Self-Study

Old Dominion University

Department of STEM Education and Professional Studies

Library and Information Studies Program

Master of Library and Information Studies

August 20, 2021

SCHEV: State Council of Higher Education for Virginia; The Commonwealth's coordinating body for higher education. The Council approves public institutions' new degree programs, instructional sites, degree escalations, and mission statements. It also coordinates state policy on transfer, student learning assessment, military-related students, and other topics.

SIG: Special Interest Group; a vehicle for Library and Information Science Education members to share interests

SLOs: student learning outcomes

STEM: science, technology, math, and engineering

STEMPS: Department of STEM Education and Professional Studies; used for all references to the department to which the MLIS Program belongs

VAASL: Virginia Association of School Librarians; state-level affiliate of AASL for the Commonwealth of Virginia

VLA: Virginia Library Association; state-level affiliate of ALA for the Commonwealth of Virginia

YALSA:

Distance Learning Coach: An ODUOnline employee who meets with current and prospective online students to discuss admissions requirements and who answers basic questions about individual online programs. Distance Learning Coaches also offer academic support through goal setting, study strategies, note taking, motivation, and organization.

Endorsement in School Librarianship: A term used by the Virginia Department of Public Education to signify that a licensed teacher is qualified to be a school librarian, which generally requires completion of an approved program of study such as that at ODU.

ePortfolio: The capstone assessment used by the MLIS Program, the ePortfolio is a digital demonstration that displays learning, experiences, or skills through a carefully-crafted presentation of selected materials aligned to the program SLOs.

Formative assessment: A variety of methods an instructor uses to conduct in-process evaluations on student comprehension, learning needs, and academic progress.

Graduate Program Director (GPD): The primary role of the graduate program director is to ensure the academic integrity of graduate degree programs in his or her academic program area. First and foremost, a graduate program director is charged with determining that policies and procedures outlined in the Graduate Catalog are followed by all program area faculty and students. Second, but of equal import, a graduate program director facilitates faculty engagement around critical program functions such as recruitment, admission, and retention practices and procedures.

Graduate School: A separate unit in the University responsible for policy, advocacy, and support for graduate education on site. The Graduate School collaborates with college deans, graduate program directors, and faculty to ensure excellence in all graduate programs regardless of location of the program or delivery of the courses; provides direct support to the GPD.

Hampton Roads: The metropolitan region located in Southeastern Virginia and Northeastern North Carolina, also referred to as the Tidewater region. This is the immediate community served by ODU. Hampton Roads includes the following cities: Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach.

Institutional Effectiveness & Assessment, Office of: Provides leadership and support for all academic programs and administrative units in assessing student learning and experiences. Additionally evaluates the efficiency and effectiveness as part of a continuous quality improvement program designed to impact learning and teaching and meet accreditation standards.

Paraprofessional: A person to whom professional duties of the job are assigned but who is not fully qualified or does not hold the credential or degree.

Part-time faculty: Faculty hired in an adjunct role with the University.

Responsible Conduct of Research (RCR) Training: ODU has a policy of training all graduate students in the fundamentals of Responsible Conduct of Research (RCR). The basic course includes the following modules: Misconduct (falsification, fabrication, and plagiarism); Data acquisition, management, sharing, and ownership; Mentor/trainee relationships; Publication practice and responsible authorship; Peer review; Conflicts of interest; and Collaborative research. MLIS students are required to take this training to earn a master's degree.

School division: A school district; the term used in Virginia to describe this level of organization of K-12 schools.

Student Advisor: Works to assist students from their first inquiry about the MLIS through admissions, registration, and through to graduation. Previously served by a lecturer with at least 50% of time dedicated to advising.

Student Advisory Committee: An advisory committee of current students who provide feedback and advice to the faculty and Graduate Program Director.

Weave: The annual assessment planning and reporting model used by ODU for assessment management and feedback. Programs submit an annual report by September 30 and receive feedback on assessment during the period of September through November, followed by new data collection and development of an action plan.

Zoom: An online video conferencing tool.

Tables

Table 1.1

Introduction

This Self-Study was prepared in anticipation of the External Review Panel visit scheduled for October 3-5, 2021. An application for Candidacy Status for Accreditation from the American Library Association (ALA) was submitted on October 1, 2019 and was approved by the ALA Committee on Accreditation at their November 2019 meeting. An application for Pre-Candidacy was previously submitted and approved by the ALA Committee on Accreditation in 2018.

The program is an administrative unit in the Department of STEM Education and Professional Studies (STEMPS) in the Darden College of Education and Professional Studies (DCEPS) at Old Dominion University (ODU). Petros Katsioloudis, Department Chair; Tammi Dice, the Interim Dean of DCEPS; and Robert Wojtowicz, Dean of the Graduate School, were regularly briefed on the process of developing the Self-Study. The Provost's Office, specifically Dr. Austin Agho, Provost; and Dr. Brian Payne, Vice Provost for Academic Affairs, were also continually apprised of the progress of the Self-Study. Staff from the Office of Institutional Effectiveness and Assessment were particularly helpful in the self-study process.

Program Development

Old Dominion University (ODU) and the Darden College of EducStudies*[(P)-3 (ro)-4 (g)-4 (n)-10 (C)- (Ow T

The MLIS is also the result of numerous inputs from the professional and student community. At the College level, various departments and programs, including Instructional Design and Technology, Educational Psychology and Program Evaluation, and the Department of Teaching and Learning, provide research and grant partnerships for faculty as well as course offerings relevant to the new degree.

Self-Study Development

Interim Dean Tammi Dice has continued the strong support of the Dean's Office for this program. Dean's office staff have supported this application by assisting with marketing, finance, and data management. DCEPS currently has two associate deans. Both associate deans share the responsibilities for the administration of graduate and undergraduate programs. Dr. Barber assists programs with educator preparation and assessment, including accreditation. Dr. Reams assists programs in the area of professional studies. Both Dr. Barber and Dr. Reams provide support for the MLIS program. Other offices and centers in DCEPS have provided valuable assistance, including the Office of Clinical Experiences, the Director of Innovative Technologies, and the Career and Advising Center. Across the University, faculty have been assisted by ODU Libraries, ODUOnline, Graduate Admissions, the Department of Computer Science, Information Technology Services, the Center for High Impact Practices, the Graduate School, the Office of Institutional Effectiveness and Assessment, and other leaders from the ODU and library community.

A working committee composed of program faculty, reporting to the Advisory Board, led the authorship of the Self-Study. Leadership for each standard was the result of one or more full-time faculty. Sub-committee assignments for each standard were as follows:

<u>Standard I: Systematic Planning</u>
Jeffrey DiScala, Chair, MLIS Program Faculty
Maggie Barber, Associate Dean of Educator Preparation & Assessment, DCEPS
Nan Carmack, Director of Library Development & Networking Division, Library of Virginia
Gail Dickinson, MLIS Program Faculty
Kelsey Kirland, Asst. Director of Assessment, Office of

Standard III: Faculty
Amelia Anderson, Chair, MLIS Program Faculty
Dennis Gregory, Associate Professor, Educational Foundations & Leadership
Phil Reid, Professor, STEM Education & Professional Studies
Jennifer Scott Brown, Library Director, Augusta County Libraries, VA

Standard IV: Students
Sue Kimmel, Chair, MLIS Program Faculty
Rana Buck, MLIS Program Student

Standards Narrative

Standard I: Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

The Master of Library and Information Studies (MLIS) is located in the Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS) within the Darden College of Education and Professional Studies (DCEPS). The new degree was developed in a broad-based and systematic planning process that engaged constituencies at every level, including college and university faculty; an MLIS Advisory Board with the representation of employers, alumni, and students; a Student Advisory Committee; and engagement with large and small groups of students, alumni, and employers. Additionally, faculty have significant engagement through professional development, service, presentations, and conversations with various professional organizations at the state, regional, and national level, including the Association of Library and Information Science Educators (ALISE) and the American Library Association (ALA).

Systematic Planning

At a strategic time in the development of the MLIS, faculty joined a design-thinking cohort with eight other teams from across the university interested in program improvement. Entering the cohort, MLIS faculty were interested in developing a plan of study for the new degree, creating a plan to market the new degree, and aligning coursework with new standards faculty soon discovered "At this point in the growth of the program, we think the high leverage practice we might best engage in would be to engage stakeholders in this process and to use data from those engagements to inform our decision making" and uncovered this high level question: "*How*

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131). Employers (3) and prospective students (4) were also surveyed as part of the needs assessment for the new degree. Results from these surveys were extremely positive and informed program decisions moving forward. Table 1.1 identifies key constituent groups for the MLIS with mechanisms for systematic feedback.

Table 1.1
Constituents of the MLIS Program with Mechanisms for Ongoing and Systematic Feedback

Constituent Group	Description	Mechanisms for Ongoing & Systematic Feedback
Students	Current graduate students in the program, including students enrolled in the MLIS or completing the Master of Science in Education (MSED); students enrolled in the School Library Practice certificate, students auditing courses; students taking advanced study, non-credit courses.	One question surveys (22), Student Advisory Committee (9), Town Hall (113).
Alumni	Graduates of all previously mentioned graduate programs.	Advisory Board meetings (2); Student Advisory Committee (9); Survey of Graduates (24, 25); Town Hall (113); Alumni events (96)
Employers of Librarians	Individuals and institutions who e88 Tm[(A ho e884.96 97.5reWnBT0 g -0 0 12 156.24 296.4 Tm[( )TjETd12 422.0T/Link AMCID 54 BDC 0 T	

Design Thinking Cohort (127), and the Virginia Library Association (26). At the December 2018 Advisory Board meeting (2b), the program shared the current and more succinct mission and vision statements. The Advisory Board provided feedback in an email conversation reported in the January 2019 program minutes (1d) and members of the Student Advisory Council were asked to share feedback at the 2019 meeting (9e).

> The vision of the MLIS Program is to contribute knowledge and advance theory by working from cognitive, social, behavioral, cultural, and technological perspectives; fostering interdisciplinary collaboration; cultivating an appreciation for the role of information in society; and modeling a climate of intellectual engagement, openness, integrity, and respect within the program.
>
> The mission of the MLIS Program is to prepare socially responsible graduates for fulfilling library and information careers characterized by ethical practice, professional values, analytical skills, leadership, and lifelong learning.

The vision, mission, and strategic goals and objectives of the MLIS Program are available for public viewing on the ODU website ODU Master of Library and Information Studies. The current mission statement is frequently shared with constituents including the Town Hall (113), Student Advisory Committee (9e), information sessions at conferences (26, 28, 123) and with prospective students in recruitment webinars (66).

Review by MLIS Faculty

Review of the program's vision, mission, goals, objectives, and student learning outcomes (SLOs) occurs annually at a program retreat at the beginning of each academic year and throughout the year at monthly meetings (1) and annual retreats (6). Attendees at monthly meetings and the annual faculty retreat include all full-time tenured and non-tenured teaching faculty (referred to as MLIS faculty). Input from the Department Chair, the Associate Deans, and other administrators are included in these meetings as needed. For example, Dr. Kimmel reported on a meeting with Bryan Porter, Associate Dean for the Graduate School in the January 2019 minutes regarding how to transition students to the new degree (1d).

Part-time faculty meet with the Graduate Program Director (GPD) at least twice a year for updates and to provide feedback on the program's mission and goals (8a, 8b, 8c 8d, 8e). Fall 2020 was unique; programs were asked to reduce use of part-time faculty. Only a few, well-seasoned part-time faculty were employed, and a full meeting was not held.

Review by the MLIS Advisory Board

The formation of a strong advisory board has further institutionalized this process. Members of the MLIS Advisory Board include representatives from the Library of Virginia; academic,

public, and school libraries; and students and alumni. The purpose of the board is to provide feedback and continuous review of the program's vision, mission, goals, objectives, and SLOs. The MLIS Advisory Board meets twice a year: an in-person meeting during the University's summer session and a virtual meeting before the winter break (2). Due to Covid-19, all meetings have been held virtually since 2020. A review of the vision, mission, and goals was conducted at the July 2021 Advisory Board meeting (2j, 2k) and is on the agenda for the Faculty August 2021 Retreat.

