

Biennial Narrative Report

School of Library and Information Management, Emporia State University

February 15, 2020

Introduction

The School of Library and Information Management (SLIM) at Emporia State University (ESU) has seen stable leadership at the school and the university levels in the past two years. ESU President Allison Garrett (since January 2016), ESU Provost David Cordle (since July 2013), and the SLIM Dean, Wooseob Jeong (since July 2016) continue to serve as of February 2020. The stability of leadership has facilitated further development of SLIM. It has added two full time tenure track faculty lines with its expansion of regional cohorts into the states of Nevada and Idaho. All allocated tenure track faculty positions will be filled in fall 2020. SLIM strives to provide quality education to our students by conducting continuous curriculum reviews and adjustments based on our systematic planning mechanisms in place. Following the recent campus-wide strategic planning update effort, SLIM's own strategic plan is currently under review.

Response to COA Previous Correspondence

Upon receiving SLIM's biennial report in 2018, the Committee of Accreditation (COA) requested clarification regarding the reported 8% reduction in the program's budget being covered by endowment funds, detailing plans for sustaining the program apart from a reliance on the presence of endowment funds. SLIM submitted a special report with its clarification on January 23, 2019, and COA accepted the report without further inquiries. (Appendix #1)

Standard I: Systematic Planning

ESU started the strategic plan review in fall 2018 by forming a campus-wide Strategic Plan Review Committee appointed by President Garrett. Dr. Mirah Dow was a member of the committee representing SLIM. Upon the committee's recommendation in summer 2019 on each objective,

administrative units on campus such as Academic Affairs and Student Affairs, are currently finalizing their relevant strategies. ESU's new strategic plan is the basis for SLIM's review of its own strategic plan. SLIM's academic planning committee already started looking into its current strategic plan in fall 2019. The current official versions of ESU's and SLIM's strategic plans are available in Appendix #2 and #3.

Campus-wide program-level assessment led by ESU Office of Institutional Effectiveness (OIE) is fully integrated into SLIM's programs. Dr. Sarah Sutton has been SLIM's assessment director since fall 2018, representing SLIM for OIE's activities. SLIM full-time and adjunct faculty instructors, under Dr. Sutton's direction, collect and report course-level data about student learning and achievement that is stored in the ESU CampusLabs portal and used by SLIM's faculty in curriculum development.

SLIM faculty recognized the importance of continuous curriculum review, discussion and change, and they implemented monthly curriculum meetings in addition to their monthly faculty council meetings. Since fall 2018, SLIM faculty meets every first Wednesday for a faculty council meeting and every third Wednesday for a curriculum meeting. While monthly faculty council meetings can include curriculum-related items, the new monthly curriculum meetings primarily focus on SLIM's curriculum.

While adding monthly faculty curriculum meetings and maintaining monthly faculty council meetings and monthly regional director meetings, SLIM reduced our biannual retreats to annual ones due to a logistical concern. With our recent expansion to additional sites, growing travel expenses, stability of leadership and administration, two retreats a year turned out to be too much of a burden for everyone. Since spring 2018, we have an annual retreat during spring break lasting 2-3 days, while students are not in class. In spring 2019, 4 SLIM adjunct instructors joined our retreat and we plan to invite another group of adjunct instructors for future retreats. The SLIM annual retreat is an important part of our systematic planning process. All regional directors, a few adjunct instructors and student representatives join the faculty and staff on campus to evaluate current status and environment, and plan for the future of SLIM.

Feedback from SLIM's advisory boards and students is incorporated into SLIM's decision-making processes. In spring 2018, SLIM had an advisory board meeting in Sioux Falls for the South Dakota cohorts, and in fall 2018, SLIM had another one in Denver for the Colorado cohorts. SLIM did

not have any advisory meetings in 2019 due to the expansion of cohorts in Idaho and Nevada. However, throughout the year, the regional directors and the dean continued to receive feedback from communities and alumni at numerous state annual library conferences. SLIM plans to have at least 2 regional advisory board meetings and conduct 2 town hall meetings at state annual conferences in 2020. Surveys of current students, alumni and employers are also important data sources for our systematic planning. Our last survey was conducted from December 2017 through January 2018. SLIM plans another survey in 2020.

Standard II: Curriculum

SLIM faculty continuously review and update our curriculum. As mentioned in Standard I, SLIM added monthly faculty curriculum meetings to discuss curriculum as an effort to ensure the best learning experiences for students. In addition, SLIM faculty actively participate in communities of practice for curriculum review and enhancement. For each core course, faculty members who teach the class gather regularly to discuss its student learning objectives, class activities, common assignments across multiple sections, etc., to ensure different sections of the class deliver consistent and quality content to students. SLIM core courses are mostly taught by its full-time faculty members, but occasionally adjunct instructors teach core courses. The community of practice groups include those adjunct instructors as well.

SLIM faculty officially removed the Master of Science in Informatics, Nursing Concentration from SLIM's program guide and the university catalog, along with those individual courses dedicated for the degree (LI 867, 869, 897, 898). In the last two years, a few course titles and course descriptions were changed to better reflect their course content. The list of curriculum changes made during the last two years is available in Appendix #4. SLIM faculty started a comprehensive curriculum review process in fall 2019, examining every course's title, description and learning outcomes. The entire current course array is listed in Appendix #5.

Utilizing the Current Issues class numbers (LI 861, 862 and 863), SLIM offered new classes such as Consumer Health Information, Managing Electronic Resources (later becoming LI 856 as a permanent

class), Public Libraries, Health Science Librarianship, Digital Library Development, Marketing, Intellectual Freedom, GLBTIQ Resources and Services for Libraries, Disaster Preparedness and Emergency Responses, Genealogy Resources and Techniques, Readers' Advisory, Open Educational Resources, Grant Writing, and Homelessness Interaction in Libraries.

Standard III: Faculty

The SLIM faculty review committee's work to review and revise the SLIM Promotion & Tenure document (last approved on September 2014) is underway. We anticipate that this process will be completed before fall 2020. The SLIM faculty made all their syllabi accessible in spring 2019, being pioneers in course accessibility on the ESU campus.

SLIM hired Dr. Bobbie Bushman, who completed her doctoral dissertation at the University of Missouri in 2017. Dr. Bushman's research interests are public library services for underserved populations, such as the deaf community, incarcerated individuals, children with disabilities, homeschoolers, and homeless individuals. Dr. Bushman is teaching Foundations of Library and Information Science (LI 801) and Organization of Information (LI 804). SLIM successfully concluded faculty searches in December 2019 for two tenure track faculty positions. The offers were made and accepted. Both of the new faculty members will start in fall 2020 and their main areas of teaching and research are management and archives. SLIM lost one tenure-track assistant professor, Dr. James Walther, who started at SLIM in 2015 and resigned in December 2018 to return to professional librarianship as a library system director in Florida.

In the last two years, SLIM added two full time tenure track faculty lines to meet the increased demand from our expansion of MLS cohorts in additional locations. The two additional lines are from the campus-wide support of the New Program Incentive Plan (NPIP). South Dakota and Nevada cohorts are supported by NPIP and the new faculty lines are permanent. As a result, SLIM has 12 full-time tenure track faculty lines as of February 2020 and all the positions are filled at the beginning of the fall 2020 semester.

Dr. Sarah Sutton was promoted to associate professor with tenure in fall 2019. Dr. Andrew Smith, associate professor, took sabbatical leave in spring 2018. Dr. Mirah Dow, full professor, took sabbatical leave in fall 2019. Dr. Sarah Sutton, associate professor, is taking sabbatical leave in spring 2020.

In 2019, Dr. Dow won the American Library Association's Beta Phi Mu Award in recognition of distinguished service to education for librarianship and won the Graduate Faculty Mentor Award from ESU Graduate School. Dr. Emily Vardell was one of the recipients of the 2019 Ida and George Elio Prize from the Medical Library Association for excellence of a co-authored journal article. Dr. Sutton received a 2019 Assessment Champion Award of ESU for excellent assessment practices at SLIM. In fall 2018, Dr. Sandra Valenti was elected as the second Vice President of ESU Faculty Senate, serving as First Vice President from fall 2019 to spring 2020 and as President from fall 2020 to spring 2021.

SLIM continues to provide 10 hours of graduate research assistants per week to each faculty member during fall and spring semesters. In fall 2018, SLIM started to provide two doctoral students with full tuition waivers and a \$20,000, 12-month stipend to support faculty research activities. Since then, Brady Lund and Ting Wang have helped SLIM faculty's research output significantly by contributing to the faculty's research projects throughout the year. SLIM also provides faculty with generous support in conference travel/registration and professional membership fees for their research and professional development. In the last two years, SLIM faculty members have continued to be productive with publications (monographs, peer-reviewed journal articles, book chapters, conference proceedings, etc.), presentations, and grant writing. More details are available in Appendix #6.

The structure of SLIM faculty standing committees has not changed, consisting of the Academic Planning Committee, the Admission and Scholarship Committee, the Curriculum Committee and the Doctoral Program Committee. Committee rosters by academic year are available in Appendix #7.

