

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

One copy of the Declaration form, signed by the chief academic officer (CAO) of the institution and the CAO of the master's program in library and information studies, must be submitted to the Office for Accreditation along with the Self-Study. *The Office sends the Declaration form to the Program Head upon receipt of the draft Self-Study.*

Old Dominion University Library and Information Studies Program
Master of Library and Information Studies

The purpose of the Master of Library and Information Studies is to prepare students with the theoretical knowledge and practical skills that will enable them to become highly proficient librarians, media specialists, and information authorities. This includes, but is not limited to, professional positions in academic libraries, public libraries, school libraries, and special libraries such as health sciences, law, or business libraries, as well as positions for information specialists in health environments, museums, businesses, government, and other agencies.

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Old Dominion University is accredited by the Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)

This Self-Study was prepared in accordance with the American Library Association's
Standards for Accreditation of Master's Programs in Library and Information Studies, 2015

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Acronyms

AASL: American Association of School Librarians; a division of the American Library Association dedicated to school library professionals

ACRL: Association of College and Research Libraries; a division of the American Library Association dedicated to academic library professionals

AERA: American Educational Research Association

ALA: American Library Association

ALA CoA: American Library Association Committee on Accreditation

ALISE: Association for Library and Information Science Education; professional organization for individuals and institutions that educate in LIS

ALSC: Association for Library Service to Children; a division of the American Library Association

ATE: Association of Teacher Educators

CAEP: Council for the Accreditation of Educator Preparation; see Glossary

CHIP: Center for High Impact Practices; see Glossary

CLASS: Causality: School Libraries and Student Success; national research forum of the American Association of School Librarians

CLT: Center for Learning and Teaching; see Glossary

DCEPS: Darden College of Education and Professional Studies; used for all references to the college to which the Master of Library and Information Studies program belongs

ESLS: Educators of School Librarians; a section of the American Association of School Librarians

GLBTRT: Gay, Lesbian, Bisexual, and Transgendered Round Table; a Round Table of the American Library Association

GPA: grade point average

GPD: Graduate Program Director; see Glossary

IFLA: International Federation of Library Associations and Institutions

LIBS: prefix for the MLIS courses; e.g., LIBS 608

LIRT: Library Instruction Round Table; a Round Table of the American Library Association

LLAMA: Library Leadership & Management Association; a division of the American Library Association

LMS: learning management system

LRC: Learning Resource Center; see Glossary

LRRT: Library Research Round Table; a Round Table of the American Library Association

LVA: Library of Virginia; see Glossary

MLIS: Master of Library and Information Studies; see MLIS Program in Glossary

MOU: Memo of Understanding; see Glossary

MSED: Master of Science in Education; see Glossary

ODU: Old Dominion University

ODURF: Old Dominion University Research Foundation; see Glossary

#ODULIBS: Twitter hashtag for the ODU MLIS Program

OIEA: Office of Institutional Effectiveness and Assessment

RUSA: Reference and User Services Association; a division of the American Library Association serving all types of libraries in reference, user services, readers advisory, and collection development

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges

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: Young Adult Library Services Association; a division of the American Library Association devoted to serving teens and adolescents

Glossary

Advisory Board: The MLIS Advisory Board formed in Summer 2018 consists of representation from the MLIS constituents, including employers, students, alumni, and faculty. The MLIS Advisory Board meets twice a year and advises the faculty at other times as requested.

Asynchronous: The online delivery format for MLIS courses, not in concurrent time.

Blackboard: The learning management system (LMS) used by ODU for delivery of and student access to all course content.

Center for High Impact Practices (CHIP): A set of student-centered programs, resources, and high-impact educational initiatives that have been shown to increase student success, such as learning centers, writing support, service learning, and cooperative education programs.

Center for Learning and Teaching (CLT): An office of ODU that supports the integration and application of technology in instruction and research.

Commonwealth: How the state of Virginia refers to itself; traced to Virginia's first constitution in 1776.

Council for the Accreditation of Educator Preparation (CAEP): The accreditation agency that employs evidence-based assessment to assure quality and that supports continuous improvement for K12 preparation programs.

Course release: Reassignment of expected teaching obligation in a given period for the purpose of allocating the time to other duties.

Curriculum mapping: The process of charting curriculum alignments with standards, ensuring the overall coherence of a course of study, and eliminating and addressing redundancies and gaps.

Curriculum matrix: The chart that results from mapping curriculum that shows where key concepts are introduced, developed, and assessed.

Degreeworks: A comprehensive academic advising, transfer articulation, and degree audit tool that helps students and advisors plan and track student progress toward degree.

Design Thinking: A collaborative and iterative process of identifying problems, prototyping solutions, and gathering input from customers or constituents.

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.

Internship: Field experience. All candidates in the MLIS Program must successfully complete an internship experience. The internship experience for all candidates requires a minimum of 160 experiential hours that introduces a broad range of tasks and opportunities at the entry- to mid-level of an information professional position.

Internship Supervisors: The individuals responsible for directly supervising the work of a student intern. These individuals assist in the development of the student work plan for the impact project and participate in the evaluation of the intern.

Junior faculty: Non-tenured, tenure-track faculty.

Key assessments: Defined by the MLIS Program as those assessments identified as indicators of student accomplishment of one or more student learning outcomes.

Last Friday: A monthly event for faculty support around academic writing. Held on the last Friday of each month during the academic year, the College hosts a presentation, lunch, and snacks and between these supported events, faculty retreat to other offices to focus on writing for publications.

Lead faculty: The MLIS faculty member responsible for a course and its content. For example, Dr. Kimmel is the lead faculty for LIBS 608 *Foundations* and creates most of the content for the course, while also guiding and mentoring adjunct faculty who teach the course in any given semester.

Learning Resource Center (LRC): Interdepartmental resource center where students design, collaborate, and extend learning to drive innovative solutions within their field of study. At the LRC, students will find a variety of tech tools, resources, and available study space locations to support learning.

Library of Virginia (LVA): the library agency of the Commonwealth of Virginia, its archival agency, and the reference library at the seat of government. It was formerly known as the Virginia State Library and as the Virginia State Library and Archives.

Lilead: The goal of the Lilead project is to study, support, and build community among school library leaders. Lilead is based at the University of Maryland's iSchool in partnership with Old Dominion University's Darden College of Education and Professional Studies.

LiveText: A data collection and assessment software product used by DCEPS to collect and document aggregated data used for program improvement and institutional effectiveness.

Master of Science in Education (MSED): Degree program offered by DCEPS. Before the MLIS, students were prepared for school librarianship and earned this degree with a concentration in library science.

Memo of Understanding (MOU): DCEPS has MOUs with numerous school divisions that provide discounted tuition to their employees in return for verification of employment.

MLIS Program: Inclusive of all constituents of the ODU MLIS, such as faculty, students, and MLIS Advisory Board members, as well as others who have provided input to the program, participate in systematic planning, and have a stake in the success of the degree.

MLIS Program faculty: Full time faculty, lecturers, and the program advisor.

Mursion: A live and interactive mixed reality simulation for practicum experiences that uses real actors and avatars for an engaging simulation, e.g., student teaching.