Review by the Student Advisory Committee

The formation of a Student Advisory Committee in Fall 2019 has provided students with the opportunity to give feedback on the MLIS Program's multiple aspects, including the program's vision, mission, goals, objectives, and student learning outcomes. Members of the Student Advisory Committee include representatives from the general MLIS degree and from the school library concentration. The Student Advisory Committee meets at least once in each of the fall and spring semest (e)8 (w)6 (0 Td( )Tj/MCID 8 BDC /TT2)-2 S2knd

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes

ODU has a strong history and expectation of a continuous planning process for all academic programs. DCEPS, through its ongoing history of accreditation process with the Council for the Accreditation of Educator Preparation (CAEP), also supports a strong culture of assessment and continuous review. Alignment of the Program Strategic Goals and Objectives with the DCEPS Strategic Goals and Objectives ensures that the regular assessment of these objectives is embedded in the functioning of the program and activities of the program faculty. Faculty are assessed annually on research, service, and teaching, including efforts to attain external grants. Programs continuously review recruitment, admissions, and enrollment data provided through the Admissions Portal and My Dashboards (available on site). Data from surveys of key stakeholders including students and employers are evaluated and discussed at program meetings (1). The MLIS program reviews and discusses the overall strategic program objectives at least once a year (6a, 6b, 1j for example, see April 7, 2021 in these minutes).

Assessment of Student Learning Outcomes

The program's evaluation process complements the university assessment cycle, based on an annual review process of student learning outcomes submitted in the

I.1.3 Improvements to the program based on analysis of assessment data

The Weave process includes developing annual action steps to improve the program based on assessment data. These action steps have included changes to assignments or rubrics or the addition of course modules to address gaps and improve student outcomes. Figure 1.2 demonstrates how Weave data are used in a cycle of continuous improvement.

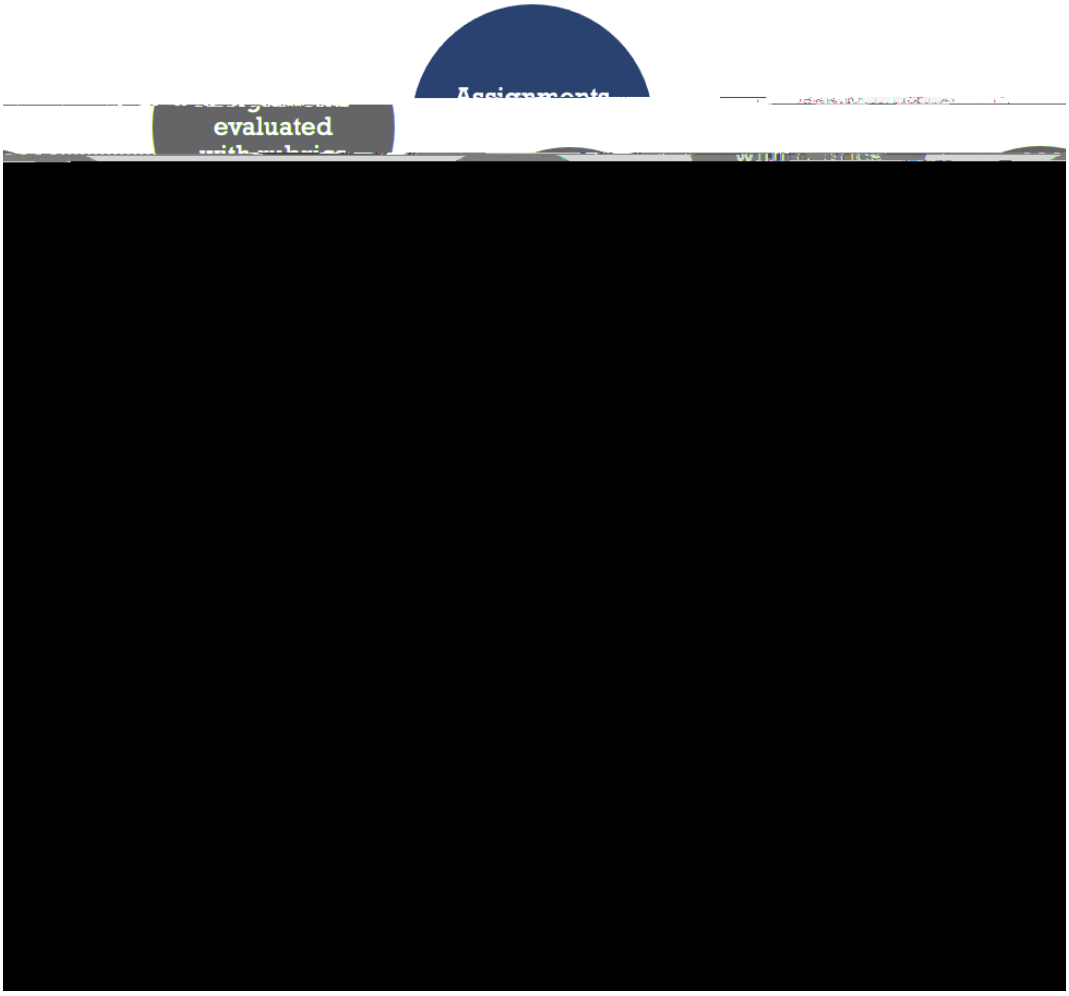

Figure 1.2
Cyclical Program Review of Student Learning Outcomes (SLOs)

Quantitative assessment data is analyzed and discussed through the annual Weave report (5, 12). The MLIS program discusses this data during MLIS program meetings (see for example: Dec. 2018 (1c), Sept. 4, 2019 (1f), Nov. 4, 2020 (1i) and meetings called specifically to look at Weave data and discuss program improvements (14)). Other data include feedback from constituents, especially through the Advisory Board and Student Advisory Committee. These data, combined with faculty observations, inform improvements. An example can be found in the following

description of refinements to improve the ePortfolio assessment, which is included in the annual Weave assessment.

An electronic portfolio (ePortfolio) is the comprehensive exam for the MLIS. A new rubric was developed in 2019 aligned with the SLOs for the new MLIS degree. Students create their ePortfolio using a template in Wordpress software, requiring them to demonstrate significant technology skills. The Zoom chat from the Advisory Board discussion in July 2020 confirmed employer interest in the demonstration of technology skill through such a portfolio: " I would be looking not only at the content but the attention to detail, the presentation, etc." (2e). The Advisory Board was also interested in using the ePortfolio as a job-seeking tool (2e). As a result a webinar about migrating the ePortfolio from assessment to job-seeking was offered to students in September 2020 (84). Findings from the assessment of the ePortfolio, included in the Weave analysis of data (5), revealed only 61% of students met the target for "Overall Presentation" on the rubric. Suggested improvements to the program included developing short video tutorials for the components of the ePortfolio (6c). These were completed in Fall 2020 (available on site). The ePortfolio was the subject of discussion at the spring 2021 Student Advisory Council meeting (9d), where students applauded the tutorials and asked for additional help from more experienced students. A session on ePortfolio was added to the Summer Institute in 2021. In the Weave Report, faculty noted that because the ePortfolio is at the end of the student experience, it may take a couple of years before we see improvement reflected in the data (5).

Data are also used for other program improvements. Examples of how data have informed program improvements are detailed below in Tables 2.5, 2.6 and 4.11 and Figure 4.2. Frequent one-question surveys of students (22) serve to provide quick feedback and are regularly shared and discussed at program meetings (1). These discussions are often informed with other data, including Student Opinion Surveys of courses, faculty observations, and other stakeholder comments or surveys.

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by the university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

Communication

The MLIS Program deploys a Communication Plan (16) to share information with stakeholders, to create continual feedback loops from those stakeholders, and to promote the program. This communication includes presenting planning and policies, marketing the program, providing reminders and updates, conducting outreach, and engaging with the community. The

Communications Plan connects with and is carried out through a regularly updated calendar of scheduled interactions recorded in the Communications Checklist (17). Program faculty have begun reviewing this checklist at the beginning of each Program Meeting (1i, 1j) and communication tasks are assigned to faculty for the month. Table 1.3 details a sampling of

Strategic Goal 2 and Objectives

Table 1.6 below demonstrates how these MLIS Stud

I.2.2 The philosophy, principles, and ethics of the field

This standard is addressed through SLO 2, in which students will be able to "demonstrate leadership attributes for a variety of information environments." The philosophy, principles, and ethics of LIS are deeply embedded in the essential character of the field. These are found in the *Foundations of Libraries and Information* course, LIBS 608 (18a). Ethics and core principles are also considered part of leadership instruction in LIBS 674 *Library Management and Leadership* (18c) and in LIBS 658 *Knowledge Resources: Planning, Selecting, & Managing Collections* (18d). Additionally, students are expected to display ethical behavior in all coursework related to attribution and copyright. These expectations are introduced in LIBS 608 *Foundations of Libraries and Information* and are reinforced throughout the program.

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

This standard is addressed through SLO 7, in which students will be able to "create a plan for continuous professional development and lifelong learning." In LIBS 608 *Foundations of Libraries and Information*, students explore the variety of specializations in the library and information profession. In this course, they identify a specialization of interest and curate a collection of documents and other materials related to relevant professional specializations (18a). This curation assignment introduces the ePortfolio to students. Students continue to encounter the principles, policies, and professional organizations representing various specializations in further coursework in school librarianship (18e), academic librarianship (18f), public librarianship (18g), and archives and special collections (18y).

Standards statements from multiple organizations, such as ALA/AASL/CAEP's *Standards for Initial Preparation of School Librarians*, YALSA's *Core Professional Values for the Teen Services Profession,* ACRL's *Proficiencies for Assessment Librarians and Coordinators*, and RUSA's *Professional Competencies for Reference and User Services Librarians* have been aligned with specific courses to which they apply. These alignments are detailed in a matrix (120).

I.2.4 The importance of research to the advancement of the field's knowledge base

This standard is addressed through SLO 3, in which students will be able to "interpret and apply basic and applied research to improve their professional practice." Research-active faculty are very interested in communicating the importance of advancing the field's knowledge base. This focus is conveyed through assignments to read research studies in each of the core classes (18a, 18d, 18c, 18b). Additionally, specific courses are dedicated to library research, including

information services." Students begin to navigate a rapidly changing technological society from the onset, when they are immersed in the technologies required to participate in an online program, including an array of library and information services needed for academic study. They are also introduced to the role of libraries and information in our technological society in LIBS 608 *Foundations of Libraries and Information* (18a) and are assessed in LIBS 677 *Knowledge Organization and Access*, in which students must "integrate evolving technologies and theories into user services" (18b). Students also open an ePortfolio in LIBS 608 using Wordpress software that they will continuously add to with assessment at the end of the program (19, 20).

I.2.8 The needs of the constituencies that the program seeks to serve

This standard is addressed through SLO 1, in which students will be able to "create innovative responses to the needs and interests of diverse and global communities." Student Learning Outcomes address the needs of the employers and other constituencies that the program serves through an emphasis on practical experiences. For example, in LIBS 608 *Foundations of Libraries and Information*, students visit academic, public, school, and special libraries to be introduced to various employers and to conduct an informational interview with a potential employer (18a). In LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections*, students conduct an assessment of the needs of a community served by a library or other information workplace (18d). All students are required to complete an internship in a library or information workplace to gain experience desired by potential employers.