In the last two years, with a full time faculty position vacant for a year, three faculty members on sabbatical leaves for different semesters, and expanded cohort locations, SLIM needed additional instructional staff and hired new adjunct faculty members: Carmen Cowick, Roberta Debuff, Steve

Duckworth, Ryan Leimkuehler, Brian McCann, Jennifer Peters, Dhanushka Samarakoon all of whom hold the MLS degree. The current roster of adjunct faculty is available in Appendix #8.

Standard IV: Students

Since the last biennial report, SLIM has added two new cohort locations – Las Vegas, NV and Boise, ID in response to invitations from local library communities. As a result, SLIM has eight locations of cohorts, as of spring 2020. Each location has a designated regional director or a coordinator. For more details on SLIM’s cohort locations and personnel, please see Appendix #9. With the expansion of more locations and active recruitment efforts, SLIM has achieved a steady increase in student enrollment for the last two years. SLIM maintains quality student services (advising, career advice, etc.) along with excellent instruction, which has helped SLIM to increase enrollment and degrees granted over the last two years. Current trends in enrollment and graduation data can be found in Appendix #10.

SLIM continues to support students’ global experiences and their national conference experiences by offering credit-bearing classes. In the last two years, SLIM faculty and regional directors took students to Serbia (summer 2018, summer 2019), Germany (summer 2019), ALA Midwinter conference (2018, 2019), ALA Annual conference (2018, 2019), PLA conference (2018), ACRL conference (2019), SAA conference (2019) and the National Book Festival (2019). Each class had up to 10 students. Partial travel funding (\$700 - \$1,000 per student) is provided to students through SLIM’s ESU Foundation endowments mainly for conference registration, housing and ground transportation. SLIM’s scholarship endowment funds generate more than \$130,000 a year, and most of the yearly allocations go to MLS students, with 80 to 90 students each year receiving awards in the range of \$500 to \$2,000.

SLIM students have been very active in scholarly activities with SLIM faculty members in peer reviewed journals and regional and national conferences. These achievements have been publicized in Campus Buzz (formerly known as I’m A Hornet), the ESU president’s bi-weekly campus announcement, in SLIM’s quarterly newsletters, and social media. Appendix #11 shows a list of select scholarly activities of SLIM students. They have been recognized for excellence with significant accolades. In 2018, Gloria

Acosta received the ALA REFORMA Scholarship and the Beta Phi Mu Sarah R. Reed Scholarship; Heather Van Dyne received the ALA Spectrum Scholarship; and Brandon West received the ALA GLBT Round Table Political Activism Award. In 2019, Sarah McCall and Alisa Williams received the ALA Spectrum Scholarship, and Ruth Mahaffy was awarded the LITA/Christian Larew Memorial Scholarship.

SLIM strives to recruit a diverse group of students and continues to match external diversity scholarships that students obtain. Table 1 shows the number of students by regional location, gender and ethnic background in Academic Year 2019.

Table 1. Diversity #'s by regional location as Academic Year 2019

MLS	Male								Female							
	Asian	Black	Hispanic	White	Non-Resident Alien	Middle Eastern	Unknown	Total	Asian	Black	Hispanic	White	Non-Resident Alien	Two or more races	Unknown	Total
Emporia, KS	0	0	0	17	1	0	0	18	0	3	4	92	1	1	0	101
Overland Park, KS	0	1	0	16	0	0	0	17	1	2	2	81	0	0	1	87
Oregon	0	0	1	14	0	0	0	15	1	1	2	25	0	0	0	29
South Dakota	0	0	0	5	0	0	0	5	0	0	0	30	0	2	2	34
Utah	0	0	0	2	0	0	0	2	0	0	0	22	0	0	0	22
Colorado	1	0	2	11	0	0	0	14	2	2	2	42	0	0	0	48
Nevada	0	0	0	4	0	1	0	5	0	1	2	5	0	0	0	8
Idaho	0	0	0	3	0	0	0	3	0	0	2	9	0	0	0	11
Total	1	1	3	72	1	1	0	79	4	9	14	306	1	3	3	340

SLIM's Student Chapter of the American Library Association (SCALA) has embraced several opportunities to enrich the education of students across all of the cohorts that Emporia State offers. In the past two years, SCALA has volunteered and served local communities for over 142 hours and offered professional development opportunities, such as an annual professional development lecture series entitled "Lunch & Learn" which allows SLIM students to engage with professionals to learn more about the Library Science profession. SCALA had the opportunity to converse with the ALA President and

learn more about how ALA supports Library Science students entering the profession. Educational and social enrichment is a strong focus of SCALA to ensure strong relational bonds and networking. SCALA has been able to offer scholarships to five recipients to help fund their travel expenses to the ALA annual conference each year.

SLIM continues to distribute employment opportunity lists at least once a week, often more frequently, to current students via email, and updates the list on its website. Regional directors actively provide their students with career advice and access to a network of local professionals for better job placement. Students without significant library work experience are strongly encouraged to take practicum courses under the supervision of their regional directors and the practicum site supervisors.

SLIM offers multiple Graduate Assistant (GA) positions each year. In the last two years, there have been nine GA positions a year at SLIM funded by ESU Graduate School. A GA has a 9-month contract with a tuition waiver and stipend. Summer GA contracts are also available. Of the nine positions, three were assigned to SLIM Tech Support (for student, faculty and staff), four as Graduate Research Assistants (for faculty research), one Graduate Administration Assistant (for the front office) and one Travel Office Assistant (for travel arrangement and reimbursement). In addition, SLIM has multiple collaborative GA positions with state and local agencies such as Emporia Public Library, Emporia High School Library, Talking Books of Kansas State Library in Emporia, and Washburn University in Topeka, Kansas. Emporia High School Library provides full support for its GA positions (tuition and stipend), and SLIM shares the costs with the other agencies (SLIM provides tuition waiver, agencies provide the stipend). For these external GAs, the agencies interview candidates, who are SLIM students, and hire based on their need.

Standard V: Administration, Finances, and Resources

Dr. Wooseob Jeong continues to serve as SLIM Dean since July 2016. There have been personnel changes in the front office and with regional directors during the last two years. For SLIM's front office administration, Ms. Linda McDonald was hired as an administrative assistant in March 2018. Ms.

Candace Kitselman, who had been SLIM's business manager, retired in September 2018. Ms. Emily Sanders-Jones, who had been the Dean's executive assistant since October 2016, moved to the business manager position, while maintaining some of her duties for the Dean's executive assistant position. The remaining duties of Ms. Sanders-Jones went to Ms. Linda McDonald. For the regional director positions, Ms. Mary G. Johnson, SLIM's South Dakota regional director stepped down for a health reason in May 2018. SLIM hired Ms. Elizabeth Hoffman for the vacancy. Ms. Pierina Parise, who had been SLIM's Oregon regional director for 20 years, retired in August 2019. Ms. Jeana Menger filled the vacancy. For the one-time Idaho cohort, we hired a half-time regional director, Ms. Deana Brown, in March 2019. Ms. Brown stepped down from the position due to personal reasons in November 2019, and SLIM hired Ms. Becca Kabasa for the vacancy. We are currently hiring a full-time regional director for the Nevada location. Dr. Dale Monobe has been an interim Nevada director along with his directorship in Salt Lake City, with the support of Ms. Gracie McDonough, a quarter-time appointment of coordinator for Nevada.

In the last two years, ESU, which has a fully centralized budget system based on yearly allocation, did not have any budget cuts. Rather the campus had a 2.5% salary increase in fall 2018 and another 2.5% increase in fall 2019. With the budget cut exercise for Fiscal Year (FY) 2018, SLIM's budget allocation was dropped from the previous year, but with a New Program Incentive Plan (NPIP) allocation for its South Dakota cohort in FY 2019 (additional tenure track faculty line and operating budget) and another NPIP for its Las Vegas cohort in FY 2020 (again, tenure track faculty line and operating budget), SLIM's annual budget has increased significantly for the last two years, with \$2,280,264.69 (FY 2018), \$2,416,378.68 (FY 2019) and \$2,561,046.91 (FY 2020).

Since fall 2018, SLIM has offered a series of Continuing Education classes to our alumni and library communities. The revenue from the Continuing Education classes has been invested in SLIM's free webinars since fall 2019, which have helped in our alumni relationship and marketing efforts. SLIM continues to publish its quarterly electronic newsletter to reach out to alumni and communities and actively maintains its social network presence mainly on Facebook and Twitter. In addition to the ESU

alumni database, SLIM's in-house database has been updated and enriched with relevant information such as alumni's current job and title with their photos.

Fundraising has been a priority of SLIM. While receiving steady contributions for existing foundation funds, SLIM established three new scholarships: The Roger Greer Diversity & Leadership Scholarship, The Tom J. Muth Scholarship, and The Dow Scholar Award, all in 2018. Collaborating with the ESU Foundation, SLIM continues to cultivate potential donors for future contributions to SLIM.