ODU Libraries: An inclusive term for the organization unit that includes the Patricia W. and J. Douglas Perry Library (the main library on site), F. Ludwig Diehn Composers Room (Music Library), and Elise N. Hofheimer Art Library.

ODU Research Foundation (ODURF): Collaborates with the University for the administration of sponsored programs by providing responsive and cost-effective support.

ODUOnline: The Distance Learning arm of Old Dominion University that provides partnerships and outreach for online students and faculty.

Office of Institutional Equity and Diversity: Provides leadership and support on matters relating to equity, diversity, respect, and inclusiveness for all members of the Old Dominion University community. The staff provides guidance, support, and delivery of programming, services and educational initiatives to university faculty, staff, and students to support diversity, inclusiveness, equal access, equitable treatment, cultural understanding, and the prevention of prohibited discrimination and harassment.

Organization Blackboard: Blackboard is the learning management system in use by the University. In addition to courses, the system hosts organizations. The MLIS has an organizational site for MLIS students. Students are enrolled following admissions. The site serves as a hub for information of interest to students.

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. Meets virtually once in fall and spring semesters.

Student Opinion Surveys: A tool for students to provide anonymous feedback at the end of a course about an instructor, course content, and their overall course experience. Feedback is compiled and reported in various forms, both quantitative and qualitative.

Summative assessment: Used to evaluate student learning and academic achievement at the end of a defined period.

Summer Institute: Refers to the ODU Library Summer Institute, an annual event during the summer session which brings together current students, alumni, local librarians, and experts in LIS. The two-day event consists of keynote speakers, panels, concurrent sessions, and workshops. Current students have the option of attending a pre-conference focused on programmatic sessions.

Teaching portfolio: An annual review of teaching effectiveness by an examination of documents used in instruction. Portfolios are submitted for review and evaluated by at least three individuals in the instructor's department.

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.

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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 Education and Professional Studies (DCEPS) have a long-time commitment to a culture of assessment and continuous improvement. The recognition of the need to create this degree and to engage in the systematic planning engendered by ALA's process of accreditation originated and is powered by this shared commitment. With the encouragement of former Dean Jane Bray, the program applied to the State Council of Higher Education of Virginia (SCHEV) to offer an MLIS in Virginia. Approval for the new degree was provided by the Provost, the President, the Faculty Senate, and the Board of Visitors and was approved by SCHEV beginning with the Fall 2019 semester. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the program on June 2019 for Fall 2019 implementation.

The program began marketing and accepting applications in March 2019, and the first cohort of MLIS students started in Fall 2019. A process was implemented to allow students who were previously enrolled in the Master of Science in Education (MSED) to matriculate to the MLIS, and 66 of those students who met the criteria for admissions were admitted to the MLIS. An Advisory Board, created in Summer 2018, has provided assistance in creating and evaluating the program's mission, goals, and student learning outcomes along with general advising and encouragement. A Student Advisory Board was named and began offering input to the program in Fall 2019, and a Student Chapter of ALA was approved in 2020.

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:

Standard I: Systematic Planning

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 Institutional Effectiveness & Assessment

Standard II: Curriculum

Elizabeth Burns, Chair, MLIS Program Faculty

Gregory D'Addario, MLIS Program Alumnus

Mickey Kosloski, Associate Professor, STEM Education & Professional Studies

Lucinda Wittkower, Head Librarian of Teaching & Learning Initiatives, Perry Library

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

Jamie Cook, Instruction and Technology Specialist, ODU Libraries & non-degree student

Bill Heffelfinger, Director, Graduate Admissions

Valerie Taylor, Office of Clinical Experiences

Karen Perry, MLIS Program Part-Time Faculty

Standard V: Administration, Finances, and Resources

Gail Dickinson, Chair, MLIS Program Faculty

Petros Katsioloudis, Department Chair, STEM Education & Professional Studies

Tisha Paredes, former Assistant Vice President, Institutional Effectiveness and Assessment,
Office of Institutional Effectiveness & Assessment

Areas of Special Consideration

During the completion of this self-study for accreditation, the MLIS Faculty found themselves in a unique historic moment as higher education, libraries, and communities were impacted by the COVID-19 pandemic. The MLIS program has weathered numerous disruptions, many directly related to the pandemic, and others compounded by the pandemic. Two areas of special consideration were identified in the Plan for the Self Study:

1. Building a plan for diverse faculty during a period of economic uncertainty
2. Connecting students to the online community

As the university faced much financial uncertainty in the spring of 2020 related in part to the Covid-19 pandemic, the temporary lecturer position employed by the MLIS program for advising and teaching was not renewed beyond June 9, 2020. Faculty worked quickly to minimize the impact on students, dividing advising among full-time faculty.

Due to the Covid-19 pandemic, ODU took several measures related to travel and budget. All travel and research leaves were cancelled. Additionally, programs were told to reduce their use of adjunct faculty for Fall 2020. Dr. Dickinson, who had been awarded a research leave for Fall 2020, was thus available to teach two sections of a course in the fall. Additionally, the program utilized Michael Ruffin, Director of Innovative Technology, to teach LIBS 602 *Production of*

Instructional Materials as part of his job duties and without overload pay. Mr. Ruffin's experience and skill with educational technology were considered an asset to the program.

In January 2021, the MLIS program requested and was granted a full-time, twelve-month faculty line to search for a lecturer to provide leadership, to teach the successful undergraduate information literacy course, LIBS 110 *Information Literacy for the Digital Age*, and to serve in the student advisor position. This search was unsuccessful in part due to pandemic restrictions. An interim hire was approved effective June 10, 2021. A search was approved for Fall 2021 for a permanent hire beginning June 10, 2022.

Also, during this period, Dr. Anderson was granted family leave for the Spring 2021 semester. A stipend was approved to hire someone to handle her advising during this period. For personal and family reasons, Dr. DiScala resigned June 18, 2021. An emergency hire was immediately approved for the 2021-22 academic year, and Dr. Dawn Betts-Green was selected from a pool of five candidates. A search to permanently fill this vacancy was also immediately approved for Fall 2021 for a permanent tenure line beginning August 2022. As Dr. DiScala was an active member of the faculty and the self-study, his information remains in this document.

Other changes around the university have impacted the MLIS program and our year of Self-Study. Both President Broderick and Dean Jane Bray announced their retirements. Associate Dean Tammi Dice was named as Interim Dean. Dr. Dickinson stepped down as Associate Dean to the MLIS faculty. The Dean's office was reorganized with Dr. Lamar Reams appointed Interim Associate Dean of Professional Studies and Research. Dr. George Fowler resigned as Director of ODU Libraries. His replacement Stuart Frazer, serving as Interim Library Director, continued the strong relationship between ODU Libraries and the MLIS program and is serving on the Advisory Board.

Old Dominion University has a strategic plan that is updated every 5 years. In spring 2020, the president and provost postponed the latest round of planning indefinitely due to the Covid-19 virus in a [letter to the campus community](#) calling the existing plan, "candidly, a pre-pandemic strategic plan" and quoting Vice President Foster, "To finalize now would be to assume the post-pandemic world will revert to the state of daily life that we knew 30 days ago." The statement further asserts, "the plan's assumptions and strategies will no longer be part of our new reality for some unspecified time to come."

