculty member's progress toward promotion and tenure. That feedback regularly includes both praise for accomplishments and recommendations for improvement. The Dean reviews the FPC's letter and the faculty member's portfolio and provides additional praise and recommendations.

The SLIM policy document includes rank ordered lists of some of the specific types of evidence of excellence the FRC looks for in each area of faculty activity in their evaluations of untenured faculty annual portfolios and of faculty's tenure and promotion portfolios. They include input from SLIM and ESU faculty, students, and other stakeholders. IDEA student rankings of teaching, both qualitative and quantitative, are used to evaluate teaching. Evaluation of research and scholarly/creative activity and of service may include comments from stakeholders. The SLIM document specifically states the following: "In addition, there is an external review of the candidates for tenure and/or promotion of their research and scholarship by faculty of equal or higher academic rank at other universities with ALA-accredited master's programs. The practice of providing for external peer review adds rigor to the tenure and promotion review process, is a tradition at SLIM, and acknowledges the need to ensure excellence in a program that is accredited by the American Library Association."

SkyBox documents referred to above in Standard III: Faculty
Standard 2: Curriculum
Standard 3: Teaching Faculty CVs 2008-2015
Standard 3: 2014-15 SLILM National Adjunct Faculty
Standard 3: ALA Sections of graduate level courses
Standard 3: Courses (sections) and credit hours taught by fulltime and national faculty
Standard 3: Current Faculty Teaching SLIM Core Courses
Standard 3: Faculty Teaching and Research Interests
Standard 3: Full-time faculty core course assignments
Standard 3: Full-time faculty scholarly research and creative activity bibliography
Standard 3: Graduate faculty qualifications excerpted from University Policy Manual
Standard 3: SLIM Faculty Recognition Document
Standard 3: Summary of Recent SLIM Faculty Research Scholarly and Creative Activity
Standard 3: SLIM Committee Assignments

Standard IV: Students

Introduction

Tradition and innovation form the foundation of a student-centered learning environment in SLIM at ESU. SLIM's MLS degree program has a long-standing reputation for graduating outstanding library and information professionals. In a January 2015 survey of graduates during the past five years, respondents (120/497, 24% response rate) indicated their employment in academic libraries (23.01%); school libraries (13.27%); public libraries (31.86%); special libraries (7.08%); government library or agencies (2.65%); and others information agencies, such as early literacy agencies, consulting firms, and insurance companies (22.12%). Slightly less than half the respondents indicated their professional employment was achieved in more than one year but less than five years (50/120, 42.02%), and about one-quarter of the respondents indicated that their professional employment was achieved in more than five years but less than 10 years (28/150, 23.53%). About one-quarter (30/120, 24.21%) indicated they are not in a professional library position but in the same non-library position secured before earning the MLS (*SkyBox: Standard 4*).

Employers (16/79, 20% response rate) in a January 2015 survey reported being very satisfied (11/16, 68.75%) or satisfied (5/16, 31.59%) with SLIM's MLS graduates (*SkyBox: Standard 4*). Some employers described MLS graduates as professional and hardworking, and some made positive comments about SLIM MLS graduates being good at working in teams, having knowledge of administration, and being successful hires in a very competitive job market. This is consistent with what we observe and hear reported by students, graduates, and employers. SLIM's MLS degree program accomplishments result from a carefully constructed and applied curriculum and academic and administrative policies, access to information about programs, student advice and guidance, student participation in learning experiences, and applying results from evaluation of student achievement to program development.

Students are central to all faculty, administrator, and staff activities. SLIM's learning environment is student-centered because it is focused not only on what faculty know, but equally on what students need to learn, and what students are learning, or fail to learn, that is critical to the roles of 21st century library and information professionals. SLIM's student-centered environment reflects the School's mission and vision, and results in graduation of many effective, energetic, enthusiastic, and enterprising information professionals.

SLIM's student-centered learning environment is also integral to graduate school education at ESU. In 2014, the MLS degree program was the largest ESU graduate program in total enrollment (315/2,190, 14%). ESU's graduate school total enrollment has increased over the past 10 years from 1,824 enrolled graduate students in fall 2004 to 2,190 enrolled graduate students in fall of 2014. In 2014, ESU had the largest percentage (36%) of graduate students to total enrollment when compared to 16 peer institutions in Kansas, Oklahoma, Missouri, and Texas.

ESU's 59 nationally accredited academic programs reflect the University's mission that emphasizes academic excellence. Institution-wide, the use and integration of technology and library resources and services creates progressive learning environments. Resources available to all SLIM students, regardless of location, are the William Allen White Library online databases and subscriptions, interlibrary loan, and their book and document mail service; tutoring; assistance with the use of technology; career placement services; and financial aid assistance. In addition, they have the use of libraries at host institutions in the SLIM out-of-Kansas teaching locations and the same advising services through on-site SLIM Regional Directors. According to the *ESU Graduate School Updates and Profile, Fall 2014*, multiple student resources such as the math lab, writing center, reading lab, and online tutoring provide face-to-face and online services that foster student success (SkyBox: Standard 4). These are available for students in Emporia and the surrounding area for face-to-face interaction and online to students at a distance.

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

IV.1.1 Academic and Administrative Policies

As discussed in *Standard II: Curriculum*, the organization of SLIM's MLS program promotes learning consistent with the School's mission, goals, and course learning objectives. The eight MLS program goals are aligned with the *ALA Competencies for Librarianship* (2009) and with ESU's *Higher Learning Commission Goals and Objectives*. MLS course learning objectives are aligned with the MLS program goals (Appendix 2). MLS students, as part of the SLIM and ESU community, wherever they are physically located, learn through course- and community-based experiences, international environments, and academic programs that address and reflect attention to human diversity.

ESU's mission and policies are articulated publically in written publications, including the *ESU Internet Catalog*, *ESU Policy Manual*, and the *ESU Student Handbook* (SkyBox: Standard 4). SLIM's mission, academic and administrative policies, and related activities are aligned with ESU's mission and policies. SLIM's academic and administrative [policies](#) are publically articulated on SLIM's website. The SLIM website provides information for prospective and current students as well as information about and for use by faculty and Regional Directors at each teaching location. Faculty and Regional Directors provide information, advice, and guidance to prospective and enrolled students and the program directors are liaisons to full-time and national adjunct faculty. SLIM's academic and professional policies address recruitment, enrollment, admissions, financial aid, placement, diversity, and other policies specific to the School's graduate MLS program (SkyBox: Standard 4).

IV.1.2 Recruitment

SLIM creates a learning community that recognizes and celebrates the similarities and differences among humans. We actively recruit students from Kansas communities, states neighboring Kansas, and in the states where SLIM’s regional programs are located. Through the School’s recruitment activities, our goal is to recruit, enroll, and retain students from all regions of Kansas, the nation, and the world; from urban and rural communities; from a range of adult ages; students with all gender identifications and sexual orientations; and students from all religious, racial, and ethnic background and cultures.

At SLIM, we provide students in Kansas and all the SLIM regional MLS programs (Colorado, Oregon, and Utah) with opportunities to have contact with, and respect for, all people as well as for pluralistic ideas and experiences. Given the interdisciplinary nature of the School’s MLS curriculum, it is also important to note the many different scholarly and academic disciplinary backgrounds of enrolled students: anthropology, art education, biology, business administration, communications, elementary and secondary education, English, fine arts, history, political science, psychology, sociology, special education, theology and law. This information is from the official transcripts that are required for admission to ESU/SLIM and is part of interviews with Regional Directors. SLIM has not aggregated this information into a report.

IV.1.3 Admissions

SLIM full-time faculty and administrators devote careful attention to the School’s admission policy and procedures. SLIM has discretionary decision-making ability to admit students. The Graduate School admits students with a lower GPA than is required by SLIM; however, that does not affect SLIM admission policies. We strive to identify applicants who will be successful in realizing all MLS course learning outcomes and grade requirements. In each MLS program location, there is a schedule of due dates for application materials based on a predicted and publicized rotation chart for beginning new MLS cohorts (Table IV.1.3a).

Table IV.1.3a: Schedule of Two-year Cohort Program Beginning Semesters

Location	Semester
Emporia, Kansas	Fall
Overland Park, Kansas	Spring
Denver, Colorado	Spring
Portland, Oregon	Fall
Salt Lake City, Utah	Spring (alternate years with Orem)
Orem, Utah	Spring (alternate years with Salt Lake City)

Applicants must submit required application materials, including official transcripts from undergraduate and graduate colleges/universities attended, two letters of reference, a current résumé or *curricula vitae*, and a written statement of objectives that demonstrates the applicant’s interest in becoming an information professional.

International-student applicants, unless with an earned bachelor’s degree in the U.S. or other English-only speaking country, must report a minimum Test of English as a Foreign Language

(TOEFL) score of 550 (paper), score of 213 (computer-based), score of 90 (Internet-based), or an overall score of 6.5 on the International English Language Testing System (IELTS). The section scores required are: paper-based 52, IBT 17, and IELTS 5.5. These all equate to the Graduate School requirement of 550/79/6.5. The score of 550 (and equivalents) does not exempt the students from the course *IE 075 Communication Skills*. For that, they need a score of 575. Along with the total scores, ESU also requires a minimum section score. For the paper-based TOEFL of 575, the minimum section score is 55; TOEFL IBT is 90 with a 20 sub-score; and the IELTS is 6.5 with no sub-score below 6.5. The computer based test is no longer given.

Applicants who do not meet all the admission requirements (<http://www.emporia.edu/slim/prospectivestudents/applying/applying-for-master-of-library-science.html>) are interviewed (typically in-person) by the Regional Director and then reviewed by an admission committee constituted of the Regional Director and two SLIM full-time faculty members.