I.3 Program goals and objectives incorporate the value of teaching and service to the field

Service and teaching are clearly expressed in the

Table 1.8
Strategic Framing of a Curricular Decision

Strategic Objective	Date	Evaluation of Need for Archival Studies Based on External and Internal Stakeholder Input
Implement state-of-the-art technologies to attract, recruit, and retain students to the program who reflect the diversity of our communities.	2019	Email inquiries from students who learned about our program online ask about certificate or coursework in Archival studies (133).
Engage key stakeholders in systematic planning focused on assessing our mutual needs, participating in continuous evaluation and improvement, and collaboratively determining future directions.	2018	Responses to Employer & Potential student surveys mention archives as area of interest (3, 4)
	2020	One question survey of current students about course interests (22)
	2019	Discuss with Advisory Board (2d)
Identify and compete for external funding that supports and extends the program vision and mission.	2020	NEH Grant Proposal with Library, History, Records Manager & Computer Science (55)
	2020	IMLS Grant Proposal with Library, Computer Science & Cybersecurity (reported to Advisory Board Dec. 2020, 2f)
Identify and develop infrastructure for supporting research, teaching, and community partnerships.	2019	Met with Dean of Graduate School, history & art faculty, Records Manager, and Director of Barry Art Museum to discuss potential certificate in archival studies (reported to Advisory Board Meeting, Dec. 2019, 2d).

	2021	Hired Jessica Ritchie, Head of Special Collections and University Archives, ODU Libraries as adjunct faculty to teach Seminar in Archives and Special Collections.
Refine and expand program content and curriculum design by partnering with key stakeholders to ensure students have the knowledge, skills, and dispositions to serve as leaders in LIS professions.	2020	Collaborated with Jessica Ritchie, Head of Special Collections and University Archives to develop and submit syllabus and course: LIBS 693, *Seminar in Archives and Special Collections* (18y) Dr. Kimmel reports on attending ALISE session about Archival coursework (1f see Oct. 2, 2019).
Engage faculty, students, and community in value-added learning opportunities.	2021	Offer *Seminar in Archives and Special*

also submit copies of these surveys with their annual Faculty Information Sheets (on site) and receive feedback as part of their evaluation for promotion and tenure.

Through the Student Advisory Committee, faculty take the opportunity to solicit student feedback on multiple issues, including the program's vision, mission, goals, and objectives. The MLIS faculty also meet with a Student Advisory Committee at least twice a year (9).

In addition to the Student Opinion Survey and the Student Advisory Committee, the MLIS faculty requests feedback from current students through one-question surveys every one to two months, with 8-10 distributions each year (22). The surveys typically ask close-ended questions or require very brief responses to elicit as high a response rate as possible. The one-question surveys are a valuable tool for low-stakes, informal feedback for continuous evaluation and student perceptions of the program.

Employer Feedback

The faculty have instituted an annual survey of organizations that have recently employed students or graduates for the MLIS Program. This survey was launched for the first time in Fall 2020 (23). The anonymous survey focuses on perceptions of satisfaction with the graduate's performance, the graduate's preparedness for the workforce, and the employer's likelihood of hiring another graduate.

Alumni Feedback

Improving the feedback loop with alumni from the program is a continuing effort. Graduates from the previous year are surveyed in January (24, 25). The MLIS Program has begun to collect contact information from alumni since the program's inception in August 2019 and will continue to do so (available on site). Faculty meet with alumni at conferences (96) and also receive email from individual graduates (95).

Other Constituent Feedback

The program publicly shares its stated goals and objectives during meetings and presentations with stakeholders at state conferences (26, 27, 28, 29), by updating the website, and by holding an online town hall for students, alumni, and other stakeholders (30, 113).

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals, and objectives.

A Weave Academic Assessment Report is due each year on September 30. This process is designed to systematically analyze student learning and use the information to make modifications to improve our programs. In 2020, in preparation for the university's

Table 1.9

Decision-making, Data, and Plans for Improvements Related to Diversity

	Evidence of decision-making	Data used to evaluate	Plans for improvement and the future
Recruiting students for diversity	Design thinking (127) Advisory Board Meetings (2a, 2e) Program minutes (1d)	Student demographics (Table 4.2)	Future Information Professionals Organization (ODU undergraduates) (69)
Student learning (SLO #1)	MLIS Program Minutes (1f, 1i, 1j) Curriculum Meeting (121)	Weave data (005, 12) Student surveys (22) Course assignments	Weave discussions (14) Weave action steps (005, 12)
Hiring a diverse faculty	Design thinking (127) Advisory Board Meeting (2j) Program minutes (Feb. 3, 2021 1j)	Demographic data of full and part-time faculty	Diversity hiring plan (62) Email seeking emergency hire (136).

Additional examples of how data have informed program improvements are detailed below in Tables 2.5, 2.6 and 4.11 and Figure 4.2.

Faculty Research

Beyond the scheduled calendar of program evaluation, faculty have a history of engaging in systematic research regarding the program. Findings from this research have been shared in conference presentations and journal publications. A sample of these studies, including the changes made to the program, is included in Table 1.10.

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on	Sample of findings/changes
013). e development *l of Education* *54*(4), 299- nel, S. C. of practice in *ducation for* 101-111. J. (2019). a community *cation for* 4). (61c)	Value of Community of Practice shared as part of recruitment, orientation, and early courses in the program. Draft forums, online office hours, and face-to-face meetings at state conferences were established as program norms.
019). Does ourse of *89*(3), 217-	Assignment changed to encourage critical thinking about a radical change in children's literature/reading autobiographies to encourage self-reflection about childhood reading.
, J. (2019). E- stance LIS *mation Services*	Adjustments were made to advising based on student responses to surveys on advising in an online program.
C. (2020). Pre- s of research *ool Library*	Re-development of research course LIBS 612 with an increased focus on action research. Integration of research in other courses, including annotated bibliographies, discussion boards, and pre/post test student learning assignments.

ibrary
rengthen
3, 1-16. (61g)

course outlines course competencies, with major assignments aligned to the MLIS Program Student Learning Outcomes (SLOs) as demonstrated in Table 1.5. As outlined in Table 2.1 below, the core courses provide a common foundation for all students to address "the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts." The course descriptions demonstrate the focus along with the objectives or competencies met in each course. Full descriptions of each course can be found in the course syllabi (18).

Table 2.1
Core and Internship Course Descriptions and Objectives

Core Course	Course Description and Objectives
LIBS 608 ***Foundations of Libraries and Information*** (18a) 3 credit hours	This course provides social, cultural, and historical perspectives on libraries and librarianship. The purpose, functions, and processes of information and library science are explored. Current types of libraries and information agencies are explored including certification and licensure for various specialties. Legal, ethical, advocacy, and economic policies, trends, and positions are addressed. • Students will explore the history and development of libraries, studying the challenges and issues that face information professionals. • Students will identify different types of libraries and library agencies and understand the functions in each institution. • Students will establish an awareness of the policy and ethical issues of the library and information professions and develop an understanding of the basic principles of intellectual freedom. • Students will demonstrate an awareness of the literature of library and information science, and the diversity of scholarly research activity.

LIBS 658 ***Knowledge Resources: Planning, Selecting & Managing Collections*** (18d) 3 credit hours	Examines the concepts and issues related to the lifecycle of recorded knowledge and information including emerging technologies. Addresses fundamentals of planning, selecting, analyzing, managing, and developing collections and technology resources for diverse communities. • Discuss the life cycle of recorded information including technological advancements and implications. • Discuss the steps in collection development and identify the factors in the library community that affect the collection development process. • Apply evaluative criteria and use 24 (-1 (e(i)-2 n .A-2 T.3T*m)-2 (a)4a)4 (nd i)i

LIBS 677
Knowledge Organization and Access
(18b)

3 credit hours

Describes the fundamentals whereby library materials are uniformly described and made available through recognized cataloging, processing, organizing and accessing of materials. In this course, students will develop the ability to apply and adapt the principles of classifying and cataloging and will understand how these fundamental skills fit into the broader area of technical processing and how they support the principles of services in the library.

- Apply search techniques to digital resources, such as on-line databases and the Internet, to locate information.
- Prepare curated bibliographies and guidance for locating resources of interest or need.
- Identify foundational concepts, classification, organization and retrieval of information.
- Organize library collections according to current library description, cataloging, and classification principles and standards.
- Identify a variety of practices related to organization and use of library resources.
- Identify current and evolving trends in knowledge organization and information access. ofatptarytisno (s)-]TTT

review of the program catalog for changes and alignment to updated college and university policy. Additionally, for the school library

II.2.1 [The curriculum] fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served

LIBS 674 *Library Management and Leadership* (18c) is a core course completed by all students. This course prepares students for leadership roles in a variety of information settings and explores management of the physical space, budgetary decisions, and interaction with personnel. LIBS 658 *Knowledge Resources: Planning Selecting & Managing Collections* (18d) specifically addresses selection and evaluation of materials in all formats aligned to meet the needs of the community. A needs assessment and community scan form the foundation for data-driven collection development decisions. Students further participate in varied and frequent practical experiences during their time in the MLIS Program, allowing them to explore the needs of the community to which they will be responsible.

The MLIS Program embraces a social justice framework that is embedded throughout the Darden College of Education and Professional Studies and evident in the college and department (10) mission statements, as well as in the mission of the MLIS Program (7). Many candidates

LIBS 677	Pathfinder curation through Libguides, MARC record tools
LIBS 674	Zoom, Flipgrid, WordPress, Screencastify, video editing

II.2.4 [The curriculum] responds to the needs of a diverse and global society, including the needs of underserved groups

Principles of diversity and inclusion are included throughout the curriculum. LIBS 608 *Foundations of Libraries and Information* (18a) introduces the core values of librarianship. Discussion boards in this course focus on diversity and inclusion to introduce candidates to these core topics. These topics are then threaded throughout the MLIS curricula and remain a consistent theme emphasized in assignments.

Multiple courses have a strong diversity focus through key assignments. LIBS 658 *Knowledge Resources: Planning, Selecting, & Managing Collections* (18d) emphasizes consideration for diversity in planning and selecting materials for a collection through a community needs

students to imagine a future impacted by a pandemic. The interdisciplinary nature of the plan of study allows candidates to apply the knowledge and understanding of coursework to a variety of informational settings. Candidates are exposed to practical experiences throughout coursework, blending theory with current applications of applied knowledge.

Several elective courses provide exploration of contemporary topics emerging in the field, such as LIBS 680 *Culturally Responsive Librarianship* and LIBS 681 *Assessment and Evaluation in Library and Information Science* (18w

students may begin in any semester. All core courses are available in two of the three semesters. LIBS 608 *Foundations of Libraries and Information* is considered a gateway course to the MLIS and is offered in the fall and spring semesters. Course sequence requires students take LIBS 608 in the first or second semester and before or concurrent with other core classes; those who start in the summer term may take a course in a specialty area or an elective. The MLIS faculty have decided to offer LIBS 608 *Foundations of Libraries and Information* in summer beginning with the Summer 2022 semester to ensure all students take this course in their first semester in the program. The remaining core courses, LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections,* 674 *Library Management and Leadership*, and 677 *Knowledge Organization and Access* require LIBS 608 as a pre- or co-requisite. To allow students the flexibility to start the program in any term and proceed at their chosen pace of one to three courses per semester, only a few courses have prerequisites. Some additional coursework will require one or more core classes as a pre-requisite. For example, LIBS 684 *Advanced Library Managemen*t (

Preparation, and Educational Leadership. To date, only one student has completed an elective outside of LIBS.

Table 2.4
Pathways Identified for Possible Specialization

Pathways for Specializations
Academic Librarianship
Public Librarianship
School Librarianship

the Department of Teaching and Learning for the additional professional studies courses needed for licensure.

Additionally, the Library Studies Program offers continuing coursework for those who already hold an MLIS. The School Library Practice Certificate is developed to provide ongoing coursework for those who hold the degree and are seeking school library certification coursework. This certificate includes 12 credit hours of coursework designed to meet the competencies of Virginia school library certification.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

All coursework and curricula consider the ALA Core Competencies of Librarianship, developed as the guidelines for professionals in practice. These basic competencies are developed in addition to specialized standards that align to student career goals.