ODU is also currently engaged in a [Program Prioritization Initiative](#) with recommendations due to the Provost, Deans, and Faculty Senate early in Fall 2021. Faculty have been kept informed of the initiative and will provide feedback during Summer 2021.

Against the background of a global pandemic, all of these disruptions seem amplified. Yet, the MLIS program has worked to reduce the impact on students and sustain our commitment to each other to engage in systematic planning, frequent communication, and development of this self-study.

As an online and asynchronous program, we did not have to change the delivery of our coursework to adapt to the Covid-19 pandemic, but we have found that students have been struggling with job change, children at home, and a sense of isolation. We have always recognized the challenge of connecting distance students in community with each other and with the faculty. All full- and part-time faculty have online office hours. Once the pandemic hit, we found many students attended these to see faculty and classmates in real time and to socialize as much as to ask course-related questions. Previously, there were several points in the program where we met students and they met each other face to face: at conferences, during the Summer Institute, and at Commencement for those who chose to attend. Those opportunities have been severely curtailed by the pandemic.

Beginning in Spring 2020, we began to hold end of the semester online celebrations for our graduates. These have been very successful. Students and their families who were unlikely or even unable to travel to Norfolk for a graduation ceremony have participated in the online format. Teenagers joined from fast-food parking lots to cheer for their parents who were earning the degree. Parents of our students joined in the celebration from across the country, and partners beamed proudly from living and dining rooms to applaud for their graduate. Students were disappointed not to have an in-person summer institute but appreciated the opportunities to tune in virtually to panel discussions, sessions about the MLIS program, and casual coffee chats with other students. The new Student Chapter of the American Library Association has held regular meetings every semester. In response to student requests to know more about how libraries were coping with the pandemic and student desire for a meeting during the longer winter break, we offered a well-attended panel discussion one evening.

Engaging in the American Library Association's process for initial accreditation, including pre-candidacy, candidacy, and the Self-Study, has empowered the ODU Master of Library and Information Studies program to initiate and integrate standards-based planning into all facets of the program. As we work toward the future as an accredited program, the MLIS has created an enduring framework for continual evaluation, improvement, and growth.

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 might we leverage stakeholder input to strengthen our new program of study?*” ([125](#)). The brief and other products ([126](#), [127](#)) of the design cohort offer evidence of the strong roots of an ongoing, broad-based, and systematic planning process that would propel the program through candidacy and the self-study and into an accredited Master of Library and Information Studies. Data collected for the design cohort included interviews with ODU faculty, staff, and librarians and with practitioners at the Virginia Library Association Conference ([53](#)).

The program faculty continued to seek input for the planning process through presentations to academic library directors ([141](#), [142](#)), the ODU Library professional ([129](#)) and paraprofessional staff ([72](#)), presentations at state library conferences ([26](#)), and with other constituent groups ([130](#),

[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 employ librarians of all types, including public libraries, academic libraries, universities, school districts, special libraries (law, medical, historical societies), etc.	Advisory Board meetings (2); Employer Surveys (3 , 23 , 111); Trustees, Library of Virginia (131); Town Hall (113).

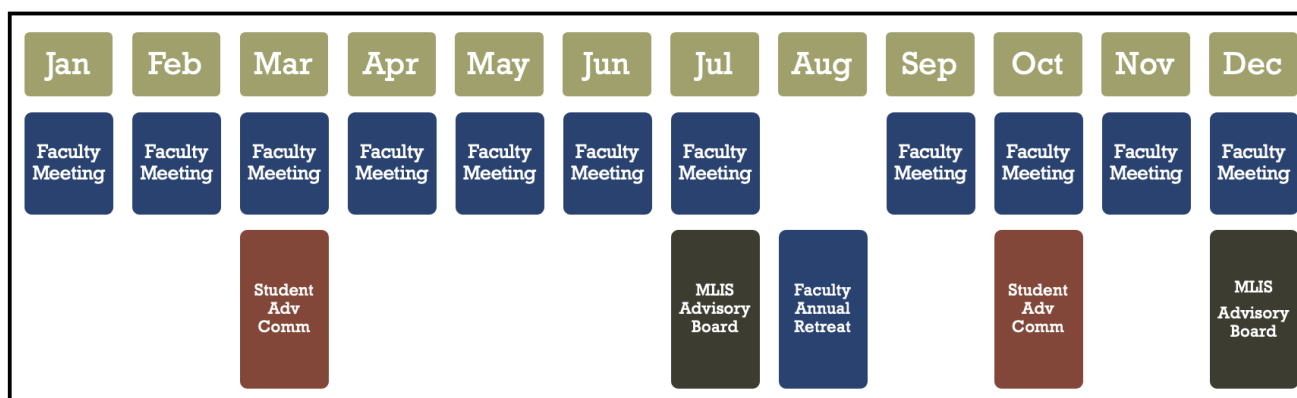
Library Community	Practicing professional librarians and the organizations, institutions, and individuals who work with library professionals, such as the American Library Association (ALA), the Association for Library and Information Science Education (ALISE), Virginia Library Association (VLA), the Library of Virginia, the Virginia Association of School Librarians (VAASL).	Employer Surveys (3 , 23 , 111); Trustees, Library of Virginia (131); Town Hall (113). Virginia Library Association (26 , 28); Virginia Association of School Librarians (123)
ODU Community	Students, alumni, faculty, staff, and administration at Old Dominion University.	Town Hall (113), Undergrad Recruitment (67 , 68); Future Info. Professionals (69), Weave feedback (118)
Future and Potential Students	ODU alumni of bachelor's programs, paraprofessionals in school, public and academic libraries, teachers in elementary and secondary education, current students in bachelor's and associate's programs.	Town Hall (113), Undergrad Recruitment (67 , 68); Future Info. Professionals (69); MLIS Recruiting (66), Survey of prospective students (4)
ODU Faculty and Staff	MLIS full-time and part-time faculty, ODU faculty from other programs, departments, and colleges (e.g., Instructional Design and Technology, Educational Foundations, Computer Science, ODU Libraries), Administrative and Support Staff.	MLIS program meetings (1); MLIS Annual retreats (6); Adjunct meetings (8); Town Hall (113); ODU Libraries Staff (72 , 129).

The anchors of this systematic planning process are the monthly MLIS faculty meetings which have been organized by standard since Spring 2019 ([1](#)) and the MLIS Advisory Board meetings ([2](#)) and Student Advisory Committee ([9](#)). These anchors are ingrained in the program ensuring that attentiveness to this process moving forward as an accredited program. A calendar ensures these processes are systematically employed to provide continuous review and revision (See Figure 1.1). Faculty meet monthly and conduct an annual retreat in August. The retreat follows

an MLIS Advisory Board meeting in July. The program retreat addresses suggestions raised by the MLIS Advisory Board as well as discussion of student learning outcomes and data from key assessment rubrics. These discussions are captured in the annual assessment review reported in Weave each September. Strategic goals and objectives are discussed each October. The Student Advisory Committee meets in the fall and the spring semesters. The MLIS Advisory Board meets again in mid-December. Figure 1.1 depicts the calendar of these meetings.