For full admission to the MLS degree program, an applicant must have earned a minimum overall 3.0 grade point average (GPA) in the last 60 semester hours of an undergraduate degree. This exceeds the ESU Graduate School required admission GPA of 2.5 in the last 60 semester hours of study or an overall grade point average of a minimum of 3.0 for a completed master's degree. Table IV.1.3b provides the number of MLS program applications denied during the past eight years at the graduate school* (80) and the MLS program level (68).

Table IV.1.3b: Graduate School and MLS Program Denials

Year	Graduate School Denials*	MLS Program Denials
2007-08	2	6
2008-09	4	8
2009-10	9	8
2010-11	12	6
2011-12	19	10
2012-13	20	18
2013-14	8	2
2014-15	6	10
	80	68

*The ESU graduate school reviews applications and denies ineligible students before applications are reviewed at the program level.

Applicants with a GPA under 3.0 may be considered for conditional admission. Table IV.1.3c provides the number of students (all locations) admitted during the past eight years with conditional admission status. Students must make at least a B- average in required courses for the first two semesters to be accepted for degree eligibility; in addition, they must maintain a 3.0 average across all courses to graduate. The SLIM policy demands that all required courses are passed with at least a B- throughout the program. If a student does not pass a required course with at least a B-, the course must be repeated and passed.

**Table IV.1.3c: Conditional Admissions,
All locations**

Year	Number
2007-08	61
2008-09	21
2009-10	66
2010-11	22
2011-12	53
2012-13	26
2013-14	23
2014-15	23

Faculty and Regional Directors exercise a holistic review of application materials. This means that all parts of the application are considered and no single part of any application is used as the deciding factor in admission decisions. When an application is declined, the reviewers must make note of the reasoning, providing the explicit reason for denial, which is recorded in the application file stored on ESU's *OnBase* system. When doubt exists about an admission decision, there is discussion by multiple members of the faculty and administrative team. Table IV.1.3d provides a summary of decisions made for admission from AY 2008 through AY 2015.

A report on the average GPA of admitted students is not required by ESU or ALA statistical requests. The admission requirement for admission to the ESU Graduate School is 2.5 GPA in the last 60 credit hours of undergraduate study; probationary admission may be granted to applicants who have a GPA of at least 2.2. SLIM's requirement is more stringent, with a GPA of 3.0 for admission or at least 2.5 for probationary admission; however, most students admitted on a probationary basis have between a 2.7 and 3.0 GPA. SLIM student must maintain at least a 3.0 grade in all required courses and an overall 3.0 GPA is required for graduation from the program. The average GPA of all admitted students has recently been over 3.5 for the Kansas cohorts, which is half of the SLIM student body.

As indicated in Table IV.1.3d, over the reporting time period, there were 1592 completed applications, of which 80 (5.0%) were denied by the Graduate School and 68 (4.5%) denied at the program level. Of the 1444 admitted, 279 students dropped before enrollment for a total number of 1165 enrolled students.

Table IV.1.3d: Applications, Denials, and Admissions AY 2008—AY2016

MLS Admissions – Kansas, Emporia	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	104	91	61	27	67	54	75	82	561
# New Students Admitted	56	49	53	16	30	31	46	58	339
# Applied, did not complete app.	22	29	0	5	11	3	17	17	104
# Accepted but dropped	26	11	7	6	25	8	12	2	97
# Students denied at MLS program level	0	2	1	0	1	12	0	5	21

Note: 2008 fall first Emporia cohort

1. MLS Admissions – Kansas, Overland Park	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	n/a	26	21	62	49	62	52	55	327
# New Students Admitted	n/a	23	17	37	27	50	41	37	232
# Applied, did not complete app.	n/a	0	0	10	12	5	9	16	52
# Accepted but dropped	n/a	3	4	11	7	4	2	2	33
# Students denied at MLS program level	n/a	0	0	4	3	3	0	0	10

Note: 2009 spring first Overland Park cohort

MLS Admissions – Colorado	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	53	99	n/a	38	20	26	36	40	312
# New Students Admitted	32	53	n/a	22	10	22	23	34	196
# Applied, did not complete application	7	17	n/a	2	8	2	12	6	54
# Accepted but dropped	9	23	n/a	14	2	2	1	0	51
# Students denied at MLS program level	5	6	n/a	0	0	0	0	0	11

MLS Admissions – Oregon	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	52	n/a	54	56	61	48	40	35	346
# New Students Admitted	35	n/a	34	35	37	25	33	25	224
# Applied, did not complete application	9	n/a	8	5	9	7	3	7	48
# Accepted but dropped	7	n/a	6	15	10	13	3	3	57
# Students denied at MLS program level	1	n/a	6	1	5	3	1	0	17

MLS Admissions – Utah, Salt Lake City	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	26	61	44	n/a	26	n/a	27	n/a	184
# New Students Admitted	17	32	30	n/a	17	n/a	20	n/a	116
# Applied, did not complete application	3	17	3	n/a	5	n/a	6	n/a	34
# Accepted but dropped	6	12	10	n/a	3	n/a	0	n/a	31
# Students denied at MLS program level	0	0	1	n/a	1	n/a	1	n/a	3

MLS Admissions – Utah, Orem	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
# Applications	n/a	n/a	n/a	25	n/a	33	n/a	30	88
# New Students Admitted	n/a	n/a	n/a	19	n/a	20	n/a	19	58
# Applied, did not complete application	n/a	n/a	n/a	0	n/a	10	n/a	4	14
# Accepted but dropped	n/a	n/a	n/a	5	n/a	3	n/a	2	10

# Students denied at MLS program level	n/a	n/a	n/a	1	n/a	0	n/a	5	6
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Note: 2011, spring first Orem cohort

IV.1.4 Financial aid

Information about financial aid, including SLIM tuition and fee chart for each academic year, is provided on the SLIM website (<http://www.emporia.edu/slim/prospectivestudents/financial-information/tuition.html>). Missouri residents residing in Buchanan, Cass, Clay, Jackson, or Platte counties are eligible for Corky Plus Tuition, which is the same tuition as Kansas residents. An exception, or waiver, may be allowed for out-of-state residents who are employed in Kansas, such as SLIM students who live in Missouri, Oklahoma, Nebraska, or Colorado but work in Kansas.

Tables that reflect the different types of student aid (scholarships, loans, graduate assistantships) are located in SkyBox: *Standard 4: Student Aid by Type*. An average of all types of financial aid from AY2008 through fall of AY2015 is 61.3% for SLIM students compared to 65.35% for all ESU students, both graduate and undergraduate. The average percentage of SLIM student loans for this period is 56% to 48% for all students; however, this includes undergraduates. An average of SLIM students' financial aid from all sources for the same period is 54.2% compared to 46% for all ESU graduate students. The average percentage of students receiving loans for this period is 56% compared to 37.8% for all graduate students. Because this data is based on fall semesters only, due to traditional times for awarding scholarships, actual data for all semesters and the entire year will also be included in SkyBox: *Standard 4 SLIM Student Aid Overview*. A significant number of scholarships are awarded in spring semesters to SLIM students. The actual amount of scholarships is in Table IV.1.5.

At ESU, the definition of full-time graduate enrollment that enables students to qualify for a full award of financial aid (scholarships plus loans) was increased from seven credit hours to nine credit hours, effective for the 2016 academic year. This change conforms the ESU policy to all other Kansas Regents' institutions. Under the new standard, students must be enrolled in at least five credit hours to qualify for any financial aid (50% of full-time award) and seven credit hours for 75% of their full-time award. There are links on the SLIM website to ESU's Office of Distance Education (<http://www.emporia.edu/distance/>), which provides comprehensive information on the various tuition and fee schedules. There are also links to the Office of Business Affairs (<http://www.emporia.edu/busaff/>), and the Office of Financial Aid (<http://www.emporia.edu/finaid/>).

IV.1.5 Scholarships

The School awards multiple competitive scholarships each year as funds are available (Table IV.1.5). To be eligible for a SLIM academic scholarship, students must be in the third (or later) semester and have completed at least 12 credit hours of SLIM coursework before the semester in which the scholarship is awarded. In addition, students must have a cumulative grade point average of at least 3.5. Applications are due on October 31st and awards are disbursed the following spring semester. The SLIM [scholarship application form](#) is available on the SLIM website. SLIM also offers small recruitment scholarships to incoming students on occasion, and

there are additional scholarship opportunities available to all ESU graduate students from the ESU Graduate School’s [scholarships page](#).

In addition to competitive scholarships, the School also awards scholarships to pay for all costs except food for students who are enrolled in Current Interest courses that include a trip to an international location. These courses are intended to introduce students to other cultures and the similarities and differences in the way libraries, museums, and archives are organized and operated in other countries. The scholarships for these courses are from the Edna Kruse Furber bequest and the ESU Office of International Studies.

Scholarships are equitably distributed across the geographic teaching areas according to the number of students. Details for all years, numbers of scholarships, and amounts per cohort are in Appendix 10. Overall, \$402,916 in scholarships were awarded, including an additional \$181,700 in scholarships associated with the Current Issues courses. An additional stipend of \$800 per trip (approximately the amount of a round-trip ticket) is supplied by the ESU Office of International Education and is not accounted for here. This amount also does not count the funds for scholarships for the 36 students who were in the EDI program that was funded by IMLS, which is in Appendix 7.