Course content may align to standards and competencies from specific professional organizations and library divisions appropriate for the course. LIBS 644

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

Evidence of explicit use of data for curricular evaluation is found in detailed meeting minutes (1), which have been organized by standard, in addition to meetings dedicated to curriculum review (117, 121). These include MLIS faculty retreats (6) to revise the ePortfolio (19, 20) and curricular mapping and alignment (45).

Faculty seek opportunities to participate in a data-driven professional development to guide the curriculum development of the program. Faculty attended a semester-long Design Thinking Bootcamp in Fall 2017 (31, 32) to assist in curricular design. This opportunity provided an early focus for course and MLIS development as well as an opportunity to articulate the strengths and weaknesses of the program and to identify curricular gaps. The faculty obtained feedback from a wide university audience (53).

Other data collection efforts demonstrate on-going data collection and evaluation of the curriculum. Table 2.5 demonstrates the opportunities for various stakeholders to contribute to curricular discussions and note the evidence of these discussions. Discussions, to include stakeholder feedback, have provided insight into valued coursework as well as valued skills and knowledge for job opportunities in the field. As a result of these suggestions, several courses have undergone significant revision, and additional courses were added to meet student and program needs. Course competencies and objectives, as well as assignments, have shifted.

Table 2.5
Curricular Input from Stakeholders with Evidence Source

Stakeholder Group	Topic/Curricular Area of Focus	Documentation
VLA Session with Community Stakeholders	Courses to develop	Summary of discussion (27, 29)
MLIS Advisory Board Curriculum Sub-commi())Tj0.33 0 Td( )TjET0 (S)-4 (ub)]T Sub-		

Student Advisory Committee	Courses to develop	Student Advisory Committee Minutes (9b)
ODU Interdisciplinary Committee	Archival Studies Track	Grant Proposal (55)

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

The university's annual assessment report in Weave is used to systematically review and evaluate the MLIS. This assessment process allows the faculty to review noted areas of strength and weakness in the program. Faculty create action steps to improve the program and plan for the future. Academic programs receive feedback from the university's Office of Institutional Effectiveness and Assessment to assist in the collection and use of assessment to make decisions in areas such as curriculum, pedagogy, and other aspects that impact learning.

A robust, organized, and regular evaluation of the curriculum is fostered through the annual review of assessment results, monthly faculty meetings and minutes, annual review of the curriculum mapping matrix, annual review of survey data from graduates, and an annual review of outcomes with MLIS Advisory Board members. These data continue to inform program review for improvement and to identify potential areas of growth that best meet candidate learning needs and their abilities applicable to jobs in the field.

The MLIS Program continues to refine and expand the curriculum. Faculty commit to the

Advisory Board and Curriculum Sub-Committee input informing revisions is documented through meeting minutes (1i, 1h).

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

The MLIS Program at Old Dominion University (ODU) is situated within the Department of

Elizabeth Burns, PhD, Assistant Professor Appointed 2015	MSEd, Old Dominion University; PhD Curriculum & Instruction, Old Dominion University	2020 ALA Library Instruction Round Table Top 20 Instructional Articles published in 2019. 2021 VAASL School Library Educator of the Year	Curriculum and instruction, school library education, school library advocacy, assessment	LIBS 655 *Methods and Strategies for School Libraries*; LIBS 676 *Library Services and the Curriculum*; LIBS 680 *Culturally*

Lindy Brown, MLIS, Lecturer Appointed 2021	MLIS Florida State University;	Culturally Competent Content Development Grant, ODU (for LIBS 110)	Information literacy, Public libraries, Academic counseling	LIBS 110 *Information Literacy for the Digital Age*

The ODU *Teaching and Research Faculty Handboo*k outlines The Academic and Professional Requirements for Faculty that teaching and research faculty must meet for employment; the MLIS full-time faculty members are all qualified for appointment as graduate faculty.

All full- and part-time faculty assigned to teach graduate courses and/or supervise graduate student research must also be

Nan Carmack, Director, Library Development and Networking Division, Library of Virginia (58d)	MLIS, Drexel University; MEd, University of Lynchburg; EdD, University of Lynchburg	Organizational leadership; public libraries	**LIBS 110 (2021)** **LIBS 674 (2021)** LIBS 656 LIBS 691	2019
Betsy Crone, Retired School Librarian (58f)	MLIS, UNC-Greensboro	School libraries; children's literature	**LIBS 110 (2021)** **LIBS 642 (2016)**	2016
Sojourna Cunningham, Social Science & Assessment Librarian, University of Richmond, VA (58w)	MLIS, UNC-Chapel Hill	Academic libraries, user experiences, emerging technologies, library education	LIBS 110 LIBS 654 LIBS 680 LIBS 681	2021
Kristie Escobar (58x)	MLIS, Florida State, PhD, Florida State iSchool			

Bree Ruzzi, School Librarian,

Joy Yaeger,
Faculty,
Instructional Design
and Development
Regent University
(

Karen Centeno
Education
References Services
Librarian (

Statement which encourages research and solidifies the importance placed on research and scholarship for faculty members (60).

Excellence in teaching, research, and service are recognized and supported in multiple ways. All three of these areas are recognized with various awards, internal grants, and leaves or course releases. Faculty have received several of these recognitions for their teaching, research, and service. Dr. Kimmel received two university awards: the New Faculty Award given by the Alumni Association (2014) and the Teaching with Technology Award awarded by the Center for Learning and Teaching (2014). Each year, a call for award nominations is sent out to DCEPS faculty members, with awards given out by a committee of their peers (110). Dr. Burns has received three DCEPS awards: the Tonelson Award 110c (2019), the Service Award 110e (2018), and the Instructional Publications Award 110b (2020). Dr. Kimmel received the DCEPS Publications Award 110a (2020). Both Dr. Kimmel and Dr. Burns have won university Shining Star recognitions (recently renamed Reign On Faculty Awards); nominations are solicited annually from students.

ODU also offers competitive internal grants to support research and grant writing. Dr. Burns received an award for mentored development and submission of an external grant application that included a course release. Dr. Anderson received a competitive internal Summer Research Fellowship Program grant, which provided seed money for research and scholarly effort. Several MLIS faculty have benefitted from internal grants such as Faculty Innovator Grants and Junior Faculty Research Mentoring.

Dr. Elizabeth Burns	2016 Faculty Innovator Grant Award, 2016-17 Junior Faculty Research Mentorship Grant.	Fall 2016 course release, Spring 2018 course release	2020 DCEPS Instructional Publications Award (110b), 2019 DCEPS Sara and Rufus Tonelson Award (110c), 2018 DCEPS Service Award (110e), 2017 Shining Star Award (110d)
Dr. Jeffrey DiScala		Fall 2016 course release, Fall 2019 course release	
Dr. Sue Kimmel	2017 Junior Faculty Research Grant Mentor, 2016 Faculty Innovator Grant Award	Spring 2015; Spring 2016; Fall 2017; Fall 2018; Spring 2019; Fall 2019; Spring 2020; Spring 2021 course releases Spring 2018 Research Leave	2020 DCEPS Publications Award (110a), 2015 Shining Star Award (110d), 2014 ODU New Faculty Award (110f), 2014 ODU Teaching with Technology Award (110g)

Non-tenured, tenure-track faculty are provided additional supports and are protected from excessive service. Newly hired faculty are provided a generous start-up package (122). Typical elements are provision of course releases, summer research pay, graduate assistantships and specialized equipment or travel funds. Sample start up packages will be available on site. Junior faculty are provided with a senior-faculty mentor for guidance. Both Dr. Anderson and Dr. DiScala were supported in attending the National Center for Faculty Diversity and Development's (NCFDD) Faculty Success Program with shared funding from the Department and the College.

Travel has been generously supported. Departmental funding allows MLIS faculty to participate

Table 3.6
MLIS Faculty ODU Service

Full-Time Faculty Member	ODU Service
Gail Dickinson, PhD, Full Professor	Chair, Search Committee; Member, STEMPS Promotion & Tenure Committee
Sue C. Kimmel PhD, Associate Professor	Graduate Program Director for the MLIS; Chair, STEMPS Promotion & Tenure Committee; Member, Faculty Senate Grievance Committee; Chair, Search Committee for departments of STEMPS and Teaching and Learning; Member, College Search Committees; Member, University Information Literacy Student Learning Outcomes Task Force; QEP Proposal Writing Team member; Teaching with Technology Award Committee member.
Amelia Anderson, PhD, Assistant Professor (tenure-track)	Member, ODU Open Education Resources Committee; Co-Chair, ODU Disability Pride Month Ad Hoc Committee; Member, ODU Women's Caucus
Elizabeth Burns, PhD, Assistant Professor (tenure-track)	Graduate Program Director for the School Library Concentration; Member, DCEPS Teacher Education Council; Member, DCEPS Assessment Revision Team; Session Facilitator, DCEPS Student Teacher Orientation; Member, DCEPS Disposition Committee; Compiler, DCEPS/School Library Program CAEP Accreditation Report; Department Coordinator, LiveText, STEMPS Department; Member, ODU Women's Caucus; Facilitator, ODU First Class; ODU First Generation Student Mentor
Jeffrey DiScala, PhD, Assistant Professor (tenure track)	Member, Teacher Education Committee, Bylaws Sub-Committee; Member, ODU LGBTQI Ally; Member, ODU Committee on Open Educational Resources; Member, Faculty Governance Evaluation Committee

ODU supports a stimulating learning and research environment through numerous offerings for professional development and support provided by a Center for Learning and Teaching (CLT) a Center for High Impact Practices (CHIP), and several initiatives from the Dean's and Provost's offices (see, for example, the Center for Faculty Development). Examples of opportunities

provided through the College and/or University which faculty members have participated in include those provided through and by the Center for Learning and Teaching (CLT), the ODU Research Foundation, and the DCEPS Learning Resource Center (see Table 3.7 for examples). Faculty also take part in workshops and educational activities provided by the ODU Center for Learning and Teaching and the University Libraries. Faculty regularly partake in training to ensure teaching practices continue to improve in effectiveness (see Table 3.7). Drs. Burns, DiScala, and Anderson each applied to and were accepted to the competitive Faculty Interdisciplinary Writing workshop (IDW), which provides a $2,000 stipend for participation in an intensive five-week program designed to help teaching faculty "enhance learning through writing."

Table 3.7

Technology, Teaching, and Administrative Trainings for Faculty

Full-Time Faculty Member	Enhancing Technology Skills	Improving Teaching/Administration
Amelia Anderson PhD, Assistant Professor (tenure-track)	Zoom: Web Conferencing Basics (CLT)	2020 National Center for Faculty Diversity and Development Faculty Success Program; 2019 Improving Disciplinary Writing (IDW) Faculty Workshop (ODU)
Elizabeth Burns PhD, Associate Professor	2020 Using Course Collaboration in Blackboard (CLT); 2020 Using Authentic Assessment (CLT); 2020 Using Padlet for Instruction (University of Mary Washington); 2020 Exploring Wakelet (CLT); 2018 EP3 Training (CHIP);	2020 ODU Summer Women's Writing Forum (CLT); 2020 Women in Higher Ed workshop (CLT); 2020 Crafting a Teaching Philosophy workshop (CLT); 2020 Diversity Workshop Series (ODU-Equity Office); 2019 Equity, Diversity and Inclusion in the LIS Field (Hampton University); 2018 Design Thinking Institute (ODU); 2017 Improving Disciplinary Writing (IDW) Faculty Workshop (ODU/CHIP)

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

All of the university's instructional faculty meet the guidelines established by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) for the credentialing of faculty. All new full- and part-time faculty are approved by the DCEPS Dean or designee and forwarded to the Graduate School and Academic Affairs for their approval. Full- and pe-4 (c)(l)]TJ8.1 0n (g)-4 (

Jeffrey DiScala PhD Assistant Professor (tenure track) (56e)	[redacted]	Lilead Project Co-Founder; Chair, AASL Community of Scholars Task Force; AASL Urban Schools Task Force; Chair, AASL Supervisor's Position Statement Task Force; *School Library Connection* Editorial Advisory Board
Dawn Betts-Green, Lecturer (		

Faculty members publish in a diverse set of journals, spanning the library and information landscape and beyond. Faculty members value collaboration and multidisciplinary works, expanding the reach of the Library and Information landscape. See, for example, publications from faculty in journals such as *Reading Psychology,* a journal addressed to the fields of literacy, reading, and related psychology disciplines*; Focus on Autism and Other Developmental Disabilities,* which covers issues for individuals with autism and their families and caregivers; and *First Monday,* an open-access journal about the internet. Faculty in the MLIS Program regularly produce rigorous research articles based in their areas of expertise, and often with practical implications and application for library practitioners. Faculty understand the bac

Sample of Journals	*Professional Development in Education, Library Quarterly, School Library Journal, School Libraries Worldwide, Knowledge Quest*
Serve as Reviewer	*School Libraries Worldwide,* IMLS Accelerating Promising Practices for Small Libraries

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.