In spring 2020, SLIM is scheduled for a major renovation of the third and fourth floors of its main campus space in the William Allen White Library. Upon completion of the renovation, SLIM will have more office space for growing faculty and an upgraded and flexible classroom space. The renovation is being funded by the ESU central facility improvement budget. All facilities, including teaching locations out of the ESU main campus, are listed in Appendix #12.

In line with previous practice, SLIM's desktop and laptop computers for faculty and staff have been replaced based on their warranty expiration. Classroom technology and other equipment continue to be upgraded regularly along with Canvas, the campus-wide online learning platform.

Summary

Since the last biennial report in 2018, SLIM has expanded to two new cohort locations, Boise, ID and Las Vegas, NV, with two additional tenure track faculty lines and additional operating budget. SLIM commits to providing quality education for the future generation of librarians and information specialists, aligned with ESU's and SLIM's vision, mission and strategic plan. SLIM is confident in its quality in each of the Standards described above. With administrative and financial support from ESU, SLIM strives to provide quality education and enrich student experiences with its unique hybrid learning mode in geographically expanded areas.

List of Appendix

Appendix 1: SLIM Special Report to COA and Receipt

Appendix 2: ESU Strategic Plan

Appendix 3: SLIM Mission, Vision, and Strategic Plan

Appendix 4: SLIM Recent Curriculum Changes

Appendix 5: SLIM Current Course List

Appendix 6: SLIM Faculty Scholarly Activities

Appendix 7: SLIM Faculty Committee Rosters

Appendix 8: SLIM National Adjunct Faculty

Appendix 9: SLIM Regional Directors

Appendix 10: SLIM Enrollment and Graduation Data

Appendix 11: SLIM Student Scholarly Activities

Appendix 12: Facilities

Appendix 1: SLIM Special Report to COA and Receipt

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50 East Huron Street
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Office for Accreditation

Karen O'Brien, Director
Committee Staff Liaison

April 12, 2018

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

Dear Dr. Jeong:

The Committee on Accreditation (COA) reviewed and discussed the biennial narrative report and the annual statistical data reported via the trend summary spreadsheet. The Committee appreciates the response to its previous inquiries and needs clarification regarding the reported 8% reduction in the program's budget being covered by endowment funds. Please address this as it relates to standard V.6, in a special report, due by March 1, 2019, detailing plans for sustaining the program apart from a reliance on the presence of endowment funds.

Please be aware of the [April 2018 Update Notes for the Accreditation Process, Policies, and Procedures \(AP3\), fourth edition \(PDF\)](#), effective immediately, affecting sections: I.1 The Role of accreditation, I.2 Accreditation terminology, I.10 Candidacy status and Initial accreditation of additional programs, I.15 Accreditation decisions, and I.22 Institutional or programmatic changes (the update embedded as a link above can also be accessed from the [Accreditation Process, Policies, and Procedures \(AP3\)](#) link on the [Office homepage](#)). The rationale for each change is detailed in the update.

The update to AP3 section I.15 Accreditation decisions is in response to the latest ([March 30, 2018](#)) Council on Higher Education Accreditation (CHEA) letter requiring by May 1, 2018, "fuller information regarding all accredited programs, including the bases and reasons for these decision and how these efforts meet CHEA Standard 12B5."

The CHEA letter also requires ALA-COA to meet its standard 12B1 (requiring more reliable information on student achievement) by more fully enforcing ALA standards or policies. The most relevant is perhaps ALA Standard IV.2 requiring that "current, accurate, and easily accessible information about the program" be "available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives... criteria for evaluating student performance... The program demonstrates that it has procedures to support these policies."

To address this by May 1 as CHEA requires, the Office for Accreditation by COA approval at its April 12-13, 2018, Spring Meeting, will add two new fields to the [Searchable Database of ALA-Accredited Programs](#):

1. A link to a prominent and easily accessible page on the program's website containing student achievement data.
2. A description of the Standards on which follow-up reporting is required from a program. If a program requires no follow-up reporting, the field will include the statement, "All standards met."

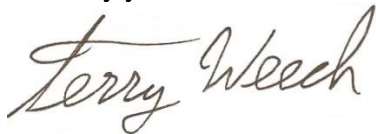
The schedule of next reporting is as follows:

Report	Due date
A link to a prominent and easily accessible page on the program's website containing student achievement data	April 26, 2018 to accred@ala.org
Annual statistics for 2017-2018	December 1, 2018
Special Report	March 1, 2019
Biennial narrative report addressing each standard	February 15, 2020

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

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

Sincerely yours,



Terry Weech, Chair
ALA Committee on Accreditation

enc: Acknowledgement Form

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

Interim Report Acknowledgement Form
Please return to accred@ala.org.

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

Please mark all that apply:

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

Name (please print)

Title

Signature

Date

Please return to accred@ala.org.

EMPORIA STATE UNIVERSITY

■ School of LIBRARY AND
INFORMATION MANAGEMENT

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January 23, 2019

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


Dear Karen O'Brien:

This special report addresses the matter of concern raised by the Committee of Accreditation (COA) indicated in the receipt letter of the biennial narrative report to School of Library and Information Management (SLIM), Emporia State University (ESU), dated on April 12, 2018 – **needs clarification regarding the reported 8% reduction in the program's budget being covered by endowment funds, detailing plans for sustaining the program apart from a reliance on the presence of endowment funds.**

As indicated in the original biennial report, SLIM secured additional funding for the new South Dakota MLS cohort, starting in fiscal year 2019. As a result, SLIM's allocated budget for fiscal year 2019 was \$2,553,470.06, exceeding the 2017 level. To be clear, SLIM never intended to rely on the presence of endowment funds for the budget reduction, but rather it was meant to be a cushion for the potential impact. The impact was taken care of by savings in operating budget expenses and now SLIM recovered the loss of budget and gained more beyond fiscal year 2017 level.

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

Sincerely,



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

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Karen O'Brien, Director
Committee Staff Liaison

April 26, 2019

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

Dear Dr. Jeong:

The Committee on Accreditation (COA) reviewed and discussed the special report, the annual statistical data reported via the trend summary spreadsheet, and evidence of programmatic performance and student achievement accessible via the program's website. There are no requests for additional information regarding these reports.

The schedule of next reporting is as follows:

Report	Due date
Annual statistics for 2018-2019	February 15, 2020
Biennial narrative report addressing each standard	February 15, 2020

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

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

Sincerely yours,

Loretta Parham, Chair
ALA Committee on Accreditation

enc: Acknowledgement Form

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

Appendix 2: ESU Strategic Plan

EMPORIA STATE UNIVERSITY

The Adaptive University: Strategic Plan 2015-2025 | 2019 Revision



THE ADAPTIVE UNIVERSITY

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

VALUES

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

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

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

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

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

VISION

Changing lives for the common good.

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

MISSION

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

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

GOAL 1: Pursue distinctive initiatives in curricula and programs.

- Objective 1: Develop and promote distinctiveness in academic programs to advance the university's reputation.
- Objective 2: Promote and improve campus community and civic engagement.
- Objective 3: Prioritize high-impact learning experiences.
- Objective 4: Expand learning opportunities and outreach with a special focus on conservation of natural resources.
- Objective 5: Expand learning opportunities and outreach with a special focus on technology.
- Objective 6: Expand learning opportunities and outreach with a special focus on health and health care.
- Objective 7: Innovate curricula to cultivate and support open access to educational resources.
- Objective 8: Ensure that all students demonstrate cultural competencies and skills necessary for living and working effectively as members of diverse and global communities.

GOAL 2: Develop the university's capacity for adaptive leadership consistent with the Kansas Leadership Center framework.

- Objective 1: Expand leadership development in the curriculum.
- Objective 2: Integrate leadership competencies into the co-curriculum.
- Objective 3: Prepare faculty, staff, and administrators to lead effectively.

GOAL 3: Enhance the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career.

- Objective 1: Increase undergraduate student enrollment, retention, and graduation.
- Objective 2: Grow enrollment in graduate and distance programs.
- Objective 3: Increase enrollment, retention, and graduation of underserved and underrepresented students.
- Objective 4: Implement or enhance services that prepare students for 21st century careers.

GOAL 4: Create and support sustainable innovation and growth.

- Objective 1: Implement the Campus Master Plan.
- Objective 2: Strategically develop and align resources with university priorities.
- Objective 3: Engage alumni and friends to add value to the Hornet experience.
- Objective 4: Inspire philanthropy.
- Objective 5: Offer sustainable and competitive Division II athletic programs.
- Objective 6: Employ data to inform decision-making.

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

- Objective 1: Develop and maintain a campus culture in which embracing diversity, equity, and inclusion is a core value of the Emporia State community.
- Objective 2: Increase the diversity of the Emporia State community.
- Objective 3: Improve university access and student persistence.
- Objective 4: Make the ESU experience accessible to people of all abilities through universal design and assistive technology.
- Objective 5: Enhance diversity-related educational opportunities and experiences for students, faculty, and staff.