Table IV.1.5: Number and Total Amount of Academic Scholarship Awards Made by SLIM During the Review Period

Year	Amount	# of Foundation Accounts
2007-2008	\$30,875	13
2008-2009	\$20,050	13
2009-2010	\$28,300	13
2010-2011	\$41,000	13
2011-2012	\$25,500	12
2012-2013	\$27,291	15
2013-2014	\$48,200	17
Total	\$221,216	

IV.1.6 Placement

The SLIM Regional Directors and the *SLIMJobs* listserv have the most influence on placement of graduates. The SLIM faculty and Regional Directors provide information, guidance, and

advice about career choices and job seeking. The close relationship maintained by Regional Directors in all SLIM locations with employers, alumni, and leaders in professional associations gives them access to information about position openings, sometimes before they are advertised. It is not unusual for an employer, or even employee, to call and ask a director if they have a graduating student who would “be perfect” for a specific job. In addition, the cohort system itself engenders close ties between students so that those who are employed and have knowledge of openings frequently share this information with others. SLIM’s placement office provides a wide range of assistance to students who visit in-person and through e-mail and telephone calls. The office provides information about job seeking both in person and through [online resources](#).

In the 2015 survey of MLS graduates (120/497, 24% response rate), when asked about the helpfulness of their SLIM advisor and/or others at SLIM in helping to locate employment, 21.19% of respondents replied “very helpful”; 17.80% replied “somewhat helpful”; 19.49% replied “not helpful”; and 41.53% replied “I did not ask for help.” Although this survey did not request information about why the students did not ask for help, we know that many of the students are already employed during their MLS program years and will be promoted at the same location. (SkyBox: *Standard 4: Survey of SLIM Graduates*).

The ESU [Career Services](#) office provides multi-layered assistance to students, including résumé and cover letter writing, networking and interviewing skills, salary and negotiations, and social media and the job search. The SLIM faculty and Regional Directors provide information, guidance, and advice about career choices and job seeking. Students are encouraged to attend career-focused events and to discuss career options with their faculty and regional advisors. Students are also encouraged to subscribe to SLIMJobs, a listserv that is provided to announce open positions.

SLIM’s SCALA groups, along with SLIM faculty and Regional Directors, take a very active role in providing MLS students with career-related services. Examples of SCALA events offered to address career options include “A Day in the Library,” events that are held in all program areas in libraries of all types (e.g., University of Kansas Libraries, Kansas State University Libraries, Lawrence Public Library, The Robert Dole Institute of Politics, Wichita State University Libraries, Wichita Public Library, Friends University, Clearwater Public Library, Federal Reserve Library, Linda Hall Library, and Mid-America Nazarene University Library). These events include tours and opportunities for students to meet librarians and to learn first-hand from practicing libraries about roles and responsibilities in various professional positions.

In consultation with SLIM faculty and Regional Directors, SCALA also sponsors and holds events/workshops that feature aspects of employment such as interviewing, résumé preparation, and writing cover letters to assist students with career placement. Another function of SCALA is to announce upcoming Webinars on various career-related topics.

All MLS students are also encouraged to enroll in the practicum course (1-3 credit hours), wherein students gain authentic experience and become acquainted with professional librarians. Regional Directors maintain records about available practicum sites and assist with practicum placements. A master list of practicum locations by cohort location is available on the SLIM Website. The ESU placement office at The Teachers College manages required practicum

placements for Kansas students seeking school library media licensure. Table IV.1.6a shows the number of students enrolled in practicum. Table IV.1.6b shows the number of students enrolled in practicum required for a certificate.

Table IV.1.6a: Student Enrollment in LI 870 General Practicum by Cohort Location

Site	2008	2009	2010	2011	2012	2013	2014	2015
Emporia	Spring-7 Summer-4 Fall-1	Spring-2 Summer-2 Fall-7	Spring-2 Summer-2 Fall-7	Spring-1 Summer-1 Fall-2	Spring-1 Summer-0 Fall-0	Spring-3 Summer-7 Fall-1	Spring-4 Summer-5 Fall-2	Spring-2 Summer-2
Overland Park	n/a	n/a	n/a	Spring-1 Summer-1 Fall-1	Spring-1 Summer-1 Fall-0	Spring-1 Summer-1 Fall-1	Spring-1 Summer-1 Fall-2	Spring-1 Summer-1
Colorado	Spring-0 Summer-0 Fall-2	Spring-0 Summer-0 Fall-0	Spring-0 Summer-0 Fall-4	Spring-2 Summer-1 Fall-0	Spring-0 Summer-0 Fall-0	Spring-0 Summer-0 Fall-1	Spring-2 Summer-2 Fall-1	Spring-2 Summer-0
Oregon	Spring-6 Summer-3 Fall-6	Spring-2 Summer-2 Fall-1	Spring-4 Summer-4 Fall-2	Spring-2 Summer-7 Fall-3	Spring-7 Summer-15 Fall-2	Spring-2 Summer-14 Fall-3	Spring-2 Summer-11 Fall-4	Spring-4 Summer-12
Utah	Spring-3 Summer-0 Fall-0	Spring-0 Summer-0 Fall-0	Spring-0 Summer-0 Fall-0	Spring-0 Summer-7 Fall-9	Spring-0 Summer-1 Fall-6	Spring-2 Summer-4 Fall-3	Spring-1 Summer-1 Fall-5	Spring-1 Summer-3
Total by Location	32	16	25	38	34	43	44	28
Total All Locations	260							

Table IV.1.6b: MLS Students Enrolled in Practicum by Certificate

	2008	2009	2010	2011	2012	2013	2014	2015
<i>LI 873 Archives Practicum</i>	Spring-0 Summer-3 Fall-5	Spring-6 Summer-2 Fall-0	Spring-1 Summer-5 Fall-1	Spring-0 Summer-3 Fall-5	Spring-7 Summer-3 Fall-0	Spring-3 Summer-0 Fall-1	Spring-4 Summer-1 Fall-4	Spring-0
<i>LI 876 SLM Elementary Practicum</i>	Spring-0 Summer-0 Fall-0	Spring-0 Summer-0 Fall-1	Spring-4 Summer-0 Fall-16	Spring-0 Summer-0 Fall-14	Spring-2 Summer-0 Fall-8	Spring-0 Summer-0 Fall-6	Spring-2 Summer-0 Fall-11	Spring-1 Summer-0
<i>LI 877 SLM Secondary Practicum</i>	Spring-0 Summer-0 Fall-0	Spring-0 Summer-0 Fall-0	Spring-9 Summer-0 Fall-0	Spring-18 Summer-0 Fall-0	Spring-16 Summer-0 Fall-3	Spring-5 Summer-0 Fall-2	Spring-5 Summer-0 Fall-5	Spring-6 Summer-0

The success of SLIM’s MLS program and related placement efforts is also reflected in the continuous participation by SLIM MLS graduates in ALA’s Emerging Leaders program that results in opportunities for new professionals to hold offices in professional organizations. SLIM’s MLS graduates have also been identified by *Library Journal* as “Movers and Shakers” who are moving libraries ahead.

The success of students is indicated by the number of ALA Movers and Shakers:

- 2010: Matthew Hamilton (tech leaders)
- 2011: Aspen Walker (Marketers)
- 2011: Amber Donaldson (emerging leader)
- 2012: Michelle Burke (community building)
- 2012: Allie Flanary (tech leaders)
- 2012: Marie Pyko (change agents)

2012: Carolyn Coutler (tech leader)

Also, Erica Findley, Oregon, was the 2012 recipient of the ALA-ALCTS Emerging Leader Award.

In addition to experience gained through practica, some SLIM students are afforded practical experience through various graduate assistantships through ESU that are located in the Emporia area, such as at the ESU Library and Archives, ESU Center for Great Plains Studies, ESU School of Nursing library, and the Emporia High School library.

IV.1.7 Diversity

ESU's academic programs address our multicultural society (M. A. in Teaching English to Speakers of Other Languages, General Education, undergraduate minors in Ethics and Gender Studies, and Anthropology). ESU's co-curriculum programs reflect attention to human diversity (Office for Disability Services, Office of Diversity and Inclusion, Veterans Educational Services).

SLIM continues to offer significant unique courses and programs focused on diversity. The School was awarded a grant from the Institute of Museum and Library Services in 2006 to identify, recruit, and educate 18 MLS students of African- or Black-American, Native American, Asian, and Hispanic descent. Tuition, books, mentoring, professional conferences, and activities were all paid through the grant. In addition, three-day institutes were held each year so students, faculty, and mentors could gather to learn, network, and share experiences. An extension was granted in 2010 to add an additional 18 students to the program, which doubled the initial number to 36. Enrichment activities in the 2010 academic year included a three-day EDI graduate trip to Rutgers in Newark, New Jersey, which was rated #1 in campus diversity by *U.S. News and World Report*, and a week-long student trip to Washington, D.C. to learn about preserving racial and ethnic diversity in the collections of memory institutions such as the Library of Congress and the Smithsonian Institute. The final report to IMLS is attached as Appendix 7. In addition, SLIM has conducted follow-up research that indicates 24 of the 34 EDI program graduates are employed in libraries and other information organizations.

SLIM's EDI program provided a permanent practice for recruitment, support, and mentorship. The School continues to pursue strategies and to engage in activities to increase diversity in the student body that reflects the population in North America's communities. (SkyBox: *Standard 1: EDI Final Report*.)

Throughout the MLS curriculum there are opportunities for students to learn through content and assignment activities that address individual differences. Table IV.1.7a provides some specific examples of students' opportunities to learn in four of the required core courses about individual differences and diversity of ideas and perspectives.