All full-time tenured/tenure-track faculty have PhDs, earned for their ability to conduct original research in the field, from respected and diverse universities (Table 3.1). Additionally, faculty have backgrounds working in a diversity of settings, including urban, rural, and international communities, school, academic, and public libraries (see Table 3.11). These backgrounds provide specialized knowledge for course instruction; refer once more to Table 3.1 for faculty specialties.

Table 3.11

Diversity of Backgrounds of Full Time Faculty

Full

Sue C. Kimmel PhD, Associate Professor	School Librarian, Winston-Salem Forsyth County Schools and Guilford County Schools, NC National Board Certified Library Media Bibliographer and Reviewer, *The Elementary School Library Collection* Acting Circulation Supervisor, Guilford College Library, NC Graduate Assistant, Math/Physics Library, University of North Carolina at Chapel Hill
Amelia Anderson, PhD, Assistant Professor (tenure-track)	Branch Librarian, Orange County Library System, Orlando, FL Outreach Services Librarian, Hernando County Public Library System, Brooksville, FL
Elizabeth Burns PhD, Assistant Professor (tenure-track)	Lecturer, School Library Education, School Library Program, Old Dominion University School Librarian, Department of Defense Dependent Schools, Quantico, VA Assistant School Librarian, Arlington Diocese, Triangle, VA Classroom Teacher, English, Social Studies, Reading & Spanish; Department of Defense Dependent Schools, Heidelberg, Germany, and Hampton City Schools, VA
Jeffrey DiScala PhD, Assistant Professor (tenure-track)	Research and Planning Director, The Lilead Project, Lilead Fellows and Leaders Programs School Librarian, Nicholas Orem Middle School, Prince George's County Public Schools, Hyattsville, MD Graduate Research Assistant, The Lilead Project, The University of Maryland
Dawn Betts-Green, PhD, Lecturer	Researcher, ACRL and Information Literacy in Community College Libraries Researcher, COVID-

received IMLS grants related to the preparation of librarians and library faculty. Assessment and planning are also components of these grants.

An intellectual environment is valued by the MLIS faculty, and a collaborative, supportive environment has been nurtured. Monthly, the program meets for daylong writing and research retreats, providing one another with support and methods for accountability. These initiatives work toward accomplishing MLIS Program objectives.

Faculty conduct research with each other and present together at national conferences. Collaborative MLIS faculty research is often focused on assessment and improvement including e-advising, community service, community of practice, and integrating research into coursework. A significant body of research by faculty concerns inquiry into effective teaching, student perceptions of the program, and program objectives. A sampling is listed below. Other collaborative publications and presentations can be found on faculty CVs (56).

> DiScala, J., Burns, E., & Kimmel, S. C. (2020). Pre-service school librarians' perceptions of research pedagogy: An exploratory study. *School Library Research*, 23, 1-21. (61f)
> Burns, E., Kimmel, S. C., & DiScala, J. (2019). E-Advising: Expanding advising for distance LIS students. *Journal of Library & Information Services in Distance Learning, 13*(4), 369-385. (61d)
> Kimmel, S.C., Burns, E., and DiScala, J. (2019) Community at a distance: Employing a community of practice framework. *Journal of Education for Library and Information Science, 60*(4), 265-284. (61c)
> Kimmel, S., Howard, J. & Ruzzi, B. (2016). Educating school library leaders for radical change through community service. *Journal of Education for Library and Information Science*, 57 (2), 174-186. (61h)
> Underwood, J., Kimmel, S. C., Forest, D., & Dickinson, G. (2015). Culturally relevant booktalking: Using a mixed reality simulation with preservice school librarians. *School Libraries Worldwide* 21(1) 91. (61i)
> Pribesh, S., Dickinson, G. K., & Bucher, K. T. (2006). A comparison of online and face-to-face cohorts in a school library media specialist graduate program: A preliminary study. *Journal of Education for Library and Information Science*, 303-323. (61j)

III.7 Faculty assignments relate to the needs of the program and to the competencies 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.

To ensure that quality of instruction is maintained, each course in the MLIS Program is assigned a full-time faculty member as lead faculty (see Table 3.13). Lead faculty are assigned based on competencies and have responsibility for content and oversight of part-time faculty if assigned. Teaching assignments are made through collaborative processes, with content knowledge and individual competencies taken into great consideration. Students in the MLIS Program benefit with knowledgeable instructors based on their area of expertise.

Quality instruction is maintained through ensuring faculty have adequate time and support to develop and deliver instruction. Faculty Teaching Load as described in the *ODU Teaching and Research Faculty Handbook* states all faculty in the university have a 24 credit teach load for the academic year. The apportionment of that load among teaching, research, administrative and other responsibilities is based on consultation between the faculty member and department chair. Typically, in the Darden College of Education and Professional Studies, most tenure-track faculty teach two 3-credit courses each semester (2/2) with the remaining teach load devoted to research and service. Lecturers teach a 4/4 load. Additional course releases are also provided with approval by the Department Chair and Dean; Graduate Program Directors (GPDs) receive a course release to perform administrative duties (See Table 3.13). New faculty typically negotiate a course release for the first year. With the loss of the Lecturer position in 2020, faculty divided up responsibility for advising with an average of 30 students per faculty member. At the close of each semester, department chairs are required to complete a Workload Reporting form det4-1.33 TD[(el)-6 (es)-5

Table 3.14

Distribution of Number and Percentage of Course Sections Taught by Full-time Faculty

Semester	Total #

Lecturers and non-tenured, tenure-track faculty are evaluated on their effectiveness in teaching through an annual teaching portfolio review (see Peer Review of Portfolio within the ODU Evaluation of Teaching Effectiveness

Student Opinion Survey data are in the form of reports and will also be available on site.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Data are collected with the intent that it be used to inform future directions. Faculty provide reflection in their annual teaching portfolio of the ways they seek to improve instruction and respond to student evaluations. Many faculty conduct their own course surveys to gather additional data to improve instruction (on site). End of course surveys of students are also used to discuss improvements in the delivery and content of courses at regular MLIS Program faculty meetings. An MLIS faculty member is usually a part of the peer evaluation for other MLIS faculty, and this allows faculty to know each other's teaching strengths and areas for improvement. Teaching is often discussed at program meetings as part of program improvement. For example, faculty in the January 13, 2021 meeting adopted a program norm of grading

Other sources of data available to faculty include grade reports. The University compiles a DropFailWithdrawIncomplete (DFWI) report for courses with high levels of failing, withdrawal, or incomplete grades. None of the graduate LIBS courses have ever appeared on this list, but the data can be a signal of concern.

forward, they will be advised to take extra coursework as needed for licensure. Some will decide to remain in the general MLIS and prepare for careers in public or academic libraries.

Table 4.1
MLIS Spring 2021 Students

Race and ethnicity	82% white; 13% black; 3% Hispanic; 1% Asian; 1% two or more races
Gender	91% female; 9% male
Concentration	47% school library; 20% initial licensure; 33% general MLIS
Geography	28 % Hampton Roads; 69% VA outside HR; 1% US outside VA; 2% international
Experience in program	17% new this semester (Spring 2021)
Course load	39% taking 1 course; 54% 2 courses; 7% 3 or more courses

A Student Advisory Committee was appointed in Fall 2019 and meets at least twice a year (9). Members of the Student Advisory Committee were selected by library faculty to reflect key types of diversity in the student body: race, gender, concentration, experience, geography, and number of semesters with the program. Geography refers to representation from various regions of the Commonwealth of Virginia beyond Hampton Roads. As students near graduation, they may rotate off to be replaced with newer students. Faculty nominate students who have demonstrated leadership in coursework and the program. The officers from the Student Chapter of the American Library Association are also included on the Student Advisory Committee.

ODU and the MLIS Program are committed to increasing diversity in admitted students. Table 4.2 compares the demographics of the student body with those of the state of Virginia, Virginia public schools, Old Dominion University undergraduates, and public universities in the state.

Financial Aid

Financial aid is facilitated by the Office of Financial Aid. Students are referred to this office immediately upon admissions (77, 78). Teachers and classified staff as well as school librarians seeking the additional credential of an MLIS have taken advantage of the discount provided to employees of school divisions who have MOUs with DECPS. Many of these MOUs are with school divisions representing racial, cultural, economic, and geographic diversity (70). Students mus4 (d t)ƀBDC 02 (c)4aiaeƀBDC online every seme,aeBDC for the discountƀBDC employment each semester.

A lis4 (d t)of scholarshipsƀBDC maintained by the Student ChapteƀBDC of the American Library Association.

experiences leading toward employment. Career Development Services provides numerous support services, including mock interviews and resumé review, for graduate students. Their office has presented at Summer Institute (83) and provided a webinar on converting an e-portfolio to a professional one (84). Career Development Services are also available to graduates, who are reminded about these services when we follow up regarding employment (85). Students pursue job leads on the Blackboard organization site (86) and through email (87). The Blackboard Organization Space (available on site) with job seeking advice, job boards, and other career advice, also provides a Career and Professional folder.

The MLIS internship requirement is a program policy focused on furthering the program mission to prepare graduates for "ethical practice, professional values, analytical skills, leadership, and lifelong learning." A decision was made to include an internship in the program based on advice from the MLIS Advisory Board and concerns from potential employers that MLIS graduates need experience in libraries. These policies are detailed in the Internship Handbook (52). More details regarding the internship are included in Standard II.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.

Current and accurate information about the program is easily accessible to students and the general public through Old Dominion University's website, the Graduate Catalog, and the MLIS Program's website. Additionally, all current students are enrolled in a Blackboard Organization Space (available onsite), where the program has made a concerted effort to include information and links needed by students. A Communication Checklist (17) has been developed and is reviewed at each MLIS Faculty Program meeting to ensure regular and timely announcements are shared with students. A Student Handbook (51), revised annually, is sent to every student and is available through both the Blackboard Organization Space and the MLIS Program's website.
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Criteria for evaluating student performance	Graduate Catalog Student Handbook Internship Handbook Blackboard Organization Space ODU Website	Course & portfolio rubrics, data from Livetext, portfolio folder on Blackboard (on site), University procedures for grading/suspension/reinstatement
Placement	Blackboard Organization Space Career Development Services Internship Handbook ODU Website	Internship placements, Career Development Services and workshops (e.g. 84), follow-up through graduate survey, Emails to alumni (85)

IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Standards for admissions to graduate study are led by university policy and are available in the Graduate Catalog and through the Graduate Admissions website. The Graduate School requires an earned bachelor's degree from an accredited institution. The Graduate Admissions Office has a procedure for tracking receipt of official transcripts and blocks students from future course registration if any transcripts are missing (89). A student with an anticipated bachelor's degree may be admitted and Graduate Admissions follows up to ensure the earned degree before registration.