THE PROCESS AND PARTICIPANTS

In October 2018, ESU President Allison D. Garrett appointed nine people to the Strategic Plan Review Committee. The group represented students, faculty and staff. President Garrett charged the committee to evaluate “The Adaptive University: Strategic Plan 2015-2025” and its implementation, and to report its findings and recommendations by the end of the 2018-19 academic year.

The committee was not asked to undertake a wholesale revision of the existing strategic plan; rather, the charge was to “assess the continued relevance of the five goals” and “update the objectives under each goal.”

PHASE ONE: Consultation with ‘Responsible Persons’

The committee began work in November 2018 with almost-weekly meetings, the first two of which were devoted to consideration of President Garrett’s charge and how best to carry it out. Starting in late November 2018 and continuing through early February 2019, the committee conducted a series of meetings with various individuals and groups who have had direct responsibility for implementing the strategic plan’s goals and objectives, and for documenting the university’s progress in achieving the initiatives. Each meeting focused on a specific strategic plan goal and some or all of the objectives supporting the goal. The committee asked these “responsible persons” to help answer the following questions:

- Is this goal still relevant as it is stated?
- Are these objectives still priorities in achieving the goal?
- Have other opportunities emerged since 2015 that should now be added as new objectives?

By and large, the committee heard from its consultants that “The Adaptive University: Strategic Plan 2015-2025” is still relevant, and that we’ve made good progress in implementing it. But the discussions also pointed to certain initiatives that have not progressed, and to some evolving priorities and new opportunities that are not reflected in the current plan.

PHASE TWO: Development of Draft Recommendations

Starting in mid-February and continuing through March, the committee compiled the advice provided by its consultants, bookmarked the most compelling possibilities for updates and revisions to the strategic plan, and developed a set of specific recommendations.

The committee’s work in Phase Two also included consideration of four possible new strategic themes suggested by President Garrett:

- Technology
- The Environment
- Globalization
- Health and Health Care

After consultation with the deans and further discussion with the president and vice presidents, three of these strategic themes were incorporated with some modifications into the committee’s draft recommendations as new objectives under Goal 1.

PHASE THREE: Discussions with University Constituencies

In April, the committee shared its draft recommendations with all ESU students, faculty, and staff, and invited them to participate in the review and provide input. Three campus forums were scheduled to provide opportunities to discuss the recommendations with members of the committee. One of these campus forums (intended just for students) did not materialize because of scheduling conflicts, but the other two (intended for all members of the campus community) were well-attended and generated useful discussion and suggestions. Participation through Zoom live video and audio was available for those who couldn't be on campus at the scheduled times. Several individuals also provided comments via email before and after the campus forums.

In addition to the campus forums, members of the committee met with groups representing specific external constituencies to solicit their input regarding the draft recommendations. These meetings included one in April with the Emporia Area Chamber of Commerce Board of Directors, one in May with the ESU Foundation Board of Trustees, and one in June with the ESU Alumni Association Board of Directors.

PHASE FOUR: Revision and Final Recommendations

The committee reviewed the feedback received from students, faculty, staff, and external constituents and identified several instances where adjustments to the draft recommendations were merited. President Garrett approved these adjustments and they have been incorporated into this final revised version of "The Adaptive University: Strategic Plan 2015-2025."

Strategic Plan Review Committee, 2018-19

Antonina Bauman, School of Business
Gaelynn Wolf Bordonaro, The Teachers College
David Cordle, Provost (chair)
Mirah Dow, School of Library & Information Management
Lynn Hobson, Student Affairs
Shane Shivley, ESU Foundation
Amy Sage Webb, College of Liberal Arts & Sciences
Michael Webb, Associated Student Government
Angela Wolgram, Administration & Finance

EMPORIA STATE UNIVERSITY

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Appendix 3: SLIM Mission, Vision, and Strategic Plan

MISSION, VISION AND STRATEGIC PLAN 2015-2025

OUR MISSION

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

VISION STATEMENT

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

STRATEGIC PLAN 2015-2025

GOAL #1

Achieve excellence in the education of students for professional careers in library and information organizations.

OBJECTIVE 1.1

Provide a theory-driven, research-based curriculum that reflects best practices, anticipates change, and prepares students for work, advanced study, and lifelong learning consistent with the current and future needs of the library and information professions.

- *Strategy 1.1.1:* Faculty will conduct an on-going review of the SLIM curriculum, including certificates and concentrations, and make recommendations to the SLIM dean.
- *Strategy 1.1.2:* Develop a course to support professional development and career placement.

OBJECTIVE 1.2

Ensure that SLIM's curriculum and program outcomes are consistent with the needs of the profession as articulated by stakeholders.

- *Strategy 1.2.1:* The SLIM Dean or designee will meet with the SLIM Advisory Boards a minimum of once per year. Minutes of the meetings will be forwarded to SLIM faculty and staff and discussed.

OBJECTIVE 1.3

Ensure that SLIM faculty receive support for professional and scholarly activities that support the curriculum.

- *Strategy 1.3.1:* The SLIM dean will approve funding requests for appropriate travel and conference registration as supported by the current budget and University policy. Other professional development opportunities and training will be offered at the ESU campus.

OBJECTIVE 1.4

Ensure that faculty and staff have access to professional development opportunities that encourage technology use and instructional innovation and provide financial support as appropriate and supported by the SLIM budget.

- *Strategy 1.4.1:* Faculty will engage in some form of professional development related to technology in each academic year.
- *Strategy 1.4.2:* Faculty will engage in one or more professional development opportunities that support innovation in instructional design and delivery.

OBJECTIVE 1.5

Ensure that SLIM full-time and part-time faculty receive academic, logistical, and technological support when teaching at SLIM or at any of the SLIM regional locations.

- *Strategy 1.5.1:* Provide technology assistance to each course for the duration of each semester and provide support at weekend-intensive teaching locations through the presence of a regional director or SLIM Help personnel.

- *Strategy 1.5.2:* Provide technology support for faculty and students via SLIM Help and the IT Help Desk.
- *Strategy 1.5.3:* Faculty will evaluate the academic, logistical, and technology support they received at the end of each semester.

OBJECTIVE 1.6

Enhance intellectual opportunities for SLIM students in Kansas and at the regional sites through support for their participation in unique and dynamic learning experiences.

- *Strategy 1.6.1:* Regional Directors will arrange for a minimum of one unique learning experience such as visiting speakers or a field trip, each year for each cohort in their region.
- *Strategy 1.6.2:* Regional Directors will assist with dissemination of information about SLIM special current interest courses, such as those connected with the SLIM International Program.

OBJECTIVE 1.7

Enhance the student experience at SLIM and ensure that students receive academic and financial support to enhance their ability to meet personal professional goals and academic success according to available resources.

- *Strategy 1.7.1:* Provide all students with academic support through a systematic program of student advisement at each location.
- *Strategy 1.7.2:* Provide updated training for each regional director on an annual basis.
- *Strategy 1.7.3:* Provide equitable opportunities for students to qualify for SLIM scholarships and fellowships and make funding available according to current financial resources.

OBJECTIVE 1.8

Provide leadership experiences for SLIM students and encourage the development of professional values in SLIM students, including their participation in professional organizations, conferences, and activities.

- *Strategy 1.8.1:* SLIM will work with recognized student organizations and regional professional organizations to increase student participation and conference attendance.
- *Strategy 1.8.2:* Students will be encouraged to engage in some form of professional service in their local communities.

GOAL #2

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

OBJECTIVE 2.1

Ensure that processes and procedures are in place for the systematic identification and recruitment by SLIM faculty, staff, and stakeholder groups of highly qualified students.

- *Strategy 2.1.1:* Request stakeholder groups in Kansas and at regional locations to identify qualified candidates for SLIM programs.
- *Strategy 2.1.2:* Institute a recognition program for student referrals.

OBJECTIVE 2.2

Increase interaction with SLIM alumni at social and professional events.

- *Strategy 2.2.1:* Increase the number of social events and other activities involving SLIM faculty, students, staff, and alumni according to current financial resources.
- *Strategy 2.2.2:* Increase full-time and part-time faculty attendance at SLIM alumni events.

OBJECTIVE 2.3

Increase professional collaboration through a program of regularly scheduled activities and information exchange.

- *Strategy 2.3.1:* Implement a minimum of one inter-university or college activity during each academic year.
- *Strategy 2.3.2:* Implement a program of professional development activities in collaboration with major employers.

GOAL #3

Increase global awareness and intercultural sensitivity among SLIM students through continuing programs that offer opportunities for intercultural engagement and study.

- Objective 3.1

Provide an array of learning experiences for SLIM students that provide an understanding of other cultures, as the budget allows.

- *Strategy 3.1.1:* Increase the variety of student learning experiences available through SLIM.

GOAL #4

Enhance SLIM's physical facilities for functionality and aesthetics.

OBJECTIVE 4.1

- Maintain an instructional environment at SLIM that supports students in their learning tasks, their technological requirements, and their physical needs.

Strategy 4.1.1

Maintain and update technology to keep pace with student and faculty needs.

OBJECTIVE 4.2

Maintain a work environment for SLIM faculty that enables them to work efficiently on tasks related to teaching, research, and service. (COA VI)

OBJECTIVE 4.3

Maintain a work environment for SLIM staff that enables them to work efficiently on administrative and advisement tasks.