Figure 1.1

Calendar of the MLIS Program Constituent Meetings



1.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes

The Old Dominion University (ODU) Master of Library and Information Studies (MLIS) Program has established mission and vision statements by carefully considering current best practices, faculty discussion and reflection, and input from program stakeholders and beneficiaries.

A mission and vision with broad goals were written as part of the program's application to the State Council for Higher Education in Virginia (SCHEV) ([128](#)). This early mission was also shared at the initial Advisory Board Meeting ([2a](#)) and included the broad goals: to equip students with the knowledge, skills, and dispositions they will need for careers in a complex information and technology based society; engage students with their communities by providing project-based learning and internships in real-world settings, focus on the preparation of culturally responsive librarians who can provide resources and services for increasingly diverse communities for the Commonwealth of Virginia, the nation, and the world, and connect students to library and information professions. These early goals were shared as the mission with various constituent groups including academic library directors ([142](#)), Library of Virginia ([130](#), [131](#)),

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 semesters (9).

Continuous Review Example

An example of the continuous review process is the feedback and revision of the Student Learning Outcomes (SLOs).

- The original set of 6 SLOs was brought to the Curriculum Subcommittee of the MLIS Advisory Board in April 2019 (54). The feedback provided by the subcommittee included only minor grammatical edits.
- Based on research conducted by program faculty on the perceptions of pre-service school librarians on research pedagogy (61f), faculty considered changes to the 6 SLOs that provided a stronger emphasis on applied research. Faculty discussed this change in the SLOs at their May 2019 program meeting (1d) and prepared for presentation to the MLIS Advisory Board at the upcoming August 2019 meeting.
- The SLOs were presented and discussed with the MLIS Advisory Board in July 2019 (2c). This discussion led to substantive changes in the SLOs, specifically in the wording of the SLOs to more accurately reflect the LIS field, and the splitting of one SLO, resulting in the 7 SLOs currently in place (11).
- The process continues based on feedback from students. From questions about the ePortfolio posted on Blackboard, faculty are considering whether a change is necessary in SLO 7 (1j), which focuses on creating a plan for professional development. Faculty met with the Student Advisory Committee (9d) to get feedback on their perception of SLO 7 and how it is being interpreted by students.

1.1.2 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 [Weave academic assessment system](#). [Weave](#) is a commercially available assessment management system widely used in academia. At ODU, each program is required to submit student outcome data based on program-specific student learning outcomes, report the analysis of these findings, and consider program improvements to enhance student learning through action steps. The data are due on September 30 of each academic year. Program benchmarks that are partially met or not met require an action plan ([12](#), [5](#)). The Weave Assessment Report for the MLIS includes action steps that are aligned with the MLIS Program's strategic goals and objectives ([5](#)). Each SLO is mapped to key assessments in the program--assignments from the core courses which are selected as assessments of the mastery of an SLO. Students submit these key assessments in [LiveText](#), where instructors assess the assignments based on established rubrics. The MLIS Program from its inception has met or exceeded those expectations for continuous review and revision in feedback provided to the annual Weave reports ([132](#), [15](#), [118](#)).

The Weave Assessment calendar is described in Table 1.2.

Table 1.2*Program Review Calendar for Weave Analysis of SLO Assessment Data*

Time	Task
July	During an annual meeting with the Assistant Director of Assessment from OIEA, the Graduate Program Director (GPD) from the MLIS Program reviews the rubrics for all key assessments, discussing what adjustments may need to be made to assure evaluation of student achievement of SLO (13).
August	Following the end of the summer semester, aggregated data from key assessment rubrics are requested from the DCEPS data manager. These data from the previous year regarding SLOs are the topic of a general Weave meeting (14). Data from the rubrics are discussed by faculty as they are applied to SLOs and used to inform instruction or to identify the need for revised or new assessments. Weaknesses in the rubrics are identified, along with the need for new assignments and rubrics in the MLIS to meet new SLOs.
September	Analysis and action steps are recorded in Weave, an annual report submitted September 30 of each year (12 , 5).
October - November	Faculty are assigned to make revisions to key assessments and rubrics as determined by the Weave data and the action steps (14).
December	OIEA Office provides feedback to programs for their Weave reports (15 , 118).
January	When possible, adjustments are made for the spring semester. When more extensive changes are required, new or revised key assessments are implemented in the fall semester.
April	Faculty review Livetext data from Fall semester, discuss progress on Weave action steps, and share assignments and rubrics from core classes. (117).

1.1.3 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.

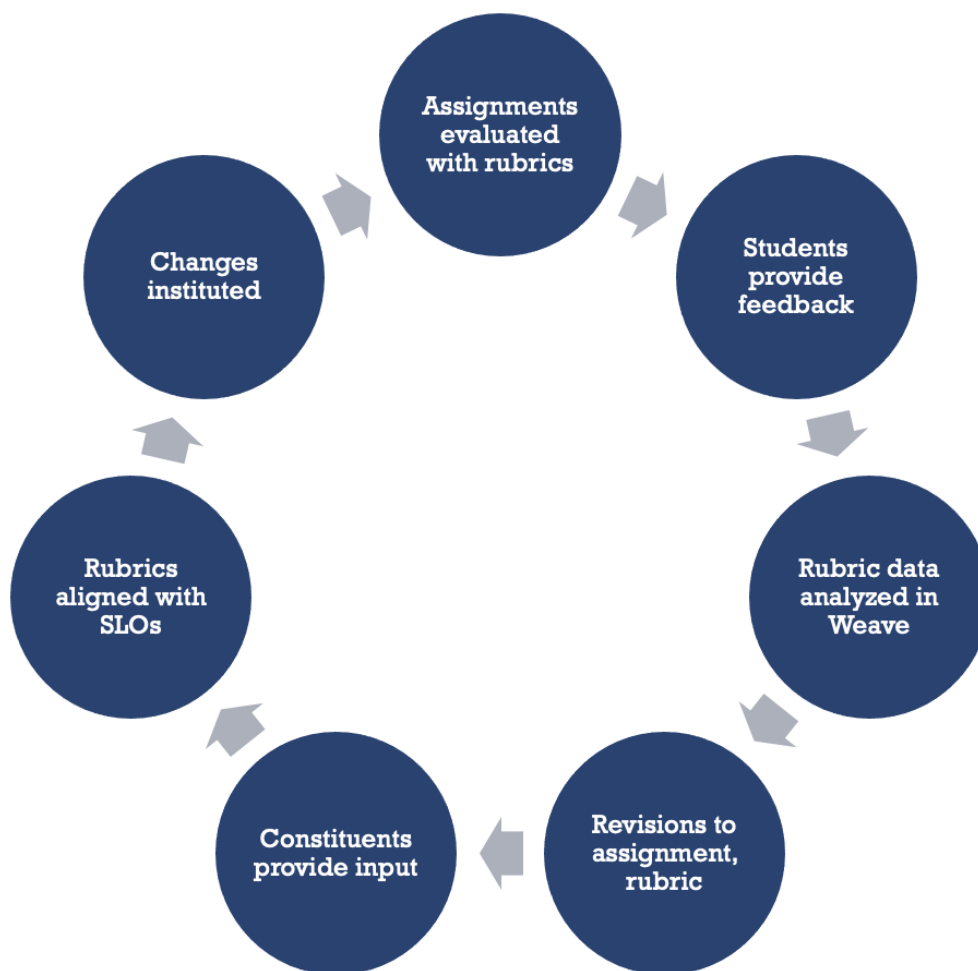


Figure 1.2
Cyclical Program Review of Student Learning Outcomes (SLOs)

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.