Table IV.1.7a: MLS Student Learning Activities Focused on Diversity

Core MLS Course	Learning Activity	Description
<i>LI 801 Foundations of Library and Information Science</i>	Information ethics case studies	Authentic cases based on basic principles of information freedom, intellectual property, privacy, intercultural ethics, and professional ethics are used.
	Ethical decision-making	Students learn a four step model that requires a discussion of their own morals: get the facts straight, identify moral dilemma, evaluate the moral dilemma to decide which side has the most ethical support, and test the solution.
	Evolving missions of libraries	Students read and talk about how the missions of libraries changed overtime and how slow the library profession was to make inclusion a priority; Out of Obscurity (film) is viewed; and continued lack of diversity in LIS professions is discussed.
	Discussions	Topics discussed include: Talking “white,” pop culture, ethnolect, cultural appropriation, and ghettoization of black vernacular English.
<i>LI 802 Information Seeking Behavior and Reference Services</i>	Instruction	Students prepare instruction for needs of individuals with a variety of styles, abilities, cultures, backgrounds, interests, and information needs.
	Webinar	
<i>LI 810 Research and Inquiry in Library and Information Science</i>	Analysis of research	Students read and analyze research publications that investigate different library types and user topics and problems.
	Practice	Reading, listening, watching, choosing, questioning, summarizing, organizing, writing, presenting, and reflecting.
<i>LI 804 Organization of Information</i>	Organization lab	Design an organizational system for a collection of information resources and a particular audience.
	Discussion of subject analysis and classification	Discuss bias (race, ethnicity, religion, etc.) in classification systems, locate examples of bias in classification systems (Library of Congress Subject Headings, Library of

		Congress Classification System, and the Dewey Decimal Classification System).
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Faculty and students attend and participate in the statewide, annual Michael Tilford Conference on Diversity and Multiculturalism (<http://www.emporia.edu/jones/tilford/about.html>). Although a record of who has attended the conference over this period has not been kept, there are usually two tables of SLIM administrators, faculty, and students for an average of 16 SLIM representatives.

A breakdown of enrollment by diversity (Table IV.1.7b) and gender (Table IV.1.7c) from 2008-2014 indicates that while the number of Hispanic students has increased, there is still much work to be done to increase our enrollment of individuals other than white and female.

Table IV.1.7b: 2008-2014 MLS Enrollment, Overall Diversity

MLS Enrollment, U. S. Citizen or Permanent Resident, by Race – All Sites	2008	2009	2010	2011	2012	2013	2014
African American	6	6	4	4	2	1	4
Asian American	6	6	12	9	3	5	4
Hispanic (one or more races)	13	8	9	10	11	12	16
Native American	1	1	1	1	1		1
Pacific Islander		3	5	3	1		
White	253	256	293	274	230	246	273
Non-indicated (includes two or more races)	23	23	16	29	33	34	24

Table IV.1.7c: 2008-2014 MLS Enrollment, Overall Gender

MLS Enrollment – All Sites	2008	2009	2010	2011	2012	2013	2014
Female	233	247	281	263	221	241	262
Male	70	58	60	68	62	59	61
Gender not reported						1	2

IV.1.8. Other academic and administrative policies for students

The School’s mission and goals are accomplished through faculty articulation and dissemination of clear guidelines for graduate work. *Guidelines for Graduate Work* are published on the School’s website (<http://www.emporia.edu/slim/about/policies.html#incomplete>) and used by full- and part-time faculty when communicating with MLS students. These guidelines provide a general framework for understanding evaluation of individual and group project work that is further articulated in each course syllabus. The absence policy makes clear the requirement for attending face-to-face classes. The academic appeals policy, consistent with ESU’s academic appeals policy, addresses what students must do if they believe academic progress has not been fairly evaluated. The SLIM TechCircle Policy outlines open office hours, timeframe for processing troubleshooting requests, steps for securing assistance with use of Adobe Connect, assistance that is provided by the SLIM TechCircle to make syllabi available on

the School's website and in Canvas, and assistance for processing and making available e-reserves.

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Introduction to Accessible Program Information

Current, accurate, and easily accessible information about the MLS program, including goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures is available to students on [ESU's](#) and [SLIM's](#) websites. Some of these policies and links have already been addressed in IV.1.

Given that MLS students reside in many diverse locations in Kansas and the western United States, it is extremely important that program information is constantly accessible and understandable to students throughout their time in the MLS program. In a recent survey (2014), enrolled MLS students (159/321, 50% response rate) rated the School's on-going access to SLIM MLS program information and announcements as excellent (64.56%), and satisfactory (34.18%). When asked if they had all the information they needed about SLIM MLS program requirements for graduation before entering the program, 93.7% responded "yes" (SkyBox: *Standard 4: Survey of MLS Students*).

Information is available through electronic resources, offices in all program locations, through the professional knowledge and skills of Regional Directors, and using social media.

Electronic resources. Information is always made available through electronic communication using email, listservs, distribution lists, and social media; electronic (and print) brochures and catalogues; by phone and in-person. In addition to the SLIM course descriptions (<http://www.emporia.edu/slim/studentresources/schedules/course-descriptions.html>) available on the SLIM website, the [University Catalog](http://www.emporia.edu/regist/catalog) (www.emporia.edu/regist/catalog) is also available online. MLS program goals and objectives, and course titles and descriptions, are on the along with information about the faculty, admission requirements, and how to apply for scholarships and financial aid. There are multiple student resources available on the SLIM website, including [schedules](http://www.emporia.edu/slim/studentresources/schedules) (<http://www.emporia.edu/slim/studentresources/schedules>) for current, future, and past semester courses that indicate course numbers, course titles, dates, and teachers. The course title is a link to the course syllabus (SkyBox: *Standard 2: Syllabi*) that includes course title, description, learning outcomes, required reading materials, activities, grading criteria, scale, and grade policy, as well as the School's attendance, incomplete, netiquette, course evaluations, faculty-initiated student withdrawal procedure, academic dishonesty, and disabilities policies.

Course syllabi are available to students two weeks before the beginning of the semester. The ESU bookstore is notified of required textbooks eight weeks before the semester begins and ESU's William Allen White Library faculty make e-reserves from the library's website available before the beginning of the semester.

Offices in all locations. Information accessibility is possible through full-time dissemination of information from the Emporia campus and all the School's regional program offices. It is the shared responsibility of faculty, regional program directors, and SLIM's staff to respond to requests for program information and to make announcements about dates to remember, such as first and last day of the semester, enrollment, last day to withdraw, scholarship opportunity due dates, activities and events, etc. We have effective and efficient processes in place for making program information easily accessible and providing immediate responses to information requests by prospective and enrolled students.

Regional Directors. The program not only relies on technology and easy access to physical office space to provide immediate access to program information, it also provides highly qualified people to disseminate information. There are master's level, experienced librarians who serve as Regional Directors in offices in Denver, Colorado; Emporia and Overland Park, Kansas; Portland, Oregon; and Salt Lake City, Utah. These Regional Directors respond quickly by providing program information in-person and via telephone and email contact. Individuals interested in the program or in the application process, and students enrolled in courses, visit in-person with regional program directors at every location.

MLS program provisional applicant interviews are held in-person except in situations when geographic distance prevents applicants from making the trip. In these situations, interviews are conducted electronically using Skype, FaceTime, or similar technology. These semi-structured interviews are a substantive opportunity to learn about the applicant and to provide applicants with program information (Appendix 8).

SLIM faculty and Regional Directors host a day-long, face-to-face orientation for all new MLS students before their first semester begins (Appendix 9). During this MLS cohort orientation, students are provided with general program information and specific information about participation in the first semester. Students are introduced to the SLIM full-time faculty either face-to-face or via Skype, FaceTime, Adobe Connect, or a video recording to participate virtually. Students meet key people from ESU's instructional technology department and library, either face-to-face or virtually. They meet practicing professionals from all library types who volunteer for panel discussions. Students have multiple opportunities during orientation to have their questions answered. Best of all, they have a session with a panel of SLIM alumni who tell them what it's "really like" to go through the SLIM program. Appendix 9 provides a sample new-student orientation agenda.

Faculty and Regional Directors are always available on Fridays and Saturdays during class weekends when students attend face-to-face classes. These opportunities for advising and providing program information continue throughout the MLS program and include information about jobs and future employment opportunities. In a 2014 survey of MLS graduates (120/497,

24% response rate), when asked how helpful their SLIM MLS advisor and/or others at SLIM were in helping them to locate employment, 21.19% responded “very helpful,” 17.80% responded “somewhat helpful,” 19.49% responded “not helpful,” and 41.53% responded that they did not ask for help. This may be because many students are already employed in library and other information organizations at the time before or during their program of study (SkyBox: *Standard 4: 2015 Survey of Graduates*).

Social media. SLIM provides a continual flow of information that is made available through daily/weekly communication to the student body and the public using social media such as SLIM’s [Facebook](#), [Twitter](#), and [Pinterest](#) pages, as well as blogs and web pages for [SCALA](#) and the [Epsilon Chapter of Beta Phi Mu](#). Connections to these sites are also on the SLIM Web page at www.emporia.edu/slim. There are announcements; reports of events and activities; messages that share students’ activities and accomplishments, both in and outside of classes; and invitations to encourage participation in the student body and the library and information professional communities. Since fall 2014 there have been approximately 20-35 posts/month.

IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Please see IV.1.3 for a comprehensive description of the consistency of application of admission standards.

IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Coherent Programs of Study

The 36 credit hour MLS degree program is structured in two parts: eight required core courses (22 credit hours); and electives to total 14 credit hours that students select with the guidance of their faculty and Regional Director advisors. This two-part structure serves to make clear the order that the courses will be scheduled for each new cohort and provides a framework for enabling students to anticipate and select elective courses. In the 2014 survey of enrolled MLS students (159/321, 50% response rate), when asked if able to enroll in the MLS courses needed to pursue areas of interest, 67.67% of currently enrolled student responded yes, and 28.48% responded mostly. Each student has a program of study (degree plan) document created and

submitted to the Graduate School. The program of study document is developed with guidance and counseling by the advisors (Regional Directors and faculty) and input from the student about the student's choices for the electives based on the student's career goals. Advisors meet with students each semester to evaluate student achievement. This program of study document is systematically updated each semester to reflect the student's progress toward completion of required MLS courses and electives. The program of study document also includes documentation of the student's admission to the program, admission to degree candidacy, and achievement of requirements for certificate and concentration areas. The program of study document is useful when assisting students in job placement (discussed above).

IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Environment for Student Participation

At SLIM there is an environment that promotes student participation in all aspects of the dispersed learning experience. Student representatives from Kansas and all the regional programs serve on the SLIM Council (now meeting as part of SLIM retreats), SLIM's marketing and outreach Committee, SLIM's strategic planning committee, and SLIM's Student Advisory Committee. Students participate in the Student Chapter of the Society of American Archivists, Student Chapter of Special Libraries Association, and Student Chapter of the American Library Association (SCALA), which sponsor a variety of events such as forums for guest speakers and panels, tours of libraries and other information agencies, career services workshops (résumé writing and interviewing skills, etc.), and social gatherings such as lunch on class weekends.

Students are very generous with their time and resources for participation in organizational efforts including fund raising events such as selling t-shirts, and the popular SCALA Librarian Prom in Portland, OR. The SLIM TechCircle, consisting of three to five graduate assistants each semester, provides a unique opportunity for MLS students' active participation in shaping the total learning experience with tech support for students and faculty. ESU's Beta Epsilon Chapter supports scholarship activities in all regional locations as well as an online annual meeting and program that can be attended by individuals wherever they are located.

Retention: Several of SLIM's attributes encourage student retention and graduation: the cohort system, blended delivery of core courses that combines on-line with weekend-intensive classes, on-site Regional Directors in local offices who attend all weekend class sessions, a curriculum that has a well-rounded core and a selection of in-demand concentrations, a range of practicum opportunities, and Current Issues courses about the global information infrastructure that include scholarship-funded trips to international locations.

The incoming cohorts usually comprise 25-30 students who get to know and academically support each other. Group identity is strong and extends out to the network of SLIM alumni in the area. Regional Directors know each student personally from the constant contact with them on class weekends and can advise them from that perspective. In addition, the 14 weekends of

required attendance allows time for practicing librarians and other information professionals to populate panel discussions for the benefit of students. Although the great majority of students complete their MLS program in six semesters (two calendar years), some students choose to accelerate their program and graduate earlier, some continue two or more semesters toward one of the certificates SLIM offers, and some take longer by choice or due to taking missed courses.

IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Evaluation of Student Achievement

Review and discussion of student achievement, including scores on assignments and final scores/grades for courses, is a continual and ongoing process at SLIM. Course learning activities and assignments are based on course learning objectives. Assignments are evaluated using a rubric aligned to course learning objectives. Common assignments that all students complete in the seven core courses have been identified as a point-of-reference in faculty review of student achievement. Faculty who share responsibility for a given course are able to routinely review student scores on various competencies and to discuss written narrative descriptions of the learning process. The common assignments provide a point-of-reference for large group faculty discussions about student achievement as well as a framework for continuous planning. Continuous planning for evaluation of student achievement also occurs within SLIM's communities of practice (see Standard III: Faculty).

SkyBox documents referred to above in *Standard IV: Students* are:

- Standard 4: Students: Survey of MLS Students
- Standard 4: January 2015 Survey of Graduates
- Standard 4: January 2015 Survey of Employers
- Standard 4: List of Employers Surveyed 2015
- Standard 4: List of Students Survey 2015
- Standard 4: List of Graduates Surveyed 2015
- Standard 4: ESU Graduate School Update and Profile, Fall 2014
- Standard 4: ESU Internet Catalog
- Standard 4: SLIM Policy Manual
- Standard 4: SLIM Student Handbook
- Standard 4: Student Aid by Type
- Standard 4: SLIM Student Aid Overview
- Introduction: EDI Final Report
- Standard 2: SLIM Syllabi

Standard V: Administration and Financial Support

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

SLIM is one of ESU's unique and very successful programs. With institutional support, SLIM has autonomy to devise policies, hire new faculty, compose and implement policies in its tenure and promotion document, make recommendations for tenure and promotion, develop and implement curriculum, develop student admission policies, and operate as an integral part of the organization. Financial and human resources provided by the University are sufficient to achieve SLIM's mission. University financial reports are posted to Skybox: *Standard 5: University Financial Reports*.

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

As indicated in this section, SLIM has sufficient administrative support and staff to attain its mission, vision, and goals and objectives through shared governance. Sarah Sutton is the currently elected faculty chair and representative to the ESU Faculty Senate. SLIM faculty, staff, and student representatives meet every semester during the academic year as SLIM Council to review progress on goal achievement, discuss issues, discuss issues, and make decisions. All faculty and staff serve on SLIM committees (Appendix 6) and faculty serve on major ESU committees.

SLIM is one of four colleges/schools within the University and the Dean of SLIM reports directly to the Provost/Vice President of Academic Affairs. The Dean of SLIM represents the School on the President's Council, which consists of Vice Presidents of all units, Deans and Associate Deans, Directors, Department Chairs, and representatives of faculty and student governance organizations. This group meets monthly throughout the calendar year. The Provost's Council meets weekly throughout the year and consists of all Deans, the Vice President of IT, and Associate Provosts.

Within SLIM, as indicated in Appendix 6: *AY2016 SLIM Committee Assignments*, faculty are involved with every committee and frequently a committee comprises the entire faculty (see also SkyBox: *Standard V: Administration and Financial Support*.) This is a result of a very flat organization necessitated by SLIM's small number of faculty and staff. The SLIM faculty meet

monthly (minutes are in SkyBox: *Standard 3: Faculty*) to make decisions regarding all aspects of the SLIM program. The Dean attends faculty meetings to provide reports and information and request actions, recommendations, and decisions. The Dean does not vote. A list of Campus Wide Committees is in Skybox: *Standard 1*.

Recently, Dr. Mirah Dow, SLIM professor, and ESU colleague Dr. Kenneth Thompson, professor of physical sciences, were awarded a grant from the Laura Bush 21st Century Librarian Program. The three-year grant will support a cohort of 25 school librarians/SLIM library students and 25 practicing teachers/students from The Teachers College who plan to co-teach STEM content areas in grades 4 through 12. The project is titled *Science, Technology, Engineering and Mathematics: Information, Technology and Scientific Literacy for ALL Learners*, or *STEM-ALL* for short. A summary of the grant proposal is posted to SkyBox *Miscellaneous*.

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Gwen Alexander has been the Dean of SLIM for nearly eight years and provides leadership consistent with ALA standards and goals. As the longest-serving Dean on the Provost's Council, her opinions are often sought and she brings the experience of serving as Interim Vice President of Academic Affairs and Provost in AY 2013 to her leadership of SLIM. Her salary is commensurate with her responsibilities and the size of the SLIM faculty and program.

The role of Associate Dean was added in 2014 and Andrew Smith is serving as the Interim Associate Dean pending a search to fill the position. Dr. Smith continues to teach part-time and was evaluated on his performance in both roles in his annual review by the Dean. A search is planned for a permanent Associate Dean position in Fall 2015 and the person in that position will continue to report directly to, and be evaluated by, the SLIM Dean. The Dean is evaluated by a committee appointed by the ESU Faculty Senate every three years. These evaluations are conducted by a survey of stakeholders. In addition, the Dean has an annual performance review and written evaluation by the Provost. This is based on the academic year and the most recent one is posted to SkyBox under *Standard V: Administration: Dean Evaluation*.

The School's intellectual environment is exciting, with a culture of sharing within the faculty and staff. Interdisciplinary collaboration is evidenced by the joint provision of courses for the MS in Informatics by the School of Business, the ongoing relationship with the University of Belgrade, and collaborations with other ESU faculty, like Dr. Dow's STEM-ALL project referenced in V.2. above.

Although SLIM's focus is on teaching, research remains an important component of faculty development and evaluation. SLIM's strong research culture for faculty and students is encouraged by ESU and by allowances for conference presentations and attendance.

V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The faculty and SLIM Dean work together to not only make the major decisions, such as about curriculum, evaluation of progress, student issues, plans for the future, etc., but also to evaluate the results of the decision and make amendments if necessary.

The staff of Regional Directors is an integral part of the success of SLIM and share in making many decisions with the faculty, office staff, and Dean and Associate Dean. Major decisions are discussed and voted on at faculty meetings, the SLIM Council retreats, and the monthly regional directors meetings, as well as on an "as-needed basis." The five Regional Directors are each assigned to one geographic area, which is sufficient to fulfill their responsibilities of advising students, assisting faculty, and participating in student recruitment. The Office Manager and Business Manager are adequate to handle day-to-day activities with the assistance of three GAAs.

The Regional Directors, who are unclassified professionals, are evaluated by the SLIM Dean annually in accordance with their position descriptions and goals for the year. The Office Manager and Business Manager are evaluated annually by the SLIM Dean using University Support Staff guidelines. Evaluations include recognition for projects accomplished; engagement with the program's goals and effectiveness in participating in strategies to achieve objectives; and areas for improvement, if indicated (SkyBox: *Standard 5: Staff Evaluations*).

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

University budget allocations are adequate for the success of the SLIM programs (SkyBox: *Standard 5: SLIM Fiscal Resources*). Institutional changes such as an increased emphasis on faculty teaching loads, a hiring freeze, decreases in OOE budgets, cancellation of some programs and courses with low enrollment, stronger emphasis on assessment of student learning, and increased global learning initiatives have had little effect on SLIM because it is a leading program in successfully addressing these issues. Following the State of Kansas lead in

developing budgets, ESU now plans two-year budgets to help colleges/schools and associated departments to better manage the financial aspects of the organization.