GOAL #5

Nurture human potential through the infusion of diversity within the curriculum, research, outreach, and the recruitment of students, faculty, and staff.

Objective 5.1

SLIM will engage in an active program of recruitment and retention of minority students in Kansas and across the regional sites.

- *Strategy 5.1.1:* Create and implement a diversity scholarship program.
- *Strategy 5.1.2:* Participate through advertising and/or sponsorship and attendance at ALA Ethnic Affiliate conferences.

OBJECTIVE 5.2

Encourage the variety of international and multiethnic perspectives among SLIM faculty and students and teach these concepts across the curriculum.

- *Strategy 5.2.1:* Include staff and additional faculty on international and multicultural trips and experiences.

Appendix 4: SLIM Recent Curriculum Changes

SLIM Curriculum Changes (2018 - 2019)

Campus Approved on April 5, 2019

Modify required course title in School Library Media Licensure due to the course title change in LI 858 from Information Literacy and Instructional Collaboration to Information Literacy and Instructional Collaboration in School Libraries.

Delete Master of Science in Informatics, Nursing Concentration from SLIM's program guide and university catalog, along with the following 4 SLIM courses:

- Delete LI 867: Nursing and Healthcare Informatics
- Delete LI 869: Evidence-based Practice in Nursing and Healthcare
- Delete LI 897: Nursing & Healthcare Systems Technology Integration
- Delete LI 898: Nursing & Healthcare Informatics Applications

Course description change in LI 804: Organization of Information – an alignment of terminology with current professional usage

Campus Approved on December 20, 2018

Course title and description change in LI 837:

- Course title: from Teaching in the Information Professions to Library Instruction and Information Literacy
- Course description update – an alignment of terminology with current professional usage

Campus Approved on November 21, 2018

Add a new course with permanent number – LI 856: Electronic Resources Management, which had been offered as a special topic class under LI 862: Current Issues in Technology.

Appendix 5: SLIM Current Course List

SLIM Course List

Updated 3/17/2019

- LI 755: Special Topics (1-3 hours)
- LI 791: Science, Technology, Engineering, and Mathematics Classrooms and Competitions: Asking Questions and Defining Problems (3 hours)
- LI 792: Key Literacy Connections in STEM Subjects: Conducting Investigations, Analyzing and Interpreting Data (3 hours)
- LI 793: Advancing and Defending New Ideas: Engaging an Argument from Evidence (3 hours)
- LI 794: Skills for a Deep Technical Workforce: Obtaining, Evaluation, and Communicating Information (3 hours)
- LI 800: Introduction to Informatics (3 credit hours)
- LI 801: Foundations of Library and Information Science (3 credit hours)
- LI 802: Information-seeking Behavior and Reference Services (3 credit hours)
- LI 804: Organization of Information (3 credit hours)
- LI 805: Management in Information Organizations (3 credit hours)
- LI 809: Introduction to Archives (3 credit hours)
- LI 810: Research in Library and Information Science (3 credit hours)
- LI 811: Community Needs Analysis (3 credit hours)
- LI 813: Advanced Reference Services (3 credit hours)
- LI 814: Cataloging and Classification (3 credit hours)
- LI 815: Information Technology (3 credit hours)
- LI 816: Legal Information Research and Retrieval (2 credit hours)
- LI 818: Archival Arrangement and Description (3 credit hours)
- LI 819: Information Retrieval (3 credit hours)
- LI 822: Multiple Literacies in Libraries (3 credit hours)
- LI 825: Multicultural Resources and Services for Libraries (3 hours)
- LI 827: Preservation Strategies (3 credit hours)
- LI 829: Resources and Services for Early Learners (3 credit hours)
- LI 830: Current Issues in Youth Services (1-3 Credit hours)
- LI 831: Resources and Services for Children (3 credit hours)
- LI 832: Resources and Services for Young Adults (3 credit hours)
- LI 833: Resources and Services for Diverse Populations (3 credit hours)
- LI 835: Information Services for Academic Libraries (2 credit hours)
- LI 837: Library Instruction and Information Literacy (3 credit hours)
- LI 838: Government Resources (2 credit hours)
- LI 839: History of Libraries (2 credit hours)
- LI 842: Indexing and Abstracting (2 credit hours)
- LI 843: Web Design and Development (3 credit hours)
- LI 844: Database Design (3 credit hours)
- LI 848: Issues in Preservation, Access, and Digitization (2 credit hours)
- LI 849: Records and Information Management (3 credit hours)
- LI 850: Leadership in Information Organizations (3 credit hours)
- LI 851: Managing the School Library Media Center (3 credit hours)
- LI 855: Collection Development and Management (3 credit hours)
- LI 856: Electronic Resources Management (3 credit hour)
- LI 857: Advanced Programming for Youth Services (1 credit hour)
- LI 858: Information Literacy and Instructional Collaboration in School Libraries (2 credit hours)
- LI 859: Project Management in Information Organizations (3 credit hours)
- LI 860: Current Issues in Global Information Infrastructure (1-3 credit hours)

LI 861: Current Issues in Information Transfer (1-3 credit hours)
LI 862: Current Issues in Technology (1-3 credit hours)
LI 863: Current Issues in Management in Information Organizations (1-3 credit hours)
LI 865: Independent Study (1-3 credit hours)
LI 866: Introduction to Copyright (1 credit hour)
LI 868: Advocacy and Information Organizations (3 credit hours)
LI 870: Practicum (1-3 credit hours)
LI 873: Archives Studies Certificate Practicum (3 credit hours)
LI 874: Informatics Practicum (6 credit hours)
LI 876: School Library Media Elementary Practicum (1 credit hour)
LI 877: School Library Media Secondary Practicum (2 credit hours)
LI 880: Capstone Course: Assessing the MLS Experience (1 credit hour)
LI 883: Introduction to Metadata (1 credit hour)
LI 884: Advanced Metadata Applications (2 credit hours)
LI 885: Bibliographic and Research Methods in Archives (3 credit hours)
LI 887: System Analysis and Design (3 credit hours)
LI 888: Information Technology Project Management (3 credit hours)
LI 889: Knowledge Management (3 credit hours)
LI 890: Advanced Research Strategies (3 credit hours)
LI 891: Seminar in Information Transfer (3 credit hours)
LI 892: Seminar in Information Psychology (3 credit hours)
LI 893: Seminar in Administrative Theory (3 credit hours)
LI 894: Seminar in Organization of Information (3 credit hours)
LI 899: Thesis (1-4 credit hours)
LI 900: Introduction to Doctoral Studies (1 credit hour)
LI 903: Research Philosophy (3 credit hours)
LI 904: Research Strategies: Quantitative Methods and Theory (3 credit hours)
LI 905: Research Strategies: Qualitative Methods and Theory (3 credit hours)
LI 940: Teaching and Learning in Organizations (3 credit hours)
LI 946: Directed Readings (1-3 credit hours)
LI 947: Dissertation Proposal (3 credit hours)
LI 949: Continuous Enrollment (1 credit hour)
LI 950: Dissertation (3-15 credit hours)

Appendix 6: SLIM Faculty Scholarly Activities

Selected Recent SLIM Faculty Scholarly Activities

Dr. Bobbie Bushman

Bushman, B. (2018). Serving underserved populations: Implications from a model of successful services for deaf children in public libraries. *The International Journal of Information, Diversity & Inclusion* 2(3). <https://doi.org/10.33137/ijidi.v2i3.32192>

Bushman, B. & Fagan, M. (2019). Survey of public library services for deaf and hard of hearing children. *Journal of Deaf Studies and Deaf Education* 24(2). <https://doi.org/10.1093/deafed/eny041>

Bushman, B. (2019). Attracting and Serving Diverse Patrons. Kansas Library Association Conference, Overland Park, KS.

Bushman, B (2019). Serving Underserved Populations at Your Library. [Audio podcast]. Library Leadership Podcast. <https://player.fm/series/library-leadership-podcast/ep-42-serving-underserved-populations-with-dr-bobbie-bushman>

Bushman, B (2019, Sept. 12). Serving Underserved Populations at Your Library. [Video webinar]. Emporia State University, Emporia, KS.

Dr. Mirah Dow

Dow, M. J., Lund, B. D., Douthit, W., (2018). Investigating the link between unemployment and disability: Lexically ambiguous words and fixed formulaic sequences in job ads for academic reference librarians. *International Journal of Inclusion and Diversity. International Journal of Information, Diversity, and Inclusion* (Special Issue: Engaging Disability), 4(1). Retrieved from <https://jps.library.utoronto.ca/index.php/ijidi/issue/view/2234>

Dow, M. J., Thompson, K. W., & Lund, B. D., (2018). The STEM-ALL project: Co-teaching to improve science. *Journal of Science Teacher Education*, 48(6), 68-78.