1.1.4 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 strategies employed to communicate with various stakeholders.

Table 1.3

Communication Strategies Used with Constituents

Constituents	Communication Strategy Examples
Students	Orientation sessions (93) Student Listserv (115) Blackboard space for students (available onsite) Summer Institute (21 , 83) Facebook Twitter
Alumni	Summer Institute (21 , 83) Alumni gatherings at state conferences (96) Facebook Twitter
Employers of Librarians	VAASL Voice (116) Field placements and supervision to communicate with employers Summer Institute (21 , 83)
Library Community	Summer Institute (21 , 83) Research presentations and publications regarding program practices and objectives (see Table 1.10)
ODU Community	Town Hall (113) ODU Libraries (72) Undergraduate recruitment (67 , 68) Design Thinking interviews (53)
Future and Potential Students	Recruiting sessions (66) ODU Online Advisor emails

Values of Old Dominion University

Old Dominion University's culture and values are expressed in the [mission statement](#), [vision](#), and statement of "[Who We Are](#)." Key phrases that express the values of ODU can be also found in the MLIS Program strategic and educational objectives. "Celebrate the diverse and profoundly multicultural community," "address critical needs in the professions," and "innovative use of learning technologies" are among the key phrases expressing ODU's values and echoed in the MLIS Program vision, mission, and strategic goals and objectives, which make up the MLIS Strategic Plan depicted in [Table 1.4](#). Alignment of each element of the MLIS Strategic Plan with those of the university and DCEPS ensures resources and support from the administration. ODU also expresses the fundamental value of educating students through "rigorous self-examination, assessment, and efficient use of resources" in a statement of "[Who we are](#)." The program sees these expressed values echoed in the ALA Standards for Accreditation and our voluntary present and future participation in the accreditation process.

Strategic Goals and Objectives

Following discussions of the [University's Mission, Goals, and Strategic Plan](#), the Darden College of Education and Professional Studies (DCEPS) ratified a [Strategic Plan](#) in 2017 with three goals and nine strategic objectives. The MLIS Program faculty chose to wholly adopt the three DCEPS goals for the MLIS program and modified DCEPS' nine strategic objectives to align with the MLIS Program's vision and mission and the ALA Accreditation Standards. The alignment of these administrative program strategic objectives with DCEPS and ODU's strategic plans forms the basis of MLIS Program's Strategic Plan as depicted in [Table 1.4](#). The program's strategic goals and objectives express and align program actions in research, teaching, and service as well as in administrative and strategic decision making. They provide the necessary infrastructure to achieve the program's educational goals and objectives.

Table 1.4*Alignment of MLIS Strategic Plan with the College and University*

Old Dominion University	Darden College of Education and Professional Studies	Master of Library and Information Studies
Vision		
Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.	The Darden College of Education and Professional Studies is dedicated to continually improving the lives of our communities-- those groups of people linked by diverse needs, affiliation, or purpose--through culturally-affirming research, teaching, and service. The college will be a premier leader in preparing individuals for professions in education, industry, service and clinical environments.	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.
Mission		
Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.	To advance our communities through research, teaching, and service activities that reflect our commitment to excellence, innovation, and transformation.	To prepare socially responsible graduates for fulfilling library and information careers characterized by ethical practice, professional values, analytical skills, leadership, and lifelong learning.

Strategic Goal 1 and Objectives		
ODU	DCEPS	MLIS
Enhance the university's academic and research excellence: building a national and international reputation in areas of academic and research strength.	Support and facilitate research that creates new knowledge, addresses problems of practice, and supports communities.	Support and facilitate research that creates new knowledge, addresses problems of practice, and supports communities.
<ul style="list-style-type: none"> • Increase Old Dominion University's national and international reputation for research excellence • Identify and reward academic program excellence. • Innovate in academic programming and instruction. • Expand online degree programs in areas of market demand. • Raise the visibility of graduate education. • Expand support for undergraduate research. • Recruit and retain a diverse, creative faculty. 	<ul style="list-style-type: none"> • Develop infrastructure for supporting and rewarding interdisciplinary research and community partnerships to explore relevant and critical problems of practice. • Create expectations and systems to inspire high quality faculty research that promotes national and international recognition. • Compete for external-funding that supports and extends our mission through high quality research. 	<ul style="list-style-type: none"> • Encourage and recognize excellence in faculty research. • Identify and compete for external funding that supports and extends the program vision and mission. • Identify and develop infrastructure for supporting research, teaching, and community partnerships.

Strategic Goal 2 and Objectives		
ODU	DCEPS	MLIS
Support student success: from the first point of contact through graduation and beyond.	Provide highly rigorous and effective programs based on empirically supported best practices for teaching and learning.	Provide highly rigorous and effective programs based on empirically supported best practices for teaching and learning.
<ul style="list-style-type: none"> • Create and execute a comprehensive Strategic Enrollment Plan. • Increase student retention rates to 83 percent and graduation rates to 60 percent. • Maximize student engagement and satisfaction. • Implement the campus master plan to support student success. • Maximize employment placement for degree completers. 	<ul style="list-style-type: none"> • Ensure that curriculum meets the future professional and career needs of all students by partnering with key stakeholders to ensure relevance of program content and curriculum design. • Implement state-of-the-art technologies to reach and enrich the broadest number of high-quality students. • Ensure students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields. 	<ul style="list-style-type: none"> • 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. • Implement state-of-the-art technologies to attract, recruit, and retain students to the program who reflect the diversity of our communities. • Engage in continuous and systematic assessment of student learning outcomes to ensure students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields.

Strategic Goal 3 and Objectives		
ODU	DCEPS	MLIS
Enrich the quality of university life by supporting a work-life experience where both individual and professional aspirations are valued and encouraged for personal well-being.	Promote service as an exchange of social, intellectual, and cultural resources with our communities to address challenges and support positive growth.	Promote service as an exchange of social, intellectual, and cultural resources with our communities to address challenges and support positive growth.
<ul style="list-style-type: none"> • Evaluate the quality of university life. • Develop a comprehensive talent management initiative. • Create a culture of campus pride. • Promote the University's inclusive community and encourage an ethos of cultural competence. • Use technology to better connect all constituents of ODU. • Promote the safety and well-being of the University community. 	<ul style="list-style-type: none"> • Engage with our key stakeholders to obtain regular and systematic feedback that focuses on assessing mutual needs, evaluating the quality of Darden College of Education & Professional Studies' impact, and collaboratively determining future directions. • Create sustainable partnerships that serve as spaces for research, reflective practice, and professional renewal. • Provide added-value learning opportunities for faculty, students, and community stakeholders. 	<ul style="list-style-type: none"> • Engage key stakeholders in systematic planning focused on assessing our mutual needs, participating in continuous evaluation and improvement, and collaboratively determining future directions. • Identify and sustain partnerships with key constituents for research, reflective practice and professional renewal. • Engage faculty, students, and community in value-added learning opportunities.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed.