Additional admissions criteria for the MLIS degree program are posted on the MLIS website, published in the Graduate Catalog and on the website for Graduate Admissions. Additionally,

Resumés offer evidence of professionalism and applicable experience. Work in a library as a paraprofessional or volunteer is evidence of knowledge of the library workplace. But customer service in other settings, work in data analysis, or instructional leadership and collaboration are also viewed favorably. Typographical or grammatical errors on a resumé raise questions.

The essay is evaluated for how well it addresses the prompt and, particularly, what the applicant says about their interest and experience working with libraries and information. The prompt was developed to elicit a vision of libraries and librarianship and to evaluate the match of student interests with the MLIS offerings. For example, one student expressed a very strong interest in arca vmal studies and was contacted about the potential need for further coursework or certification beyond the MLIS (examples of responses to students amailable on site). Students interested in scaool librarianship are expected to provide a valid teaca vng license and those without a teaca vng license are advised into prescribed coursework for initial licensure. Faculty recognize that both the resumé and the essay may represent coaca vng or editing by someone other than the applicant. This level of care is expected from professionals; errors suggest carelessness in this regard.

All full-time faculty meet as a committee soon after the priority deadlines. At this meeting, faculty discuss applications based on their scores. Faculty members eaca present the application they evaluated. The entire committee looks at applications that received low to mid scores and

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decision choice on the admissions portal that the MLIS follows. Provisional admissions is also described in the MLIS Student Handbook (51). Other mitigating factors in decisions include

Table 4.7

Applications, Admissions, and Enrollments (from new admits) Fall 2019 - Summer 2021

Semester	Applications	Admissions & (percent of applications)	Enrollments & (percent of admissions)
Fall 2019	42	37 (88%)	30 (81%)
Spring 2020	31	30 (97%)	27 (90%)
Summer 2020	39	36 (92%)	31 (86%)
Fall 2020	37	35 (95%)	28 (80%)
Spring 2021	24	24 (100%)	19 (80%)
Summer 2022	25	23 (92%)	22 (96%)

program requirements such as applying for an internship placement and completing the e-portfolio. Through the advising relationship, faculty regularly contact students to offer guidance as needed for academics and for personal issues impacting academics. Faculty refer students to ODUCares or other offices on site as appropriate. Additionally, faculty advocate for students through on-site offices such as the registrar, the graduate school, or the Dean's office.

Multi-faceted evaluation of students has been a strength of the degree through deliberate use of formative coaching in coursework and the ePortfolio. Students are apprised of their achievement in coursework, the internship, and the ePortfolio through graded rubrics and faculty comments. Evaluation is multi-faceted and systematic. In each course, students are offered the o

The ePortfolio is introduced in LIBS 608 *Foundations of Libraries and Information* where students open and personalize the portfolio template. Assignments in LIBS 608 require students to begin work on the ePortfolio resource curation and philosophy statement. In LIBS 674 *Library Management and Leadership* students receive feedback on their resumés. A folder with tutorials, sample ePortfolios, and other information is included in the Blackboard Organization Space (e.g. 34, 35). The Center for High Impact Practices at ODU offers tutorials and technical assistance for students working on their ePortfolios. Since faculty took part in 2018 training for using the ePortfolio as an assessment tool, students have increasingly benefited from assistance provided by the Center for High Impact Practices. In 2019-2020, 13 students sought assistance. Thus far in 2020-2021, 19 students have sought assistance (114).

Student achievements are recognized and celebrated through the listserv, Facebook, and Twitter. These include recognitions such as Teacher of the Year, professional scholarships and awards, and student publications in newspapers and

Students in LIBS 612 *Research Methods in Library and Information Studies* create a research proposal. Students are invited to conduct the research, and faculty offers assistance. Dr. DiScala and Dr. Burns have both recently published with students. Additionally, students in LIBS 676 *Library Media Services and the Curriculum* are encouraged to submit an article for publication; several have been published. A list of recent publications follows.

Table 4.9
Recent Student Publications

Chambers, R. & Terrell, N. (2018). Planting seeds into the curriculum. *Teacher Librarian* 46(1): 15-19. (148a)
Cromartie, K. (2019). It all starts with a question. *Teacher Librarian* 46 (3): 21–25. (148b)
Cromartie, K & Burns, E. (2019). Navigating the library slopes: Dispositional shifts in the national school library standards. *Knowledge Quest* 47 (5): 78-83. (148c)
Gay-Milliken, L. & DiScala, J. (2020). Going beyond book displays: Providing safe spaces for LGBTQ youth. *Knowledge Quest* 48(3): 10-17. (148d)

Figure 4.1

Student Attendance at American Library Association 2019 Annual Conference

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the 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.

The MLIS faculty have established monthly program meetings as a primary means for the systematic evaluation of academic policies and activities. Additionally, there is a faculty retreat held prior to the start of the academic year where overall goals and objectives for the new year are discussed. Strategic goals and objectives (Table 1.4) in line with the department, college, and university also provides -2 (ns)-1 (t)- 0 Tw 18(a)4dtdraa (ns) (s)-1Iac -0.002o2 (i)-2 (C01 (at)-)-2 (t)-9f0 Tw [(A

Standard IV is represented on every agenda for the MLIS Program faculty monthly meetings and is part of the annual retreat, where evaluation data are applied to program improvement and development. Assessment of educational programs is a long-standing feature of the University's institutional effectiveness process, as demonstrated by its mission, strategic plan, and assessment program. The University's commitment to assessment and improvement can be found in primary planning documents including the mission statement, Strategic Plan, and Board of Visitors policies. Faculty members, department chairs, and graduate program directors play a central role in establishing expected learning outcomes for their programs. Their work is supported by the provost's professional assessment team, which consists of four professional staff working under the supervision of the Director of Institutional Effectiveness and Assessment. Annually, each program must participate in the University's assessment and planning cycle. The University's assessment cycle runs from October 1 to September 30 each year. The University assessment activities allow the ML0 Tc 0 Tw -1.4d[yD[m (.9 (ct)-5.9 (o)-4 (b)-4 (er)-1pn002 Tc Tw 0s)]TJETEn2O (rI-4

Table 4.12
Direct and Indirect Measures of Student Learning

Direct Measures	Course assignment rubrics Course grades ePortfolio Internship observations
Indirect Measures	Student Opinion Surveys Graduate Survey Student One Question Survey Employer Survey Faculty and adjunct observations Internship journals Unsolicited emails to faculty Student Advisory Committee meetings

Key assessments have been identified for each SLO and include course assignments, internship evaluations, and ePortfolios. Rubrics for these key assessments are loaded into Livetext, an assessment system employed by the college. Students submit work, and the course instructor or internship supervisors evaluate the assignments in Livetext. In the case of ePortfolios, students submit the link to their completed ePortfolios to Livetext. Faculty divide assessment of ePortfolios, and these assessments are also recorded on rubrics in Livetext. Data are aggregated from all Livetext rubrics providing MLIS program faculty with aggregated data for the evaluation of student learning.

Decision-making about individual student learning is documented through the use of graded assignment rubrics and final grades. Decisions about individual student learning outcomes are documented through the assignment of final grades. Individual students have been assigned to a faculty advisor who monitors their progress through coursework. Students must receive at least a B minus in a course for it to apply to the degree. A student must repeat any core class with less than a B minus and must repeat or substitute an elective for any other course. A grade key is

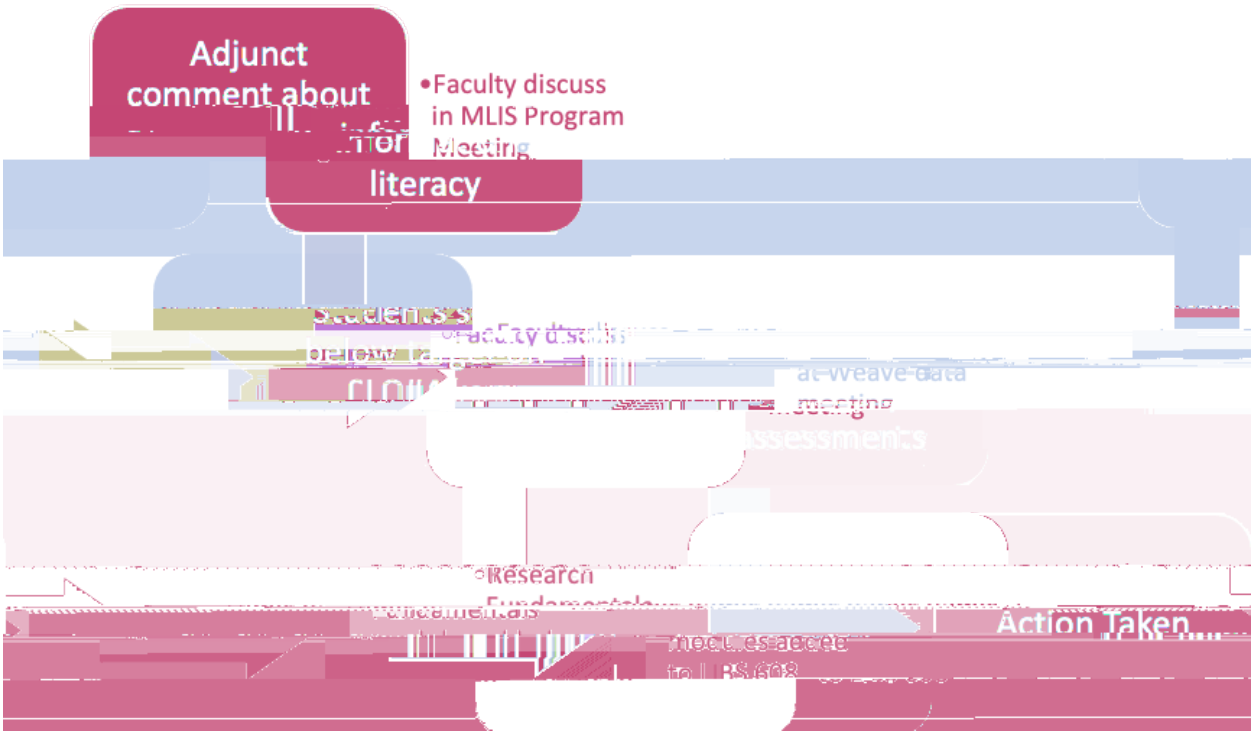
individual students. Concerns regarding student privacy are weighed against the need for documentation. Students who fall into academic probation or suspension are documented on a student's transcript. Appeals to reinstate follow ODU policy with documentation.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Faculty discuss the results of student learning outcomes at regular faculty meetings, and they also serve to inform larger curricular and assessment discussions, such as the annual Weave report. Conversations surrounding areas of lower ach (r)3 ()-11 (a)4-1 (am)2 (de)4 (m)4 [illegible]

Figure 4.2

Example of Application of Student Learning Data to Program Improvement



Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

The MLIS Program is a distinctive academic unit within the university structure. ODU's academic programs and faculty are primarily part of a standard departmental structure formed of individual programs that lead to a major or a degree (99, 100, 108). Responsibility for curriculum development, academic programs, and program coordination is delegated by the provost to the college deans. The deans in turn delegate responsibility to the chairs of the academic departments (ODU Teaching and Research Faculty Handbook, Department Chairs), and through the chairs, to the Graduate Program Directors (GPD)(ODU Teaching and Research Faculty Handbook, Graduate Program Directors). Each graduate program in the University is managed by a faculty member named as GPD.

Per policy, the GPD should be a tenured faculty member in the program's discipline certified for graduate instruction. The GPD is appointed by the department chair after consultation with graduate-certified faculty in the program and with approval from the Dean. Department chair and the GPD terms are for 3-years, renewable for another 3 years. In rare circumstances, GPDs are appointed for a third term.