Dow, M. J., Thompson, K. W., & Lund, B. D., (2018). Co-teaching in the digital information era: Comprehending the role of information and technology literacy in the sciences. Emporia State University, Emporia, KS: ESIRC. Retrieved from <https://esirc.emporia.edu/handle/123456789/3601>

Smith, A. J. M., Dow, M. J., Walters, J. H. (2018). Leveraging internal and external grants to promote curriculum development through collaboration and experimentation. *Proceedings of the Association for Library and Information Science Education Annual Conference: ALISE 2018*, 128-133. Retrieved from [file:///C:/Users/mdow/Downloads/2018ALISE_Proceedings_IDEALS%20\(3\).pdf](file:///C:/Users/mdow/Downloads/2018ALISE_Proceedings_IDEALS%20(3).pdf)

Dow, M., Thompson, K., Sanatos Green, L., Phillips, A. (2018). The expanding universe of school library pedagogy, practice, and research. Association for Library and Information Science Education Annual Conference: ALISE 2018, 241. Retrieved from [file:///C:/Users/mdow/Downloads/2018ALISE_Proceedings_IDEALS%20\(3\).pdf](file:///C:/Users/mdow/Downloads/2018ALISE_Proceedings_IDEALS%20(3).pdf)

Dr. Brendan Fay

Fay, B. (2019). *Classical Music in Weimar Germany: Culture and Politics before the Third Reich*. London, Bloomsbury

Fay, B. (2019). "The Nazi Conspiracy Theory: German Fantasies and Jewish Power in the Third Reich", *Library & Information History*, 35 (2): 75-97.

Dr. Jinxuan (Jenny) Ma

Ma, J. (2019, February). What biases exist in large public health data sets? Probing unique communities to determine data discrimination (The Kansas Study). ESU Faculty Research and Creative Activities Fund. Funded, \$667.

Ma, J. (2018, Spring). Developing ethical thought leaders for the information professions: Infusing an information-knowledge paradigm to enhance student critical thinking in the research process. The KOCH Center for Leadership and Ethics faculty grant for spring semester 2018, ESU. Funded, \$3000.

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

Bonnici, L., & Ma, J. (2019). Public library engagement in diffusing a planned community health initiative: A dual case study. *Public Library Quarterly*, 38(1), 160–178. <https://doi.org/10.1080/01616846.2018.1559713>

Ma, J., Stahl, L., & Knotts, E. (2018). Emerging roles of health information professionals for library and information science curriculum development: A scoping review. *Journal of Medical Library Association*, 106, 432–444. <https://doi.org/10.5195/jmla.2018.354>

Mardis, M., Ma, J., Jones, F., Ambavarapu, C., Kelleher, H., Spears, L., & McClure, C. (2018). Assessing alignment between information technology educational opportunities, professional requirements, and industry demands. *Education and Information Technologies*, 23, 1547–1584. <https://doi.org/10.1007/s10639-017-9678-y>

Kazmer, M., Glueckauf, R., Schettini, G., Ma, J., & Silva, M. (2018). Faith community nurse-led cognitive-behavioral and spiritual counseling for rural dementia caregivers: Qualitative analysis of therapeutic process. *Qualitative Health Research*, 28, 633–647. <https://doi.org/10.1177/1049732317743238>

Bonnici, L., & Ma, J. (2018). Social information discoverability in Facebook groups: The need for linked data strategies. In L. Spiteri & D. R. Pennington (Eds.). *Social tagging in a linked data environment* (pp. 109–130). London, UK: Facet.

Bonnici, L., & Ma, J. (2018, July). Knock, knock—who's there? The ART* of group member admittance. Paper presented at the Social Media & Society 2018 International Conference, Copenhagen, Denmark.

Bonnici, L., & Ma, J. (2018, February). (Re)Discovering LIS education identity, image, and purpose in engaged scholarship. Paper presentation at the 2018 Annual Conference of the Association for Library and Information Science Education, Denver, CO.

Dr. Andrew Smith

Smith, A. J. M., Dow, M. J., & Walther, J. H. (2018). Leveraging internal and external grants to promote curriculum development through collaboration and experimentation. *Proceedings of the annual meeting of*

the Association for Library and Information Science Education, Denver, CO.
<https://www.ideals.illinois.edu/handle/2142/98928>

Dr. Sarah Sutton

Miles, R. A., Konkiel, S., & Sutton, S. W. (2018). Scholarly Communication Librarians' Relationship with Research Impact Indicators. *Journal of Librarianship and Scholarly Communication*, 6

Sutton, S., & Collinge, R. (2018). Competencies for E-Resource Librarians Redux: What Do They Look Like in 2017? *Serials Librarian* (174) 1-4.

Sutton, S., Miles, R., & Konkiel, S. (2018). Awareness of altmetrics among LIS scholars and faculty. *Journal of Education for Library and Information Science* (59)1-2.

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

Sutton, S. (2019). Text-mining 101. Full day workshop presented at NASIG Annual Conference. Pittsburgh, PA.

Sutton, S. (2019). Open Educational Resources, OERs, Building Collaborative Bridges. Presented at NASIG Annual Conference. Pittsburgh, PA.

Dr. Sandra Valenti

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

Summey, T., & Valenti, S. (April, 2019). Changing Times, Changing Roles: Redefining the Roles of Academic Teaching Librarians Using the ACRL Roles and Strengths of Teaching Librarians [Roundtable Discussion]. ACRL Conference, Cleveland, OH.

Summey, T. & Valenti, S. (May, 2019). Pool Manager, Lifeguard, Swim Coach, Swimmer: Keeping Your Head Above Water with the ACRL Framework. LOEX 2019 Conference, Minneapolis, MN.

Summey, T., & Valenti, S. (June, 2019). Developing Our Leadership Excellence: A Framework Using Emotional Intelligence Indicators of Public 5 Services Librarians in Academic Libraries. American Library Association Annual Conference, Washington, DC.

Summey, T., & Valenti, S. (October, 2019). Developing our Leadership Excellence: Using Emotional Intelligence in Public and Academic Libraries. Kansas Library Association Annual Conference, Overland Park, KS.

Smith, A. J., Dow, M., Sutton, S., Vardell, E., Walther, J., & Valenti, S. (October, 2018). Too much of a good thing? Maintaining a balanced curriculum for new library professionals. KLA/MPLA joint conference, Wichita, KS.

Summey T., & Valenti, S. (October, 2018). "I read it on Facebook, so it must be true." KLA/MPLA joint conference, Wichita, KS. Valenti, S. (April, 2018). Poster Presentation: Instructing the Instruction Librarian. Emporia State Research and Creativity Day.

Valenti, S. (March 2018). About being accessible: Your communication from a Universal Design perspective. Session presented at the Online Northwest Conference, Portland State University, March 30, 2018.

Valenti, S. (February, 2018). Works in Progress Poster Presentation: Instructing the Instructional Librarian. ALISE 2018 conference, February 6-9, Denver, CO.

Dr. Emily Vardell

Vardell, E. (2019). Health insurance literacy and health disparities in the United States: A literature review. *The International Journal of Information, Diversity, & Inclusion*, 3(4) 6-19. doi: 10.33137/ijidi.v3i4.33012

Klem, M. L., Saleh, A., Devine, P., Gutzman, K., Knehans, A., Mills, T., Oren, G., & Vardell, E. (2019). Librarians and health literacy: A scoping review. *Library & Information Science Research*, 41(2), 102-108. doi: 10.1016/j.lisr.2019.04.005

Nobles, A. L., Curtis, B. A., Ngo, D. A., Vardell, E., & Holstege, C. P. (2019). Health insurance literacy: A mixed methods study of college students. *Journal of American College Health*, 67(5), 469-478. doi: 10.1080/07448481.2018.1486844

Stevens, G.A., Morris, M., Nguyen, T., & Vardell, E. (2019). Health sciences librarians in the field: Pioneers for LGBTQ+ health. In B. Mehra (Ed.), *LGBTQ Librarianship in the 21st Century: Emerging Directions of Advocacy and Community Engagement in Diverse Information Environments* (Advances in Librarianship Series). Bingley, United Kingdom: Emerald Group Publishing.

Vardell, E. (2019, October). Librarians build healthy communities by connecting patrons to health insurance coverage. Paper presented at the meeting of the Kansas Library Association, Overland Park, KS. Available at: https://kslibassoc.org/KLA_Conference_2019

Vardell, E. (2019, October). Student-constructed classroom guidelines: How to involve students in the creation of a tailored classroom environment. Paper presented at the meeting of the Association of Library and Information Science Education, Knoxville, TN.

Vardell, E. (2019, May). Assessing and addressing health insurance literacy skills. Poster presented at the annual IHA Health Literacy Conference, Costa Mesa, CA.

Vardell, E. (2018, November). Information tactics of individuals making health-insurance purchase decisions. Paper presented at the annual ASIS&T SIG-USE Symposium, Vancouver, BC.

Dow, M., Smith, A., Sutton, S., Valenti, S., Vardell, E., & Walther, J. (2018, October). Too much of a good thing?: Maintaining a balanced curriculum for new library professionals. Panel presented at the meeting of the Kansas Library Association, Wichita, KS.