The following SLOs were developed with assistance from ODU's Office of Institutional Effectiveness and Assessment (OIEA). The SLOs are based on the ALA Standards for Accreditation as well as discussions regarding what the field has expressed regarding what library professionals need to know and be able to do, for example in the [Core Competencies of Librarianship](#), and various professional standards including those of [AASL](#) and [SLA](#). SLOs have been continuously reviewed by the faculty and MLIS Advisory Board, resulting in some modifications as detailed above in I.1.1.

MLIS Program Student Learning Outcomes (SLOs)

Students will be able to:

1. Create innovative responses to the needs and interests of diverse and global communities.
2. Demonstrate leadership attributes for a variety of information environments.
3. Interpret and apply basic and applied research to improve their professional practice
4. Access, synthesize, and evaluate information to assist information seekers.
5. Integrate evolving technologies and theories that underpin their design, application, and use with library and information services.
6. Analyze current and historical trends to forecast future directions of the library and information field.
7. Create a plan for continuous professional development and lifelong learning.

To develop a shared understanding of the SLOs, faculty have mapped them to core classes and assignments as depicted in Table 1.5 below.

Table 1.5*Mapping of SLOs to Core Courses and Assignments*

Student Learning Outcomes	Core Courses	Assignments in Core Courses
1. Create innovative responses to the needs and interests of diverse and global communities.	LIBS 608 <i>Foundations of Libraries and Information</i> LIBS 658 <i>Knowledge Resources: Planning, Selecting, and Managing Collections</i> LIBS 674 <i>Library Management and Leadership</i> LIBS 677 <i>Knowledge Organization and Access</i> LIBS 668/669 <i>Internship</i>	Discussion Boards (608) Collection plan (658) Project budget, Facilities redesign (674) Pathfinder (677) Impact Project (668/669)
2. Demonstrate leadership attributes for a variety of information environments.	LIBS 608 <i>Foundations of Libraries and Information</i> LIBS 674 <i>Library Management and Leadership</i> LIBS 668/669 <i>Internship</i>	Issues in LIS Speaking Notes (608) Stakeholder presentation (674) Impact Project (668/669)
3. Interpret and apply basic and applied research to improve their professional practice.	LIBS 608 <i>Foundations of Library and Information</i> LIBS 658 <i>Knowledge Resources: Planning, Selecting, and Managing Collections</i> LIBS 668/669 <i>Internship</i>	Issues in LIS & Future Trends Annotated Bibliographies (608) Environmental scan & Collection analysis (658) Impact Project (668/669)

4. Access, synthesize, and evaluate information to assist information seekers.	LIBS 608 <i>Foundations of Libraries and Information</i> LIBS 677 <i>Knowledge Organization and Access</i> LIBS 668/669 <i>Internship</i>	Library Research Fundamentals Modules (608) Search strategies (677) Impact Project (668/669)
5. Integrate evolving technologies and theories that underpin their design, application, and use with library and information services.	LIBS 608 <i>Foundations of Libraries and Information</i> LIBS 677 <i>Knowledge Organization and Access</i> LIBS 668/669 <i>Internship</i>	Open e-Portfolio and Resource Curation (608) Classification and Subject headings (677) Impact Project (668/669)
6. Analyze current and historical trends to forecast future directions of the library and information field.	LIBS 608 <i>Foundations of Libraries and Information</i> LIBS 658 <i>Knowledge Resources: Planning, Selecting, and Managing Collections</i> LIBS 677 <i>Knowledge Organization and Access</i>	Future trends in LIS presentation (608) Collection analysis (658) Practicum presentation (677)
7. Create a plan for continuous professional development and lifelong learning.	LIBS 608 <i>Foundations of Library and Information</i> LIBS 674 <i>Library Management and Leadership</i> LIBS 668/669 <i>Internship</i>	Resource Curation (608) Leadership strengths assessment and Resume (674) Impact Project (668/669)

Table 1.6 below demonstrates how these MLIS Student Learning Outcomes address the eight elements of I.2 with a sampling of courses and experiences beyond the Core Courses in the MLIS. A matrix ([120](#)) also shows where the SLOs are represented in MLIS coursework. The SLOs, courses, and other program experiences have also been mapped to the ALA Accreditation Standards in Table 1.6. A narrative discussion of each element follows.

Table 1.6

Sample of MLIS Courses and Student Experiences Aligned with SLOs and ALA Accreditation Standards

ALA Accreditation Standards	MLIS SLOs	Sample of Courses & Experiences
I.2.1 The essential character of the field of library and information studies	6. Analyze current and historical trends to forecast future directions of the library and information field.	LIBS 609 <i>History of Books and Libraries</i> LIBS 680 <i>Culturally Responsive Librarianship</i> Summer Institute New Student Orientation
I.2.2 The philosophy, principles, and ethics of the field	2. Demonstrate leadership attributes for a variety of information environments.	LIBS 644 <i>Literature and Media for Young Adults</i> LIBS 690 <i>Seminar in Academic Libraries</i> ePortfolio
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations	7. Create a plan for continuous professional development and lifelong learning.	LIBS 602 <i>Production of Instructional Media</i> LIBS 655 <i>Methods & Strategies for the School Library</i> LIBS 690 <i>Seminar in Academic Libraries</i> ePortfolio
I.2.4 The importance of research to the advancement of the field's knowledge base	3. Interpret and apply basic and applied research to improve their professional practice.	LIBS 612 <i>Research Methods in LIS</i> LIBS 681 <i>Assessment & Research in LIS</i>

I.2.5 The symbiotic relationship of library and information studies with other fields	6. Analyze current and historical trends to forecast future directions of the library and information field.	LIBS 693 <i>Seminar in Archives and Special Collections</i> Summer Institute
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups	1. Create innovative responses to the needs and interests of diverse and global communities.	LIBS 656 <i>User Services and Programming</i> LIBS 680 <i>Culturally Responsive Librarianship</i> ePortfolio
I.2.7 The role of library and information services in a rapidly changing technological society	5. Integrate evolving technologies and theories that underpin their design, application, and use with library and information services.	LIBS 603 <i>Online Resources for Teaching</i> LIBS 676 <i>Library Media Services & the Curriculum</i> ePortfolio
I.2.8 The needs of the constituencies that the program seeks to serve	1. Create innovative responses to the needs and interests of diverse and global communities.	LIBS 693 <i>Seminar in Archives and Special Collections</i> Summer Institute ePortfolio

Student Learning Outcomes address:

I.2.1 The essential character of the field of library and information studies

This standard is addressed through SLO 6, in which students will be able to “analyze current and historical trends to forecast future directions of the library and information field.” Exploration of the essential character of the field often begins with the first inquiry from prospective students as they meet with a faculty member to discuss their interests in the field and possible coursework. Early in the program, all students take the LIBS 608 *Foundations of Libraries and Information* course ([18a](#)), which focuses on the essential character of the field. Students analyze trends in many classes but are assessed on this task in LIBS 677 *Knowledge Organization and Access*, which looks both at the history and the future of LIS ([18b](#)). A personal philosophy statement in the ePortfolio provides further opportunity for students to address the meaning and character of the field ([19](#), [20](#)).