All 10 full-time faculty lines are filled beginning fall 2015. Full-time tenured and tenure-track faculty teach nine credit hours per semester, which is sufficient to cover core courses and electives courses in their areas of interest. SLIM faculty salaries are higher than the ESU average and all four new members of the faculty (fall 2015) were hired at the top of the Assistant Professor range (\$59,000 for a nine-month position).

The adjunct salary budget is set by SLIM and it is the highest paid at the University. Adjuncts receive \$1,632 per credit hour for teaching a course. The total for a three-credit-hour course is \$4,896. The amount is “odd” because the SLIM Dean added an across-the-board percentage raise given to full-time faculty to the salary expense budget for national adjunct faculty and increased the former \$1,333 (\$4000 per three-credit-hour course) by \$299 per credit hour. This compares to ESU Liberal Arts and Science adjuncts who receive \$3,000 per three-credit course.

The SLIM support staff comprises five Regional Directors, a Business Manager, and an Office Manager. SLIM GAs do not teach since we do not have an undergraduate program. The number varies from 10-12 divided between research assistants (GRAs) for faculty and administrative assistants (GAAs) who provide assistance in the SLIM office and to the Dean and interim dean. Graduate assistants work in the SLIM office suite of the Emporia campus and are chosen from Emporia and Overland Park cohorts. A hiring committee led by Interim Associate Dean Andrew Smith interviews and selects students for recommendations to the dean. Offers are made by the Associate Dean or a designated Regional Director. A list of AY2015 GAs, their assignments, and salary/benefits is in SkyBox: *Standard 5: Graduate Assistants*.

Facilities for offices and classrooms are more than adequate. SLIM has one large classroom in its suite of offices as well as a choice of all other classrooms on campus for Friday night/all day Saturday weekend-intensive classes. The campus classrooms are not being used on the weekend other than by SLIM and for special workshops. SLIM leases classroom space at Portland State University in Portland and Front Range Community College in Westminster (Denver). In Salt Lake City, the beautiful Veridan Library/Community Center hosts SLIM classes; in Orem, classes are held in the classrooms of the new Utah Valley University Library. All classrooms are equipped with appropriate teaching technologies and access to the Internet. See SkyBox: *Standard 5* for more information.

Staff changes over the reporting years ending in 2015 include the addition of a Regional Director to cover Kansas City and surrounding area, the shift of responsibility for student records from a centralized program to one maintained by Regional Directors, and the loss of a full-time Director of Technology when this was centralized to the ESU IT Department. With the addition of an Associate Dean, responsibility for course scheduling and management of national adjunct faculty was moved to that position from an unclassified professional position. This position is now filled part-time by an interim Associate Dean with a search for fall planned to fill the permanent position. There will also be a search in the fall to fill the unclassified professional position now devoted to maintaining the SLIM Website, all types of media communication including

Facebook and Twitter, alumni and other stakeholder relations, and planning/staffing exhibits and events at professional conferences.

SLIM has maintained and even increased enrollment numbers, and tuition revenue from regional locations was sufficient to mitigate OOE (other operating expenses) budget cuts in the past; however, ESU Foundation endowed accounts suffered from loss of value and earnings due to fluctuations in the stock market in the late 2010s. Recent recovery of earning capacity is reflected in increased scholarships for students over the past several years. Overall, SLIM has not suffered any serious threats to faculty lines or general funding for other operating expenses and does not anticipate any in the foreseeable future.

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for administrators, faculty, and staff is equitable and commensurate with experience and achievements. Salaries and wages are competitive with similar institutions; benefits are excellent and compare quite favorably with most other institutions. SLIM has a dedicated core group of faculty and staff who consider the salary; retirement benefits; excellent health, dental, and vision insurance; summer remuneration for teaching; financial support for professional development; and the latest technological equipment to be quite attractive incentives for retention. ESU continues to fund research grants for faculty, stipends for the development of new online courses, and the hiring of graduate teaching and administrative assistants. SLIM also provides funds for faculty presentations at national and international conferences and other professional development opportunities. In addition, all ESU faculty were awarded a slight raise in the several years this report covers.

The turnover in faculty has been due to other factors than compensation, which is adequate to attract new faculty. The four new assistant professors beginning in fall 2015 all state that they like the prospect of being in a small faculty that affords them the opportunity to fully participate in developing the future of the program.

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

The SLIM budget provides an allowance of \$2,500 per year for all faculty and professional staff for conference attendance and professional development. This is considerably more than faculty in other colleges/schools at ESU. Faculty and staff receive tuition remission from ESU for themselves and dependents. Graduate assistant positions are generously funded with tuition remission and stipends. Student financial aid from ESU is available on the same basis as in

comparable units of the institution. See *Standard IV: Students* in this document for more about student financial aid and scholarships.

V.8 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

Staff members make vital contributions to fulfilling the mission and program goals and objectives: five Regional Directors provide student recruitment, advising, and student records management; the SLIM Assistant Dean coordinates course schedules, part-time faculty, graduate assistants, service learning, and other projects; and the Business Manager, Director of Technology, Office Manager, and graduate assistants provide ongoing support. All policies, including those affecting fiscal and financial support, and evaluation of outcomes are reviewed on a regular basis by faculty, staff, students, and other stakeholders. Evaluations are used to make improvements and plan for the future, as evident in minutes of SLIM meetings in *SkyBox: Miscellaneous*.

Additional SkyBox documents referred to above in the *Standard V: Administration and Financial Support* are:

SkyBox: Standard 5: SLIM Committee Assignments
SkyBox: Standard 5: Faculty Committee Assignments
SkyBox: Standard 3: Faculty Committee Minutes
Skybox: Miscellaneous: Campus Wide Committees
SkyBox: Standard 3: EDI and STEM-ALL grants
SkyBox: Standard 5: SLIM Dean Annual Evaluation 2015

Standard VI: Physical and Virtual Resources and Facilities

SLIM recognizes and is committed to providing a positive learning environment for students. Physical facilities are accessible and comfortable and include up-to-date technologies. In addition library resources and technical support are abundant and reliable. Technology must be adequate and available to maintain the online communication between professors and students, interactions between students for assigned course discussions and projects, and the creation of electronic products, such as Capstone portfolios.

VI.1 *A program has access to physical resources and facilities that are sufficient to the accomplishments of its objectives.*

The program has sufficient funding to provide the physical resources that are not only necessary for the accomplishment of its objectives, but add to the pleasure of implementing strategies to achieve them.

VI.2 *Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration for the school's program, regardless of the forms or locations of delivery.*

SLIM occupies the third and fourth floors of the south wing of ESU's White library. Each full-time faculty member has a private office, phone, desk-top and/or laptop computer, printer, and iPad as well as attractive and comfortable furnishings.

The faculty and staff moved to temporary offices in the ESU Memorial Union for AY 2008-9 to enable renovation of the heating, air conditioning, and electrical systems in the White Library building. In addition, the classroom in the SLIM suite of offices has been renovated twice, includes up-to-date technology, and features new furniture.

All campus and leased facilities are convenient and provide accessibility to disabled students.

SLIM maintains five regional offices to accommodate program directors in Overland Park, Emporia, Portland, Salt Lake City, and Denver. All locations are ADA compliant and provide environments conducive to meeting with prospective students and advising admitted students. Floor plans, maps, and leasing arrangements are available for review (SkyBox: *Standard 6: Maps and Leases*). Mailing addresses and associated class locations are specified below:

Kathie Buckman
kbuckman@emporia.edu
(800) 552-4770
School of Library and Information Management
Emporia State University
1 Kellogg Circle
Emporia, KS 66801
Weekend class location—ESU campus
Third Floor, Room 319
William Allen White Library

Lindsey Warner
lwarner3@emporia.edu
(620) 803-8720
Emporia State University - Kansas City
8400 W. 110th St., Suite 150
Overland Park, KS 66210
Weekend class location—ESU-KC
Rooms 101-106
Emporia State University – Kansas City

David Willis
dwillis3@emporia.edu
(620) 794-9001
4411 Yates St. #103
Denver, CO 80212
Weekend class location—Denver
FRCC Westminster Campus
3645 West 112th Ave.
Westminster, CO 80031

Pierina (Perri) Parise
pparise@emporia.edu
(503) 223-8280
1020 SW Taylor
Suite 447
Portland, OR, 97205
Weekend class location—Portland
Portland State University
SW Broadway
Portland, OR 97207

Dale Monobe
dmonobe@emporia.edu
(801) 946-5265
2197 E. Ft. Union Blvd
Salt Lake City, UT 84121
Weekend class location—Salt Lake City
8030 South 1825 West
West Jordan, UT 84088
Weekend class location—Orem
Utah Valley University Library
800 West University Parkway
Orem, UT 84058

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other important technologies, accommodations for independent study, and media production facilities.

See V1.4. below.

VI.4. The staff and the services provided by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

William Allen White Library

SLIM students who are Emporia cohort members on the ESU campus have easy access to the collections and services of the University's William Allen White Library (www.emporia.edu/libsv/) as well as to a variety of technologies and technological support provided by the University and by the School.

The William Allen White Library's collections and services are located on all four floors of the building; most of the books are housed in a six-level stack area adjacent to the public areas on each floor. An elevator located near the service area on the main floor makes each floor accessible to everyone, while a wheel chair lift in the "decks" area makes these books available. Telephones near the freight elevator on each deck enable access to books that are not shelved at a level that would be within reach of those in wheelchairs.