Dr. Michael Widdersheim

Widdersheim, M. M., Lund, B. D., & Kemboi, B. J. (2019). Change management in public libraries: Research-based political strategies. *Journal of Library Administration*, 59(7), 693-742.

Koizumi, M., & Widdersheim, M. M. (2019). Specialties and strategies in academic libraries: A cluster analysis approach. *Library Management*, 40(1/2), 45-58.

- Widdersheim, M. M. (2018). A political theory of public library development. *Libri*, 68(4), 269–289.
- Widdersheim, M. M. (2018). Historical case study: A research strategy for diachronic analysis. *Library & Information Science Research*, 40(2), 144–152.
- Widdersheim, M. M. (2019, October). Intelligent systems and the public sphere in American society: Information selection and quality management in the public library. Paper presented at the Tsukuba Conference, Tsukuba, Japan. (invited)
- Widdersheim, M. M., & Koizumi, M. (2019, August). Cultural policy, the public sphere, and public libraries: A comparison of Nordic, American, and Japanese models. Paper presented at the 9th Nordic Conference on Cultural Policy Research, Bifröst, Iceland.
- Widdersheim, M. M., & Koizumi, M. (2019, June). Research foundations related to the public sphere and public libraries. Paper presented at Conceptions of Library and Information Science (CoLIS 10), Ljubljana, Slovenia.
- Widdersheim, M. M., & White, D. (2019, April). The Northeast Kansas Library System: Results from Stage 1 of a Historical Case Study. Poster presented at Emporia State University Research and Creativity Day, Emporia, KS.
- Widdersheim, M. M. (2019, March). Historical case study and the potential for interdisciplinary collaboration. Paper presented at the Kansas Association of Historians Annual Conference, Manhattan, KS.
- Fay, B., & Widdersheim, M. M. (2018, October). Lost in space: Rethinking Browsing, Collaboration, and Discovery in Libraries. Paper presented at the Kansas Library Association Conference, Wichita, KS.
- Widdersheim, M. M. (2018, July). The Circulation of Power: A New Proposed Model. Paper presented at the IPSA 25th World Congress of Political Science, Brisbane, Australia. M. M. Widdersheim 4
- Widdersheim, M. M., Chen, X., Wade, M. M., & Ilderton, N. (2018, April). How to succeed teaching an on-line course. Panel presented at the 76th Annual Midwest Political Science Association Conference, Chicago, IL.
- Widdersheim, M. M. (2018, April). A Revised Circulation of Power Model: Findings from a Historical Case Study. Paper presented at the 76th Annual Midwest Political Science Association Conference, Chicago, IL.
- Widdersheim, M. M. & White, D. (2018, April). Public Library Development and the Northeast Kansas Library System: A Hypothetico-Deductive Study. Poster presented at Emporia State University Research and Creativity Day, Emporia, KS.
- Widdersheim, M. M. (2018, February). Historical Case Study: A Diachronic and Comparative Research Strategy in the LIS Multiverse. Poster presented at ALISE Annual Conference, Denver, CO.
- Widdersheim, M. M. (2019). Faculty Research and Creative Activities Grant, Emporia State University
- Widdersheim, M. M. (2018). Faculty Research Assistance Award, Emporia State University

Appendix 7: SLIM Faculty Committee Rosters

SLIM Faculty Committee Roster

Academic Year 2018-2019

Curriculum Committee: Mirah Dow, Andrew Smith and Jenny Ma

Admission and Scholarship Committee: Mirah Dow, Jim Walther and Emily Vardell

Academic Planning Committee: Sarah Sutton, Sandy Valenti and Michael Widdersheim

Doctoral Program Committee: Andrew Smith, Sarah Sutton and Brendan Fay (Mirah Dow – ex officio)

Academic Year 2019-2020

Curriculum Committee: Andrew Smith, Brendan Fay, Bobbie Bushman

Admission and Scholarship Committee: Sarah Sutton/Mirah Dow, Jenny Ma, Brendan Fay

Academic Planning Committee: Andrew Smith, Sandy Valenti, Mirah Dow/Sarah Sutton

Doctoral Program Committee: Jenny Ma, Michael Widdersheim and Emily Vardell (Mirah Dow/Sarah Sutton – ex officio)

Appendix 8: SLIM National Adjunct Faculty

SLIM Current National Adjunct Faculty (as of February 1, 2020)

Anne Arendt, Ed.D.
Nancy Brown, Ph.D.
Rachel Bridgewater, M.L.S.
Beverly Buller, M.Ed., SLMC
Carolyn Clark, M.L.S.
Carmen Cowick, M.L.S.
Roberta DeBuff, M.L.S.
Steve Duckworth, M.L.S.
Clifford Hight, M.S.I.S., M.A.
Brenda Hough, Ph.D.
Jody Howard, Ph.D.
Ryan Leimkuehler, M.L.S.
Brenda Linares, M.L.S.
Brian McCann, M.L.S.
Morgan McCune, M.L.S.
Melissa Messina, M.L.S.
Carmen Orth-Alfie, M.L.S.
Keith Rocci, M.Ed., M.L.S.
Dhanushka Samarakoon, M.L.S.
Jason (Zach) Selley, M.L.S.
Ashley Todd-Diaz, M.S.I.S.
Lori Wamsley, Ph.D.
Kristine Woods, Ph.D.

Appendix 9: SLIM Regional Directors

SLIM Regional Directors as of February 1, 2020

Regional Director	Location
Kathie Buckman, M.L.S.	Emporia, Kansas
Jennifer Beckley, M.L.S.	Overland Park, Kansas
Elizabeth Hoffman, M.L.S.	Sioux Falls, South Dakota
Rebecca Kabasa, M.L.S.	Boise, Idaho
David (Dale) Monobe, Ph.D.	Salt Lake City, Utah and Las Vegas, Nevada
Jeana Menger, M.L.S.	Portland, Oregon
David Willis, M.S.L.I.S.	Denver, Colorado
Full vitae can be found at: https://sites.google.com/g.emporia.edu/slim/student-resources/people	

Appendix 10: SLIM Enrollment and Graduation Data

Appendix 10: Enrollment and graduation data (MLS only – calendar year)

Enrollment	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Emporia, KS	88	72	100	98	84	99
Overland Park, KS	68	58	63	89	73	90
Colorado	54	43	35	57	53	55
Oregon	44	41	49	44	40	62
South Dakota	22	23	35	35	37	31
Utah	29	27	27	27	27	27
Nevada	0	0	0	0	0	13
Idaho	0	0	0	0	0	16

Graduated	2018	2019
Emporia, KS	41	43
Overland Park, KS	42	34
Colorado	21	17
Oregon	26	17
South Dakota	1	17
Utah	13	10
Nevada	0	0
Idaho	0	0

Appendix 11: SLIM Student Scholarly Activities

Selected SLIM MLS student scholarly activities (2018-2019)

Korey Erickson (September 2018). Time Management to Prevent Burnout in the School Library. South Dakota Library Association Conference, Sioux Falls, SD.

Lisa Martin (September 2018). Creating Smart Spaces in Small Libraries. South Dakota Library Association Conference, Sioux Falls, SD.

Carmen Redding (September 2019). "Ready, Set, Go" for the AASL Standards. North Dakota Library Association Conference, Fargo, ND.

Carmen Redding (September 2019). Credentialed Librarians for Schools. Poster presentation. North Dakota Library Association Conference, Fargo, ND.

Steidinger, Shawn & Bramble, John & Hamasu, Claire & Austin, Melissa. (2018). Clinical Medical Librarian Licensure: Pros versus Cons. *Medical Reference Services Quarterly*. 37. 306-311. 10.1080/02763869.2018.1477719.

Whitchurch, M.J., & Merrill, E. (2019). Chat response competency: Library professionals vs. undergraduate student employees. *Journal of Library and Information Sciences*, 7(2), 10-23. <https://doi.org/10.15640/jlis.v7n2a2>

Nick Dean & Cynthia Flanagan: (October 2019). Medical Librarians as Disaster Information Specialists. Midcontinental Chapter of the Medical Library Association Annual Meeting, Omaha, NE.

Jenny Garmon (October 2019). Count US in! Public Libraries and Census 2020. Missouri Library Association Conference. Kansas City, MO.

Marilyn Kearney (October 2019). Buttons: Bite-sized Expressions of Big Ideas. Kansas Library Association Conference. Overland Park, KS.

Lauren Taylor & Centennial Clogston (October 2019). *Fables, Fairy Tales and the 398 Mess*. Kansas Library Association Conference. Overland Park, KS

Tiffany Mautino (October 2019). Access Challenged? An Intellectual Freedom Workshop. Missouri Library Association Conference. Kansas City, MO.

Emma England (October 2019). Developing Mutualistic Community Relationships to Improve Outreach Services. Missouri Library Association Conference. Kansas City, MO.

Beth Hendrickson: (October 2019). Examining the Interdisciplinarity of Scholarly Journals Using a Modernization of Al-Sabbagh's Bibliometric Framework: A Case Example of The Internet and Higher Education Journal. Kansas Library Association Poster Session, Overland Park, KS.