1.2.2 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.

1.2.3 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](#)).

1.2.4 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 conducting action research in library and information settings ([18i](#)). The ability to collect and

analyze community data is assessed in LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections*, during which students complete and analyze a community scan in order to create a plan for developing a collection ([18d](#)).

I.2.5 The symbiotic relationship of library and information studies with other fields

This standard is addressed through SLO 6, in which students will be able to “analyze current and historical trends to forecast future directions of the library and information field.” Information and technology permeate our society, implying a symbiotic relationship with those in the LIS profession. Often students come to the MLIS Program with knowledge and experience in other fields and have already identified relationships with those fields and their future in the LIS field. These understandings are deepened in coursework across the program. In LIBS 677 *Knowledge Organization and Access*, this standard is assessed through assignments that focus on technology and the future of knowledge organization and access ([18b](#)).

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

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.” Providing services and access to underserved groups is a deeply held value of MLIS faculty that is frequently communicated to students and expressed in the program mission. One of the four [guiding principles](#) for the MLIS program is to focus “on the preparation of culturally-responsive librarians who can provide resources and services for increasingly diverse communities for the Commonwealth of Virginia, the nation, and the world.” MLIS Advisory Board members and other constituents frequently single out this objective to be of high importance ([2](#)).

An emphasis on diversity, inclusion, and serving underserved groups’ needs is introduced in LIBS 608 *Foundations of Libraries and Information* and reinforced in every core class and throughout the program ([18](#)). This is assessed in LIBS 658 *Knowledge Resources: Planning Selecting & Managing Collections*, in which students create a collection plan to meet the identified needs of a community ([18d](#)). Other opportunities have also been used, such as the theme of equity, diversity, and inclusion for the 2019 Summer Institute ([21](#)). Students are also expected to address diversity and inclusion in the internship experience ([18j](#), [18k](#)) and the ePortfolio ([19](#), [20](#)).

I.2.7 The role of library and information services in a rapidly changing technological society

This standard is addressed through SLO 5, in which students will be able to “integrate evolving technologies and theories that underpin their design, application, and use with library and

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](#)).

1.2.8 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.

1.3 Program goals and objectives incorporate the value of teaching and service to the field

Service and teaching are clearly expressed in the [University’s Mission Statement](#), “rigorous academic programs, strategic partnerships, and active civic engagement” and in the College mission, “To advance our communities through research, teaching, and service activities that reflect our commitment to excellence, innovation, and transformation.” These mission statements are further delineated in the University and DCEPS Strategic Plans. DECPS has operationalized these through Strategic Goals and Objectives. [Table 1.4](#) shows the alignment of the MLIS Program’s Strategic Goals and Objectives to the University and DCEPS Strategic Plans. The values of teaching and learning are threaded throughout these program objectives but most explicitly in the program strategic objectives listed in Table 1.7. Bold type is used to highlight language related to teaching and service.

Table 1.7

*Values of Teaching and Service Expressed in MLIS Strategic Program Objectives with key terms in **bold***

Teaching
<ul style="list-style-type: none"> • Engage faculty, students, and community in value-added learning opportunities. • 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. • Engage in continuous and systematic assessment of student learning outcomes to ensure students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields.
Service
<ul style="list-style-type: none"> • Engage key stakeholders in systematic planning focused on assessing our mutual needs, participating in continuous evaluation and improvement, and collaboratively determining future directions. • Identify and sustain partnerships with key constituents for research, reflective practice, and professional renewal. • Engage faculty, students, and community in value-added learning opportunities.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

The goals and objectives of the MLIS Program stated in the strategic plan are publicly available on [the program website](#). As a new degree, the MLIS relies on this strategic plan to guide meaningful evaluation of areas where the program should grow. As an example, the MLIS program has planned to develop new coursework to meet the strategic objective: “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.” Discussions of new courses can be found in program minutes (See 5/25/21 [1j](#); 11/4/20 [1i](#), 8/19/20 [6c](#)), Advisory Board discussions ([2h](#), [2i](#), [2d](#)), Curriculum meetings ([121](#)), and surveys ([22](#)). Table 1.8 below shows how multiple strategic objectives framed discussions and planning for a course or certificate in archival studies.

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, <i>Seminar in Archives and Special Collections</i> (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 <i>Seminar in Archives and Special Collections</i> as Special Topics LIBS 695 for Summer 2021

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

MLIS Advisory Board Feedback

The [MLIS Advisory Board](#) is composed of academic, public, and school library directors, along with a student and an alumni representative. Members of this board also include MLIS faculty, DCEPS administration, and a data science faculty from the College of Sciences. The first meeting of the MLIS Advisory Board included a review of plans for the MLIS, along with discussions of the vision, mission, and curriculum ([2a](#)). The MLIS Advisory Board continues to convene for the review of these program elements at bi-annual meetings ([2](#)).

Student Feedback

To involve students' feedback in the evaluation of SLOs, the MLIS Program uses Student Opinion Surveys and the Student Advisory Committee. The Student Opinion Surveys elicit student feedback about courses, instructors, and course delivery (on site). Faculty encourage voluntary participation. Data from the surveys are shared with individual faculty after the submission of grades and are often used to make changes to assignments or readings. Faculty

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](#)

[reaccreditation](#), the 2019-2020 report was reviewed by both the Office of Institutional Effectiveness & Assessment and by a committee of faculty with two representatives from each college. The purpose of this review was to provide developmental feedback related to three key steps in the assessment process:

1. Identifying expected outcomes
2. Assessing the extent to which the program achieves those outcomes
3. Providing evidence of seeking improvement based on analysis of results

MLIS received exemplary or meets standards on all learning outcomes with this overall comment: “The report includes a clear connection between the use of assessment results and modifications to improve student learning outcomes within the program. This is excellent.” ([118](#))

I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Numerous instances of changes to the program have resulted from the systematic analysis of the mission, goals, and student learning outcomes. MLIS systematic planning seeks to coordinate systems and processes that are already in place to create a cycle of review, assessment, improvement, and communication and to plan for the future. An example is shared below and summarized in [Table 1.9](#). Academic cycles of admissions, semesters, and graduation necessitate the attention of the faculty and the GPD and provide clear points in the calendar to review, assess, improve, and communicate expectations for program objectives and SLOs. For example, recruitment for admissions occurs in the fall and spring. It provides the opportunity for the MLIS Program to reach out to constituencies with information about the program, including mission, curriculum, and the values and special features of the program ([66](#)). Inquiries from prospective students also drive program efforts to improve communication through the website and other venues. For example, prospective students frequently asked about coursework leading faculty to enlarge the [Academics page](#) on the website to include more information about potential pathways in the degree. The demographics of admitted/enrolled students ([Table 4.2](#)) allow faculty to evaluate efforts at diversity. Questions from newly admitted students have led to the development of orientation webinars ([93](#)) and early enrollment of students in the Blackboard Organization Space (on site).