The Library's holdings comprise some 733,000 books, Federal and State of Kansas government documents, periodicals, and theses in open stacks. The library also features a wide variety of media resources, the English for Speakers of Other Languages Collection, and Special Collections. More than 80 databases are available to SLIM students at the library. In addition, the

Kellogg Online Catalog (www.emporia.edu/libsv) makes access to print and electronic resources convenient for all SLIM students on and off campus.

Library users seeking library resources and services can do so from many access points. The library is open an average of 92.5 hours per week during the fall and spring semesters and an average of 75 hours per week during the summer term. The second floor also houses 20 computers for public access as well as an electronic classroom equipped with 22 computers, an instructor's workstation, and an electronic whiteboard. Other computers located throughout the library provide access to the Kellogg Catalog and the Internet. Wireless Internet access is provided throughout the building.

Faculty and students on campus can meet with librarians in person. Reference services and information literacy services are provided in the second floor reference, computer, and electronic classroom areas as well as through the remainder of the public service areas of the library. WAW professionals also work with university faculty to deliver information literacy programming in other locations on campus.

The Library's Kellogg Online Catalog is used to identify and locate books, musical scores, sound recordings, audiovisual materials, government documents, and journal title holdings. The library also subscribes to NetLibrary, a resource that provides electronic access to books. Books can be either browsed online or checked out for up to three days through NetLibrary.

Registered SLIM students, faculty members, and staff can access several general information databases, such as Lexis/Nexis Academic, Expanded Academic Index ASAP, and Periodical Abstracts, along with many subject-specific databases that include ERIC, Education Full text, ABI/INFORM, PsycInfo, and Library Literature Fulltext. Full-text databases available include Expanded Academic Index ASAP, Business and Company Index ASAP, and Health Reference Center Academic through InfoTrac, Lexis-Nexis Academic Universe and Congressional Universe, and Periodical Abstracts (PerAbs) and ABI/INFORM through the FirstSearch system. The interface for the FirstSearch system allows links to be made to full-text articles in databases that are not normally full-text in nature, thereby increasing the amount of articles found online.

The ESU Archives is charged with preserving ESU's heritage. The Archives houses and maintains both official and unofficial institutional records, dating from the University's beginnings as the Kansas State Normal School through the present. University Archives also collects, preserves, and provides access to rare books, children's literature research collections, and collections of historically significant manuscripts, such as the William Allen White Papers and the Walter M. Andersen Photography Collection. The May Masee Memorial Collection, containing correspondence, photographs, published materials, and original artwork by fifty-seven children's book illustrators, is also administered by University Archives.

White Library Services for Students at a Distance

The White Library also provides numerous services for SLIM's distance students, whether they are in Kansas or another state. Reference assistance is available by telephone, e-mail, and instant message reference service staffed by librarians. The instant message services works with AOL

Instant Messenger, Windows Live/MSN Messenger, and Yahoo! Messenger. Virtual reference services are also available to SLIM students and faculty through KanAnswer, a statewide online reference service serving Kansas.

The Libraries and Archives website is the gateway to a variety of resources and services for the information and research needs of all University students and faculty, both on-and off-campus. These include: electronic reserves, Kellogg Online Catalog, interlibrary loan, and document delivery.

Interlibrary loan and document delivery services provide SLIM students at all off-campus locations with materials owned by WAW or by other libraries. Documents can be delivered in print, fax and electronic formats. Unless the lending library charges a fee, this service is provided at no cost to students.

Staff members from SLIM and the WAW work together to secure copyright permission for course readings, to digitize these materials, and to provide convenient access to them via the library's Kellogg Online Catalog.

Although the William Allen White Library is the primary resource for all SLIM students, students in the distance program also have access to resources in their local areas.

Technological Support Provided by ESU

Emporia State University's Information Technology (IT) is a university-wide resource for information technology and LAN/WAN networks. IT provides staff and resources to assist on-and off-campus students and faculty by providing online access, email accounts, and a stable, secure platform for online courses. Students are provided with well-designed instructional resources, especially online course environments, through the collaborative efforts of IT and SLIM technical staff in association with SLIM faculty. IT provides both online (tutorial) and face-to-face faculty support for online instruction. This is not just technical support but includes the services of instructional designers available to support individual faculty projects.

IT is assigned the task of providing campus-wide network and computer security. It maintains inventory, provides support for online courses, and is responsible for hardware and software deployment. It provides a portal for software updates, patches, and hardware purchases. IT maintains the equipment in all of the smart classrooms used by SLIM.

SLIM students and faculty can make use of the IT help desk (online, by telephone, and face-to-face) as well as the seven computer laboratories IT maintains across the campus. These labs are in addition to the computer laboratory SLIM maintains for its students. Taken together, these laboratories provide students with access to computers, printers, and scanners 24 hours a day, seven days a week.

Equipment in each laboratory ranges from 16 to 80 CPUs (PC and MAC) with at least one high-speed printer per lab and scanners (an average of one per laboratory) available for student use. One laboratory also provides students with digital imaging capability (camera and editing suite).

All the laboratories have current applications (e.g., Microsoft Office Suite, Photoshop, Hyperstudio [MAC], SPSS 11.0) installed and all laboratories' applications can be easily upgraded.

Technologies and Support Provided by SLIM

There are two different Help Desks: The SLIM Tech Circle is staffed by SLIM graduate administrative assistants and is available to provide assistance to students from 8 a.m.—5 p.m. Monday through Friday. The ESU IT Help Desk provides direct support for ESU students, faculty, and staff and acts as a single point of contact for problem resolution. Its mission is to help Emporia State University with supported computer software, networking, and service issues. The ESU Help Desk is available to students and faculty 8 a.m.—9 p.m. Monday through Thursday and to 5 p.m. on Friday, 11 a.m.—3 p.m. on Saturday, and 5—9 p.m. on Sunday. Summer hours are the same Monday through Thursday except end at 7 p.m. on Friday, closed on Saturday, and open 3—7 p.m. on Sunday. The ESU IT Help Desk has a searchable knowledge base for systems, hardware and software, which pertains directly to ESU, and is posted, along with frequently asked questions and known issues and fixes, to the IT Website.

SLIM TechCircle is located in room 319E of the William Allen White library building, and is staffed by three SLIM graduate assistants (GAs). The TechCircle support staff offer assistance in person, by email, or phone to SLIM students and faculty with technical issues related to SLIM online courses and other technology resources.

The GAs are also responsible for providing support for ongoing projects assigned by faculty members. The GAs must also understand how the classroom technology works and be able to provide support for instructors who need assistance. The graduate assistants are held to a high standard of professionalism and the work they do is a growth experience in becoming a professional, as well as a tremendous asset to the SLIM program.

Technology in Classrooms

Classrooms are located on the Emporia Campus, ESU-KC facility in Overland Park, Portland State University, Front Range Community College, and the new Salt Lake County Public Library. All are equipped with the latest teaching technologies, such as Internet access for the instructor and students, projectors and screens, and appropriate software. A comprehensive list is posted to Skybox: *Standard VI*.

V.1.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

ESU's Master Plan (SkyBox: *Miscellaneous*) for campus improvements is based on input from all levels of ESU stakeholders: faculty, staff, students, staff, community members, and Foundation donors. The ongoing curriculum review includes consideration of the most desirable

hardware and software available for teaching. Room 319F (SLIM classroom) is equipped for Webcasts, as are many other classrooms on campus that are used by SLIM for weekend-intensive classes. More information about SLIM classrooms in all teaching locations is posted to SkyBox: *Standard VI: Classrooms*.

SLIM's 2009-2015 and 2015-2025 Strategic Plans include goals, objectives, and strategies that address the need to provide facilities and technology that enhance the teaching and learning experiences of faculty and students. The SLIM budget provides the resources to acquire items that are necessary to implement those plans and to continuously update the physical and technological environment.

Additional SkyBox documents referred to above in *Standard VI: Physical Resources and Facilities* are:

SkyBox: Standard 6: Maps and Leases

SkyBox: Standard 6: Equipment and Software List

SkyBox: Standard 6: Classrooms

COA Special Emphasis

Through the past eight years, the COA has requested further information on several specific areas of concern, specifically 1) activities in response to the results of assessment and 2) updates on the new curriculum and how the changes contribute to the new program objectives and program improvement. These areas have been addressed in detail in this document. In addition, more information is included in this Special Emphasis section about the history and how SLIM's 2009 strategic plan has contributed to decision-making in these areas over the years.

Program planning is based on the SLIM strategic plan. Progress toward goals and objectives were reported and discussed at SLIM Council meetings and documented in the meeting minutes for the years 2008-2012 (Skybox: Miscellaneous). Committee, program, grant, project, and regional reports are submitted prior to the SLIM Council meeting for review and to inform discussion at the meetings. The monthly schedule of SLIM Council meetings grew to be redundant given the many monthly reports that were submitted in advance. As a result, we decided to follow the “flipped classroom” model and continue the reports but move the discussion of the outcomes to the SLIM retreats, which are held each semester for faculty, staff, and student representatives. As we are relying more and more on technology to meet communication needs, we have found that the two- to three-day retreats in the spring and fall provide more time for assessment and evidence-based planning.

Aside from revisions to programs and courses, another major change that was implemented in fall 2009 was the addition of the cohort system to the Kansas MLS program. The cohort system, where all incoming students enter in a given semester and go through required courses together, was, and continues to be, very successful in the SLIM Colorado, Utah, and Oregon locations and has achieved the same level of success at both Kansas locations. Enough students have been admitted recently to make it necessary to break the incoming students into two cohorts of 25 students or less at one location.

Changing program requirements from 42 to 36 credit hours enabled the sequencing of courses over a two-year, six-semester schedule. Standard course sequencing allows SLIM to schedule courses that build on previous semesters. Being able to plan ahead for teaching assignments has increased the efficiency of the SLIM organization and the new schedule has also streamlined degree planning.