Old Dominion University's Master of Library and Information Studies program is housed in the STEM and Professional Studies Department (STEMPS) with Dr. Sue Kimmel as lead GPD with primary responsibility for the program. *The ODU Teaching and Research Faculty Handbook* is specific in the duties and authority of the GPD in terms of the intellectual content of the program, the development and maintenance of the curriculum, admission and retention of students, program marketing and advocacy, hiring of adjunct faculty, and other issues of program integrity, including responsibility for program assessment (ODU *Teaching and Research Faculty Handbook* Graduate Program Directors). The GPD works with the department chair and the Dean in the hiring of new full-time faculty. Promotion and tenure of faculty is in accordance with university promotion and tenure policy. Due to the complexities of the school library licensure concentration, and beginning with the 2020-2021 academic year, Dr. Elizabeth Burns was named Graduate Program Director (GPD) of the School Library Concentration to specifically address the management of the school librarianship preparation. Her duties concentrate on interactions with the DCEPS Office of Clinical Experiences for student

internship, school library internships, and relationships with school divisions. She also represents the program on the DCEPS Teacher Education Council.

The Graduate School, under the direction of Vice Provost and Dean Robert Wojtowicz, s

Table 5.1

At Old Dominion University, each graduate program works with the Graduate School and the Office of Graduate Admissions, along with the Office of Distance Learning, to plan, initiate and maintain contact with prospective students, to prepare the content of promotional materials, and to eec.66 -61D.66a94 33.2Je 0 g/M7 cdgr1a3 (a)4 (78n2 708.84ET125.28 53221.1 (n (e0.099-0.0/M a)4 CIDSPD.66 onTJ-36.-2 (e)4s66 -6ame

Certification of Faculty for Graduate Instruction, the GSC is chaired by a GPD elected from the committee. Open elections are held each April to determine the chair of the GSC, who also is the college representative to GAC, along with the associate dean. Dr. Lamar Reams, Interim Associate Dean for Professional Studies and Research, is ex officio to the GSC. Dr. Sue Kimmel, as GPD/program lead, and Dr. Elizabeth Burns, as school library concentration GPD, are members of the GSC. At the departmental level, committees such as Curriculum, Promotion and Tenure are composed of at least one faculty member from each program area. Representatives from these committees are selected to serve on the college-level committee. Program faculty in the MLIS have an equal chance of being selected for those committees, although the department strives to protect nontenured tenure-track faculty from an abundance of committee service.

The MLIS Program has curriculum connections with other programs in the STEMPS department, including Instructional Design & Technology. At least one course (LIBS 603 *Online Resources for Teaching*) is an elective for the MLIS degree program but is required for the IDT certificate in K-12 Online Teaching. Until 2018, the library science program was located in the Department of Teaching and Learning as an MSED, and strong faculty ties still exist with that department, particularly with literacy, early childhood, and educational technology faculty. These interdepartmental relationships enhance the intellectual environment for MLIS faculty with invitations to collaborate in research and grant-writing. An example of how administrative policies encourage interdepartmental relationships that enhance the intellectual environment for MLIS faculty is the university requirement that all dissertation committees must include an outside member (University Requirements for ODU Degrees and Certificates). MLIS Service on dissertation committees is detailed in Table 3.12.

The decisions regarding funding and resource allocation for the MLIS Program are made on the same basis as for comparable academic units within the institution. Each year all academic units submit a budget request to the Department Chair, which is then submitted to the Dean for review. All proposed budgets are submitted to the Office of Academic Affairs for the Provost to review and make allocation to each College. Based on the available funding and need, resources are disbursed to Departments. The Department allocations are then made available to the Graduate Program Directors based on their funding request. The LIBS budget request is done annually and submitted to the department chair (105).

As ODU graduate students, MLIS students have the same opportunities as other graduate students to participate on college- or university-wide committees and provide input into policies and practices. Student representation is outlined in Board of Visitors Policy 1104 Representation to the Board of Visitors

form in Fall 2021, and faculty will encourage MLIS students to join. The Graduate School has a Graduate Student Advisory Board made up of all graduate student levels. Two students from each academic college are appointed to sit on the board. The board provides input to policies, issues, and graduate student concerns. ODU Libraries launched a Libraries' Student Advisory Council in 2017 that is open to both undergraduate and graduate students. A Learning Commons Operations and Technology Team for the Libraries also includes an appointed student member. The program has reached out to ODU Libraries to encourage consideration of MLIS students for these two library-related opportunities. As a new program, LIBS students have not yet participated in these initiatives.

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head 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.

At ODU, the GPD is the administrative head of the program, appointed by and reporting to the department chair. The department serves as the platform for individual programs, and although some departments across the University are comprised solely of one program, multiple programs within one department is the norm in the DCEPS. The college Associate Deans oversee and approve the work of the GPDs regarding university and graduate catalog policies. This relationship is detailed in the ODU *Teaching and Research Faculty Handbook* (Graduate Program Director) and is consistent across colleges. The GPDs work in conjunction with the department chair in overseeing the curriculum and in reviewing the academic degree program to which they are assigned. University forms for students require the signature of the GPD and an Associate Dean. The graduate program directors in the MLIS Program have the following responsibilities in ensuring that students are supported in the MLIS Program:

Advising and problem resolution: mentor and advise students, establish student plans of study, handle student requests for exemptions and waivers, and certify students for graduation.

Program policies: maintain the Student Handbook (51) and disseminate to all students and faculty in the program.

Scheduling: schedule courses and assign part-time and full-time faculty to ensure adequate numbers of sections are offered to meet student needs (143) and courses are offered on a regular rotation (41) to meet student needs.

Curriculum and program assessment: maintain student progress and completion data, collect graduate student productivity data, survey

The GPD for the MLIS Program is Dr. Sue Kimmel. Dr. Kimmel holds the faculty rank of associate professor (56b

based summer meeting to a small professional conference involving students, alumni, and other library practitioners (21, 83). Students are socialized into the field through required attendance at a professional conference, where they meet with faculty, and through attendance at the annual library science Summer Institute (Figure 4.1, 83).

The Program meets regularly to achieve both program administrative goals and faculty research goals. The MLIS Program faculty share in the administration of the program for recruitment and marketing, maintaining constituent connections, and providing input for program decisions (1). A Faculty Accomplishments agenda item is part of each program meeting to support faculty in publications, honors, or awards (1).

The University and college have established multiple opportunities for faculty networking. Last Friday (101) is a faculty writing retreat held monthly. Science Pubs, established by the Graduate School, highlights faculty research in a relaxed social environment. The Center for Faculty Development hosts pop-up conversations on faculty teaching and research. The Office of Research also provides regular opportunities for faculty networking.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

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At the college level, the Associate Deans lead the work of the GPDs to implement policy and act as an advocate for programs to the Graduate School. For school library programs, the Associate Dean for Educator Preparation and Assessment aids in areas related to school librarianship, including interactions with state licensure. The college also aids with a college-level Data Analyst, Marketing Director, Director of Innovative Technology, and an Office of Clinical Experiences. The Budget Manager at the college level also assists in financial planning for the department and the programs.

The Dean's office provides administrative support for the development of MOUs with school divisions to provide a 25% discount on course tuition (119). The Dean's office also assists with program marketing and recruiting, and website development. College-level support available to the GPD is listed below.

Table 5.2
College-Level Support Available to Graduate Program Director

Title	Tasks
Vacant, Director of Marketing	Advice and assistance with Program marketing, liaison with ODU Online marketing
Rob Bachelor, Interim Director of Advising	Although mostly undergraduate, provides assistance when needed for graduate student issues
James Coaxum, Graduate Support Specialist	Assists GPDs with some clerical tasks including organizing admission files, contacting students, and assisting with recruiting and marketing
Mike Ruffin, Director of Innovative Technology	Director of Learning Resource Center, assists students and faculty with awareness and integration of new technology
Carmela Casey, Budget Manager	Advises programs on financial matters and acts as liaison between programs and academic affairs
Valerie Taylor, Interim Director, Office of Clinical Experiences	Assists with practicum and internship placements
Kristina Wayne, Assessment & Accreditation Analyst	Provides program and student data; assists with management and access to the Livetext platform and data.

Each department is staffed by a full-time office manager dedicated to the department and by a full-time fiscal technician shared between two departments. The department is fortunate to have a full-time office manager, Ms. Vista Johnson, and a half-time fiscal technician, Ms. Sheila Santiago (102, 103). The office manager assists with class scheduling, administration of adjunct hiring, ordering of supplies, and other administrative tasks. The office manager also assists programs in scheduling meetings, event planning, and room reservations, and acts as the assistant to the department chair. The fiscal tech is responsible for the fiscal operations of the department, including reimbursements to faculty for travel, purchase of supplies and resources, and other departmental expenses. Departments are also staffed by LEAP (work-study) students and graduate assistants. The number of graduate assistantships available is determined by the amount of funding awarded to the college and is negotiated through the Interim Associate Dean for Professional Studies and Research. The MLIS Program currently has a master's GA assigned. Until recent cutbacks that were forced by the university response to COVID, the program also had a full-time lecturer, with a portion of that position used for advising and other administrative tasks. A search has been authorized and is underway for a 12-

Another source of funding for technology is the Higher Education Equipment Trust Fund (HEETF). The State Council of Higher Education for Virginia (SCHEV) works together with the Virginia College Buil

Table 5.3

Departmental Reduced-Tuition Revenue Generated by LIBS Courses

Net Tuition Revenue Share (25%): School Library Program				
	Summer	**Fall**	**Spring**	**Total**
FY 2018-29	$33,777	$5,321	$10,002	$49,101
FY 2019-20	$25,255	$9,924	$5,695	$40,874

In addition, the University has established an incentive for grant funding. Under this program, a percentage of the indirect costs are returned to the college, the department, and to the professor. The IDC and Total Project Costs (Table 5.1) indicate the total project costs achieved by MLIS Program faculty and the return to the department, with an equal amount earned by faculty to be spent as they choose following university guidelines. Dr. Dickinson was also named on several state grants as part of the dean's office efforts on which no IDC was earned (see Table 5.1).

Together, these three incentive programs have added substantial funding for the department, over $80,000 in FY 19 and over $70,000 in FY 20. The department chair has been generous with approval of requests from the MLIS Program. For example, the MLIS Program recently requested and received additional funds for institutional membership in REFORMA and to pay for advertising beyond what was budgeted for a lecturer search.

All college faculty lines are distributed at the discretion of the dean. Within the University, faculty lines are stable, with few new lines awarded by the state. New faculty lines may be requested by the dean during the budget process, but the dean also has the authority to re-distribute open faculty lines from college programs with declining enrollment to programs which have demonstrated need and enrollment growth. In the past several years, the MLIS Program has grown from two tenure-track faculty to four tenure-track lines along with one lecturer in a renewable annual position. The return of Dr. Gail Dickinson to the department from the Dean's office brought a fifth faculty line. When Dr. DiScala recently announced his resignation, the Dean immediately approved an emergency hire, temporary lecturer line to replace him. A search for a tenure track position was also immediately approved. Gail Dickinson is retiring as of January 1, 2022. The program will be searching for two tenure-track positions and one lecturer position in the fall of 2021.

The department chair has requested that all program leaders present an annual budget which will support program growth activities. The budget requests from the program to the department chair have been fully funded in 2019-20 and 2020-21 (105). In addition, funds have been made available for additional activities to support the program, including unexpected marketing opportunities, additional travel, and other opportunities. Total budget and expenditures inclusive

of personnel have been included in the program's annual reporting to the Committee on Accreditation (109).

V.7 Compensation for the program's 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.

The salary of program faculty is equitable to other faculty in the college and in the university (evidence available onsite). The University has also created a process by which inequities in salaries can be reviewed.