Camille Abdel-Jawad: (October 2019). Where I'm From: Using Creative Writing to Serve Teens with Multi-Faceted Identities. Kansas Library Association Poster Session, Overland Park, KS.

Laura Anderson, Olivia Banzet, Sophia Perkins, Coryell Deege: (October 2019). The Use of Social Media by Archives for the Promotion of Their Collections. Kansas Library Association Poster Session, Overland Park, KS.

Matt Walston: (October 2019). Women in Leadership—A Kansas Library Perspective. Kansas Library Association Poster Session, Overland Park, KS.

Shari Scribner and Brady Lund: (October 2018). Creating Compelling Virtual Reality Experiences for Special and Archival Collections: A Case Study of the May Massey VR Experience at Emporia State University. Kansas Library Association/Mountain Plains Library Association Conference, Wichita, KS.

Carly McCracken: (October 2018). Computers in the Age of Gaming. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Robyn Bravi: (October 2018). Become a Goodreads Power User. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Heather Van Dyne: (October 2018). Reaching Hispanic Community Through Bilingual Storytime Outreach. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Kia Boyd: (October 2018). A New Teen Scene: Engaging Youth and Improving Library Relations. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Kimberly Veliz: (October 2018). Beyond the Library Walls: Collaborative Programming in Academic Libraries. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Sara Schoenthaler: (October 2018). Checkout Adventure! Emporia Public Library's Adventure Kits Service. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Danica White: (October 2018). Copyright and Folklore: Protecting Traditions. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Ally Urban: (October 2018). Tell Us Your Story! Developing an Oral History Program in Special Collections and Archives. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Hannah Adamson: (October 2018). The Public Library: Filling in for the Missing School Media Specialists. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Brady Lund: (October 2018). Word Choice in Academic Library Reference Position Descriptions: Clarity is Key. Kansas Library Association/Mountain Plains Library Association Conference Poster Session. Wichita, KS.

Brady Lund and Daniel Agbaji: (October 2018). Virtual and Augmented Reality: An Interactive Exploration of These Technologies and How to Implement Them in Your Library. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Brandon West: (October 2018). LGBTQ Biases: Bye Felicia. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Emily Hemmerling and Andi Parrish: (October 2018). Why Are Your Shoes Off? Two Case Studies on Training Student Assistants Based on Institutional Goals. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Daniel Agbaji: (October 2018). Hypertext Librarian: How School Librarians Can Present Technology Oriented Programming. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Lisa Newman: (October 2018). Collaborative Youth Programming Efforts that Make a Difference. Kansas Library Association/Mountain Plains Library Association Conference. Wichita, KS.

Daniel Agbaji and Brady Lund: (June 2018). Why Do You Use That to Classify? Assessing Academic Library Faculty and Staff Preferences Regarding Dewey vs. LC. American Library Association Annual Conference, New Orleans, LA.

Vera Haynes Elwood: (June 2018). Learning to Listen: Supporting Youth Mental Health at Your Library. American Library Association Annual Conference, New Orleans, LA.

Daniel Agbaji and Brady Lund. (June 2018). How Can a Widespread International Partnership Between the United States and Nigeria Benefit Both Nations? American Library Association Annual Conference, New Orleans, LA.

Daniel Agbaji and Brady Lund. (June 2018). Reporting Updated Statistics on the Evidence of DDC and LC in Academic Libraries in the US. American Library Association Annual Conference, New Orleans, LA.

Brandon West. (June 2018). Received the GLBTRT's Award for Political Activism. American Library Association Annual Conference, New Orleans, LA.

Daniel Agbaji and Brady Lund. (2018). What Scheme Do We Prefer? An Examination of Preference Between Library of Congress and Dewey Decimal Classification Among U.S.-based Academic Library Employees. *Knowledge Organization*, 45(5), 380-392.

Daniel Agbaji. (December 2019). Instructional Mobile Application for International Students. Instructional Design and Technology Master's Project Presentation, Emporia, KS.

Hind Aati. (November 2019). Touring William Allen White's Mother's House using VR. Match Day at Flint Hills Mall, Emporia, KS.

Lilya Benz, Helena Egbert, Sylvia Podwika: (May 2019). A Brave New Hope: Student Workers in the Archives. Northwest Archivists Conference, Bozeman, MT.

Jaime Bogdash: (April 2018). Utilizing Augmented Reality Apps to Promote Community Engagement with Archival Repositories. Northwest Archivists Annual Meeting, Warm Springs, OR.

Anne Campbell: (April 2019). Douglas County Libraries: New Paths to Success. OLA-WLA Conference, Vancouver, WA.

Rachel Fellman: (April 2018). Pencils and Twine: Games and Ethics in Archiving. Northwest Archivists Annual Meeting, Warm Springs, OR.

Barbara A. Fischer: (April 2018). Reading into Literacy. Oregon Library Association Conference, Eugene, OR.

Elaine Goff & Andy Lofthus: (October 2018). Advocating for the Underserved. ACRL/OR_WA Joint Conference, Corbett, OR.

Forrest Johnson: (April 2019). iFixit With the Library: Partnering for Open Pedagogy in Technical Writing. OLA-WLA Conference, Vancouver, WA.

Forrest Johnson (with M. Willi Hooper): (2019). iFixit With the Library: Partnering for Open Pedagogy in Technical Writing. OLA Quarterly, 24(3), 13-17. <https://doi.org/10.7710/1093-7374.1950>

Blake Kincaid (with SLIM alum Lee-Anne Flandreau): (April 2019). Training Staff to Solve Tech Problems: A Hands-on Approach. OLA-WLA Conference, Vancouver, WA.

Robert Kohl: (April 2018). These 13 Libraries in Clackamas County are Disrupting a \$2 Billion Industry: Impact of a Pay-Per-Use Model for Downloadable Audiobooks. Oregon Library Association Conference, Eugene, OR.

Cheryl Martin (with Megan Davis): (October 2018). REthinking Craft Time: Recycled Art, Community Partnerships & Zero-Waste Programming. Washington Library Association Conference, Yakima, WA.

Katie Patterson: (April 2018). Developing Library Services for Adolescent Youth in Foster Care. Oregon Library Association Conference, Eugene, OR.

Lynne Stahl: (March 2018). Allusive Meaning in Alison Bechdel's Fun Home: Digital Humanities as Curricular Enhancement. Online Northwest Conference, Portland, OR.

Lynne Stahl: (April 2018). Beyond the Box Score: Sports, Altmetrics, and a Conceptual Model for Exposing Gender and Racial Bias in the Valuation of Labor. ALA Annual Conference, New Orleans, LA.

Amy Stewart: (August 2019). Zine Creation, Beyond Fandoms: The Digital Ecology Behind Fanfiction and Why Libraries Need to Pay Attention. Pacific Northwest Library Association Conference, Spokane, WA.

Jennifer Wells (with SLIM alum Lily Hawley): (2019). Micro Actions Support Culture of Equity, Diversity, and Inclusion in an Academic Library. OLA Quarterly, 25(2), 40-47. <https://doi.org/10.7710/1093-7374.1991>

Appendix 12: Facilities

SLIM Regional Directors, Office, and Classroom Locations

Name	Region	Office Location	Location of the Class
David Willis	Colorado	75 Waneka Parkway Lafayette, CO 80026	Front Range Community College Westminster Campus, Room #C1156 3645 W 112 th Ave Westminster, CO 80031
Rebecca Kabasa	Idaho	999 W. Main St Suite 100 Boise, ID 83702	Albertsons Library, Boise State University 1865 W Cesar Chavez Ln Boise, ID 83725
Kathie Buckman	Emporia, Kansas	William Allen White Library School of Library & Information Management, Room 311 1Kellogg Circle Emporia, KS 66801	William Allen White Library School of Library & Information Management, Room 319F 1Kellogg Circle, Emporia, KS 66801
Jennifer Beckley	Overland Park, Kansas	8400 W 110 th Street, Suite 150 Overland Park, KS 66210	Emporia State University - KC 8400 W 110 th Street, Suite 150 Overland Park, KS 66210
Elizabeth Hoffman	South Dakota	Sioux Falls Seminary #110 2100 S. Summit Ave Sioux Falls, SD 57105	Mikkelsen Library Augustana University 2001 S Summit Ave, Room 229 Sioux Falls, SD 57197
Dale Monobe, Gracie McDonough, coordinator	Nevada	College of Southern Nevada (Charleston Campus) 6375 W. Charleston Blvd Las Vegas, NV 89146	College of Southern Nevada (Charleston Campus) 6375 W. Charleston Blvd Las Vegas, NV 89146
Jeana Menger	Oregon	1020 SW Taylor, Suite 447 Portland, OR 97205	Portland State University 1741 SW Broadway Portland, OR 97207 Room #CH401
Dale Monobe	Utah	Guru Labs 1148 West Legacy Crossing Blvd, Suite 200 Centerville, UT 84014	Guru Labs 1148 West Legacy Crossing Blvd, Suite 200 Centerville, UT 84014