Administrators, faculty, staff, and advisory boards have worked diligently to meet the stated goals of the 2009 Strategic Plan. Specifically, in 2008-09 efforts were focused on the following:

- Programs and the curriculum were updated and are continuously reviewed
- Advanced technologies for teaching and learning were introduced
- The number of meetings with advisory boards increased to ensure that program outcomes were consistent with the needs of the profession
- The organization became more efficient and productive and
- Programs to nurture human potential through the infusion of diversity continued

SLIM's 2009 Strategic Plan Goal 1 was to provide a theory-driven, research-based curriculum that reflects best practice, anticipates change, and prepares students for work, advanced study and lifelong learning in the library and information profession.

To achieve this goal, the SLIM curriculum continues to have a theoretical base supported by applications and practicum courses. A curriculum review cycle that was completed in spring 2008 was fully implemented in fall 2008, resulting in 59 changes to SLIM programs and courses. In subsequent years, revisions include a change of graduation requirements from 42 credit hours to 36 credit hours, deletion of the Legal Information Management Certificate and the Information Management Certificate, numerous course title and description changes, merging two theory courses, increasing the number of required courses, and deleting courses that no longer support SLIM programs.

Two main student concerns in AY2008-2009 were the timely return of graded assignments and comfort in the classrooms. SLIM addressed these concerns by including specific outcome expectations in the new Faculty Recognition Document (*SkyBox: Standard 3: Tenure and Promotion Document*) by tracking faculty performance in this area through student course evaluations; and by undergoing a yearlong renovation of HVAC systems for SLIM offices and classrooms at the ESU campus in 2009-10.

In 2009, plans for the future included an increased emphasis on leadership by SLIM full-time faculty in integrating elective courses taught by part-time faculty with the core theory courses; increased use of wikis for planning and ongoing discussions; and the development of procedures to fully utilize the data gathering-planning-implementation-review and evaluation of outcomes-revision loop for all projects. The *COA Biennial Report in 2011* contains the progress reported in these areas (*SkyBox: Miscellaneous*).

SLIM Council discussions resulted in a slightly revised strategic plan in 2010 that was approved to match the new ESU strategic plan (*SkyBox: Miscellaneous*). Additional goals included the following:

- Ensuring financial support for professional development and scholarly activities that support the curriculum, especially those concerned with innovation in instructional design and delivery
- Enhanced intellectual opportunities for SLIM students by supporting their participation in unique and dynamic learning experiences; providing leadership experiences for SLIM students and encouraging the development of professional values through participation in professional organizations
- Increasing and improving initiatives to engage in collaborative efforts with SLIM constituents
- Increasing global awareness and intercultural sensitivity among SLIM students through opportunities for international engagement and study
- Providing an array of international learning experiences for SLIM students that encourage engagement with other cultures
- Enhancing SLIM physical facilities for functionality and aesthetics and ensuring 100 percent compliance of ADA regulations and

- Encouraging a variety of international and multiethnic perspectives among SLIM faculty and students, as well as incorporating these concepts across the curriculum.

Progress toward these goals was reported in the *2011 Biennial Report (SkyBox: Miscellaneous.)*

In accordance with SLIM's Strategic Goal 2, SLIM increased collaboration with constituents in all areas. The SLIM Dean met, and continues to meet, with Colorado, Utah, and Oregon SLIM Advisory Councils in person, and a Kansas Advisory Council was added in 2014. Meetings with the SLIM National Advisory Board via teleconference twice a year to report on SLIM activities and receive comments, suggestions, and requests were replaced in 2012 by more communication with the SLIM alumni and employer communities. In addition to advisory council meetings, the SLIM Dean meets with other stakeholders, such as the Colorado Front Range Library Directors Group and Multnomah County (Oregon) Library System administrators, and State Librarians.

Beyond the professionals who are members of SLIM state advisory councils and other stakeholder groups, SLIM pays close attention to what students have to say about the MLS program. There are three conduits for receiving suggestions, criticisms, and supportive comments from students: "minute papers" completed by graduating students at the end of the *LI 880 Capstone Course*, the "comments" section of student IDEA course evaluations, and informally at events such as "Eat Pie, Stay SLIM" student and alumni receptions. More about the influence of constituents and the outcomes of curriculum changes and student learning is under *Standard Two: Curriculum*.

While following the Strategic Plan Goal 2, faculty maintained an emphasis on theory in core courses that cover the foundations of library and information science; the psychology and sociology of information transfer; classification, storage and preservation; retrieval and dissemination of information and knowledge; selection and acquisitions; research; and the management of library and information organizations.

Program planning based on the strategic plan continued through 2011 with the approval of two new nine-credit concentrations in Archives Studies and Librarianship for Children & Young Adults (later renamed Youth Services), and a proposal to add Leadership and Administration of Information Organizations as a third concentration that became effective in fall 2012. Faculty teams began to develop standardized learning outcomes for core courses and made progress on standardized learning outcomes for elective courses, including integrating ethics and writing across the curriculum.

Professional values and appropriate use of technologies continued to be taught across the curriculum. Faculty made progress in perfecting teaching online using Blackboard, Adobe Connect, social networks, and new technologies to supplement face-to-face instruction during weekend-intensive classes. ESU provided three-day summer institutes for faculty use of Blackboard for instruction over several summers and on-going training continues to be available from ESU's IT Department. In 2009 SLIM's director of technology provided individualized training in Blackboard and other technologies on demand for SLIM faculty and staff. This activity has been supplanted by a centralized "Help Desk/Help Line" and by SLIM graduate

assistants who are supervised by the Associate Dean. The position of Director of Technology was abolished in 2013 when it was no longer necessary.

SLIM Strategic Plan Goal 3 was to increase global awareness and intercultural sensitivity among SLIM students through continuing programs that offer opportunities for international engagement and study.

A bequest from Edna Kruse Furber made it possible for SLIM to initiate service-learning courses supported by scholarship awards. In 2008 and 2009, SLIM offered four service-learning courses at Rocky Mountain National Park, Colorado; San Miguel de Allende, Mexico; Sofia, Bulgaria; and Asuncion, Paraguay. Working alongside local librarians, students cataloged over 700 books at the Biblioteca Publica in San Miguel de Allende, learned about the importance of archiving vital documents owned by the Supreme Court in Paraguay, helped to administer an international library conference in Bulgaria, and helped to preserve documents in a monastery in Croatia in 2010. These courses inform students of the value of responding to the information needs of a diverse society. With awareness that the service learning courses and their associated projects were a burden on the organizations that were being “helped,” SLIM changed its emphasis to learning about how global information organizations provide library, museum, and archives services to their patrons. The Current Issues courses that have been offered in ensuing years are discussed in *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.

The courses in the curriculum and their content are based on SLIM program learning outcomes (Appendix 2); 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, and as reported in the 2013 ALA Biennial Report, SLIM had already implemented its new concentration in Leadership and Administration and was in the process of adding 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 has developed a partnership with the Kansas Leadership Center (KLC) to develop leadership components for every required course in its curriculum. Its leadership initiative is the model program for ESU graduate programs. SLIM faculty was trained by the KLC in 2014 and will continue training throughout 2015.

As indicated in the September 15, 2012 *Revision to SLIM's 2011 Biennial Report*, SLIM has developed a vigorous continuous improvement program based on faculty curriculum review teams that have updated, and are continually 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. 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.

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.

Increased emphasis on student evaluations of courses and SLIM programs led to incremental changes. Student evaluations have been conducted online for every course by the IDEA Group since fall 2008. Online course evaluations using normed instruments measure oral communication, computer applications, group work, mathematical/quantitative work, critical thinking, creative endeavor, reading, and memorization. In addition, students are requested to report on the timely return of graded assignments as well as add comments about issues not addressed in the evaluation. Major themes are discussed at SLIM faculty meetings that recognize successful teaching strategies and inform discussions of areas in need of improvement.

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. As indicated in the September 17, 2012 Biennial Report response to a COA inquiry, additional indirect assessments are provided by student "minute papers" about the program; comments harvested from surveys of alumni, state and national employers; and meetings with state and national advisory board members. The SLIM Dean aggregates and summarizes this data for use in continuous improvement and planning for the future (Appendix 3).

A primary reason for requiring the *LI 880 Capstone Course* is to have a fact-based evaluation of student learning outcomes. Students develop online portfolios that relate SLIM learning outcomes and professional values (Appendix 2) to specific assignments they completed throughout the program. The portfolios were presented to the instructor, SLIM Dean, and students in face-to-face class weekends, until moving in 2014 to video recordings of presentations online that are evaluated by the course instructor and teams of SLIM faculty. Beginning in fall 2015, students may choose to provide a video recording or make their presentations in person to Capstone students in their cohort locations. Students enjoy sharing their reflective presentations with the other students in their cohort, either in-person or virtually, and SLIM has a record of student learning and accomplishments to inform curriculum decisions.

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 serves as a repository of the data, analyses, and pertinent actions was completed in early 2014 (SkyBox: *Standard 2*). 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.

Finally, a comprehensive review of the percentage of courses taught by full-time faculty is in this report. SLIM faculty have taught an averaged of slightly over 50% of all courses over the past eight years and 67% of core courses. Students comment that they appreciate learning from practitioners in the field in addition to the SLIM full-time faculty.

SkyBox Documents

Miscellaneous: SLIM Council Meeting Minutes

Standard III: SLIM Tenure and Promotion Document

Miscellaneous: 2009, 2011, 2013 Biennial Reports

Appendix 2: SLIM Student Learning Outcomes and Professional Values

Appendix 3: Aggregated Student Comments