New faculty, at point of hire, are encouraged to negotiate a start-up package covering their first two years. Typical requests are graduate assistance support, reduced course load, additional support for travel, or other requests pertinent to their research. Sample startup packages are available onsite.

GPDs are compensated for the additional workload of administration. According to the ODU Teaching and Research Faculty Handbook (D. Release time and Remuneration. Graduate Program Director), during the academic year a GPD may receive either a course release and/or a monetary stipend, as negotiated with the department chair. Academic Affairs provides compensation for summer work for GPDs based on enrollment. Additional stipends or course releases for additional work from the faculty are negotiated with the department chair or the dean, depending on where the work originates.

V.8 Institutional funds for research projects, 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.

ODU provides a high level of support for research activity. Faculty research and development assignments are available to provide full-time tenured faculty an assignment of one semester at full pay or one academic year at half pay research leave. Dr. Sue Kimmel, as the only eligible faculty member, was on research leave in the Spring 2018 semester (106). Dr. Gail Dickinson was approved for a leave in the Fall 2020 semester, but COVID concerns cancelled all research leaves.

International travel has also been supported as requested. Dr. Elizabeth Burns is active in the International Association of School Librarians and has travelled to Croatia, France, Greece, and Southeast Asia. Study abroad is also encouraged. Dr. Burns is planning a study abroad internship trip to Puerto Rico in the Summer 2022 semester. Travel to national conferences is expected of

Zoom virtual classrooms. Each student support service unit provides information on its website about services, specific information, and contact options. All online students can receive assistance with admissions requirements, financial aid, advising, coursework, library use, career planning, and other student support services via the ODU website. Additional services include scheduling direct appointments, telephone meetings, and virtual face-to-face meetings with advising staff.

V.10 Physical

students around the world to take classes in formats such as web-based and portable media. Within Blackboard, students are instructed through modules developed by faculty and the Office of Distance Learning on how to use online resources to support assignments in their online classes.

Library services and resources for faculty, students, and staff on site and at a distance are available from the University Libraries' website and at the physical facilities on the main campus. Registered Old Dominion University students, faculty, and staff are eligible to borrow materials with a valid University ID card. Borrowing privileges and loan periods for ODU and non-ODU library users are published on the libraries' website.

In addition to physical facilities, ODU and its specific colleges and offices offer new faculty orientation. Additionally, faculty are provided with assistance in grant-writing, with each college assigned a half-time grants expert for helping in finding a grant, interpreting grant requirements, and editing.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

Academic support services allow students and faculty to meet program mission, goals, and expected outcomes. Services such as admissions, advising, financial aid, tutoring, counseling, career planning, library, disability, and technology support are available to all students regardless of mode or delivery. Online students have access to support service via the ODUonline website, Blackboard, videoconferencing, WebEx, and media conferencing. An online introduction about services of each office/program is provided during mandatory student orientation sessions, at advising sessions, and through student announcements. A variety of academic support services are available on the main campus, at higher education centers, and online. All graduate academic advising is conducted by the MLIS Program Faculty.

High quality library services are a critical component of a successful Master of Library and Information Studies program. As of FY 2018, the University Libraries' collections include over 1.2 million print volumes; 102,044 print and electronic journal titles (including University Libraries' print and electronic subscriptions, Open Access titles, VIVA consortia titles, gifts and government document serials); 438 databases; more than 1.6 million e-book titles; 156,774 microform units; 61,545 sound recordings; 6,528 videos and DVDs; 601,200 cataloged government publications (by title) in all formats; and 4891.4 linear feet of material in Special Collections and University Archives. The microforms collection includes primary source historical materials, scholarly journals, ERIC documents, and newspapers. In addition, the University Libraries are a selective depository for government documents. The University Libraries belong to several consortia of collaborative collection development, including the Virginia Tidewater Consortium for Higher Education and the Virtual Library of Virginia (VIVA). Through VIVA, students and faculty have access to 45 databases. VIVA also provides access to 11 full-text journal collections, six e-book packages, and one collection of academic videos. Using ODU's user authentication procedures, library electronic resources and services are available to students, staff, and faculty on or off campus, 24/7. The libraries' website provides access to numerous online journals. Currently, the University Library has 1,374 physical books specific to Library and Information Studies available. In addition to the physical books available, the University Library has 1,545,280 peer-reviewed journals; 3,225,260 full-

text online journals/articles; and 133 physical journals/articles on hand and online specific to the field of Library and Information Studies.

The Dean of the Darden College of Education and Professional Studies has committed to funding additional library holdings, in the amount of $1,005, that will support the Master of Library and Information Studies. This funding will be used to subscribe to the pertinent journals in the concentration areas such as those listed in Table 5.4.

Table 5.4

Library and Information Studies Journal Sample Subscriptions

Journal Title
[redacted]

technologies. Faculty routinely access services offered by the Office of Distance Learning and CLT, including participation in faculty development workshops to support use of Adobe Connect and WebEx, as well as additional training for faculty related to instructional features in Blackboard. The ODU distance learning network consists of nearly 50 partners throughout Virginia and as far as Arizona and Washington State, as well as aboard U.S. Navy ships deployed around the globe.

The Center for High Impact Practices (CHIP) supports academic learning through student-centered, best practices including electronic student portfolios, or e-Portfolios. CHIP works with faculty including the MLIS to develop e-Portfolios as a platform for authentic sharing of student learning. The Center offers numerous tutorials in Wordpress software, individualized conferencing with students including distance sessions, and general technical troubleshooting for students creating e-Portfolios.

The Office of Distance Learning ensures that distance students receive the same student support services as campus students. The office provides an environment for students around the world to take classes in formats such as web-based and portable media. The same instructional technology supporting main campus courses, e.g., Blackboard, is used in the distance delivery courses. Distance learning advising staff members facilitate distant students' connections to support services. Face-to-face contact is used when feasible; student services are also delivered via telephone, email, and online tools. Within the office, professionals in the field serve as primary points of contact for students in online programs. Staff support students based on academic college. Online support staff works closely with MLIS Program advisors to help with pre-enrollment advising, academic advising, testing, and referrals to other student services available from staff at the main campus.

Distance learning administrators serve as primary points of contact for civilian and military students located off campus. They provide pre-enrollment information and guidance, coordination of testing with proctors obtained by students, and referral to other student services. The Office of Distance Learning also offers online orientations for students taking online courses. Distance learning advisors and intake teams are specifically dedicated to programs offered by schools in the College of Education. Information Technology Services maintains a Help Desk 24/7 to respond to in-person and phone requests for technical assistance; 24/7 email

of the Rehabilitation Act and the Americans with Disabilities Act, which prohibits discrimination of individuals with disabilities and ensures that students with documented disabilities are

meets with administrators, faculty, and staff one-on-one to analyze findings and to consider improvements

Figure 5.2.
Cycle of Support from Assessment Team

Well-established structures for meeting regularly, online teaching, assessment, and interacting and advising students propelled the program through the numerous disruptions caused or exacerbated by Covid-19. New ways of conducting work and building community online will persist beyond the pandemic and as the program moves forward to be an ALA-accredited MLIS. Below we summarize our compliance with each of the standards as documented in this self-study.

Standard I: We have evidence of systematic planning practices involving constituents and supported by current program and university practices, resources, and personnel. Engagement in the self-study provided a focus on those practices and how they tie together into a system of improvement and communication. We understand that compliance with this standard means we will constantly be identifying ways to improve. Systematic Planning, always a strength of the program, has provided the platform driven by the standards to create a strong ALA-accredited program.

Appendices

82 AASL Standards Pricing

88 Accreditation Update PowerPoint

59 Adjunct Application

112 Adjunct Evaluation

58 Adjunct Faculty CVs Folder

- 58a Basile, Abbie
- 58b Baumann, Kari
- 58c Bridges, Miriam
- 58d Carmack, Nan

36 Advising Pathways

80 ALA Scholarship Reference

97 ALA Student Chapter Charter

98 ALA Student Chapter Event Meeting

6 Annual Retreat Minutes Folder

6a Annual Retreat 2018

6b Annual Retreat 2019

6c Annual Retreat 2020

133 Archives Inquiries Folder

133a Archives Inquiry 1

133b Archives Inquiry 2

133c Archives Inquiry 3

105 Budget Request 2019-2020

85 Career Follow-up with Graduates

84 CDS ePortfolio Presentation

	18b	LIBS 677 Knowledge Organization and Access
	18l	LIBS 680 Culturally Responsive Librarianship
	18w	LIBS 681 Assessment and Evaluation in Library and Information Science
	18x	LIBS 684 Advanced Library Management
	18f	LIBS 690 Seminar in Academic Libraries
	18g	LIBS 691 Seminar in Public Libraries
	18y	LIBS 693 Seminar in Archives and Special Collections
44	Curricular Change Forms Department and College	
33	Curricular Mapping Minutes- 2017-12-07	
134	Curriculum Brainstorm Advisory Board 2018	
121	Curriculum Committee Spring 2021	
54	Curriculum Sub-committee Meeting Agenda with Notes	
107	DCEPS Floor Plans	
125	Design Project Brief 2017	
126	Design Thinking Data Collection	
53	Design Thinking Data Collection	
31	Design Thinking Final Presentation	
127	Design Thinking Prototype Presentation	
32	Design Thinking Prototype Report	
74	Email Response to Inquiries	

95 Emails from alumni

111 Employer Survey Report Fall 2020

23 Employer Survey Report Fall 2020

34 ePortfolio Overview

19 ePortfolio Rubric General Librarian

20 ePortfolio Rubric School Librarian 2019

35 ePortfolio Overview: Getting Started on Your MLIS ePortfolio

91 Evaluation of Transfer G1 Form

56

50 Impact Project in LIBS 669 Rubric

78 Initial Advising

136 Interim Hire Email

39 Internship Application

87 Job Announcement I8.6 (hi)-1.6 (n)10.2 (t)-4.6 (i)-n (B)20.8 (u)-1.6 (l)-4.6 (l)-1.6 (e)-4.6 (t)-1.6 (i)-4.6 (n)-1.6 (s)-4.6 (:)-1.6 (P)-4.6 (a)-1.6 (n)-4.6 (e)-1.6 (l)-4.6 (s

3 Potential Employer Survey Results 2018

142 Presentation of MLIS 2017 to Library Directors

66 Recruiting/Marketing Webinar

144 Recruitment Heffelfinger Email Sample

76 Registration Reminder Email

75 Reinstatement Document

106 Research Development Request

104 Revenues from Contract Courses and Technology

143 Scheduling Spreadsheet Fall 2021

128 SCHEV Approval Request for the MLIS

43 School Library Employer Survey

146 SOS Student Case Sample

63 STEMPS Policies Handbook

60 STEMPS Scholarship Statement

10 STEMPS Strategic Plan

9 Student Advisory Committee Meeting Mink AMCID 72 BDC Qq13(e)6-( )TjEMC /Link 4

9e Student Advisory Committee Meeting 2019 Fall Slides

115 Student Listserv Example

22 Student One Question Survey Findings

93 Student Orientation Presentation

148 Student Publications Folder

148a Chambers, R. and Terrell, N. (2018)

148b Cromartie, K. (2019)

148c Cromartie, K & Burns, E. (2019)

148d Gay-Milliken, L. & DiScala, J. (2020)

148e Shifflett, L. (2019)

148f Taylor, L. (2020)

79 Student Nomination for Dickinson Scholarship

114 Student Requests for Portfolio Assistance to CHIP

21 Summer Institute 2019

83 Summer Institute 2020

4 Survey Responses Potential Students 2018

42 Teacher Education Exit Survey

113 Town Hall Slides

67 Undergrad Announcements Pizza Lunch 2019

68 Undergrad Announcements Pizza Lunch 2020

110 University and College Award Criteria Folder

110a DCEPS Award College Publications

110b DCEPS Award for Instructional Publications

110c