ODU cycles of assessment, curriculum development, and faculty evaluation also follow a prescribed annual calendar and systematically drive future program improvement. For example, changes to the Graduate Catalog must be made in February; most of these changes first require approval through the departmental and college curriculum committees in the fall of each year. Proposed changes to courses or new course proposals are thus best submitted by October of each year. For the MLIS Program, this often means that needed changes identified in spring program meetings are shared with the MLIS Advisory Board at the annual July meeting and finalized by

the MLIS faculty at the August retreat. These changes are put through the curriculum approval process in the fall. An example of this is the Advanced Cataloging course which was discussed at the Curriculum Committee meeting in May 2021 ([121](#)) and is on the agenda for the July 2021 Advisory Board meeting. The course proposal will go through the curriculum process in Fall 2021 to be listed in the 2022-23 graduate catalog.

A comprehensive example concerns the program's mission "to prepare socially responsible graduates." The MLIS program's commitment to diversity, equity, and inclusion has guided multiple conversations and decisions regarding recruiting for diverse students, student learning outcomes, and hiring plans. In 2017, faculty interviewed stakeholders as part of the Design Thinking cohort resulting in a presentation that foregrounded diversity ([127](#)). From the beginning, diversity has been on the agenda for Advisory Board meetings ([2a](#), [2e](#)). An early observation from the Advisory Board was that paraprofessional staffs in Virginia libraries were more diverse than professional staffs and might serve as a target for recruiting to the MLIS ([2a](#)). In the May 9, 2019 program minutes, Dr. Kimmel reported this was the case in her presentation to the paraprofessional staff from ODU libraries ([1d](#)). Recruitment webinars have been advertised through library directors, who were encouraged to share with their paraprofessional staffs ([71](#)). In Summer 2019, the program's Summer Institute had a diversity focus ([21](#)); this was discussed and decided in the January 2019 faculty meeting ([1d](#), see item 20) in response to Advisory Board observations and other feedback about the importance of addressing diversity to the library community. The first Student Learning Outcome focuses on responsiveness to diverse communities ([11](#)). Faculty discussed Weave findings regarding this SLO in the minutes for the September 2019 meeting with the observation, "students recognize diversity but have difficulty going deeper than surface level" ([1f](#)) and again in the 2019-20 Weave Report: "While students can identify diversity they may not yet fully integrate it with their philosophy of librarianship" ([5](#)). A decision was made to focus on this SLO during the 2020-2021 academic year ([14](#)) followed by discussions in program minutes (See Dec. 2, 2020 [1i](#); April 21, 2021 [1j](#)), a one-question survey to students ([22](#)), and proposed revisions to course assignments (e.g. LIBS 608 discussion boards [18a](#) and LIBS 674 Facilities Plan [18c](#)). Hiring diverse faculty to join the MLIS has also been a priority as evidenced by the diversity plan for a recent search ([62](#)). Table 1.9 below summarizes decisions and evaluation of diversity initiatives by the MLIS program.

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.

Table 1.10*Faculty Research on the MLIS Program*

Publication/Presentation	Sample of findings/changes
<p>Marken, J. A., & Dickinson, G. K. (2013). Perceptions of community of practice development in online graduate education. <i>Journal of Education for Library and Information Science</i>, 54(4), 299-306. (61a)</p> <p>Burns, E. A.; Howard, J. K.; & Kimmel, S. C. (2016). Development of communities of practice in school library education. <i>Journal of Education for Library & Information Science</i>, 57(2): 101-111. (61b)</p> <p>Kimmel, S. C., Burns, E., & DiScala, J. (2019). Community at a distance: Employing a community of practice framework. <i>Journal of Education for Library and Information Science</i>, 60(4). (61c)</p>	<p>Value of Community of Practice shared as part of recruitment, orientation, and early courses in the program.</p> <p>Draft forums, online office hours, and face-to-face meetings at state conferences were established as program norms.</p>
<p>Kimmel, S. C., & Hartsfield, D. E. (2019). Does ALA Ban Books? Examining the Discourse of Challenged Books. <i>Library Quarterly</i>, 89(3), 217-231. (61d)</p>	<p>Assignment changed to encourage critical thinking about a radical change in children's literature/reading autobiographies to encourage self-reflection about childhood reading.</p>
<p>Burns, E., Kimmel, S. C., & DiScala, J. (2019). E-Advising: Expanding advising for distance LIS students. <i>Journal of Library & Information Services in Distance Learning</i>. (61e)</p>	<p>Adjustments were made to advising based on student responses to surveys on advising in an online program.</p>
<p>DiScala, J., Burns, E., & Kimmel, S. C. (2020). Pre-service school librarians' perceptions of research pedagogy: An exploratory study. <i>School Library Research</i>, 23. (61f)</p>	<p>Re-development of research course LIBS 612 with an increased focus on action research.</p> <p>Integration of research in other courses, including annotated bibliographies, discussion boards, and pre/post test student learning assignments.</p>
<p>Burns, E. (2020) Reflective School Library Practitioners: Use of Journaling to Strengthen Practice. <i>School Library Research</i>, 23, 1-16. (61g)</p>	<p>Developed journaling used throughout school library courses, introduced in early coursework and continued through internship to maintain reflective practice.</p>

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for 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 curriculum is revised regularly to keep it current.

The MLIS Program is a minimum 30 credit graduate program. Four required core courses and a required internship constitute the strong foundation of the program to meet the mission “to prepare socially responsible graduates for fulfilling library and information careers characterized by ethical practice, professional values, analytical skills, leadership, and lifelong learning.” The core courses provide for the study of theory, principles, practice, and legal /ethical issues and values necessary for the provision of library and information services.

Upon completion of the MLIS Program, students are equipped to demonstrate competence in the seven student learning outcomes (SLO). These learning outcomes were developed as overarching goals and objectives for the program. The seven SLOs listed below were developed and refined through a systematic process of input gathered from the MLIS Advisory Board, students, and faculty.

Students will be able to:

1. Create innovative responses to the needs and interests of diverse and global communities.
2. Demonstrate leadership attributes for a variety of information environments.
3. Interpret and apply basic and applied research to improve their professional practice.
4. Access, synthesize, and evaluate information to assist information seekers.
5. Integrate evolving technologies and theories that underpin their design, application, and use with library and information services.
6. Analyze current and historical trends to forecast future directions of the library and information field.
7. Create a plan for continuous professional development and lifelong learning.

An initial draft of the SLOs was created by MLIS Program faculty and representatives from the Office of Institutional Effectiveness and Assessment in 2017. These SLOs were then revised by the MLIS Advisory Board in July 2019 ([2c](#)). They were later shared with stakeholders at a Town Hall ([113](#)) and through surveys ([22](#), [111](#)) with opportunity for feedback.

In December 2017, the faculty held an all-day curriculum meeting to discuss the ePortfolio and aligning curriculum and coursework with the SLOs developed for the new MLIS ([33](#)). Each core

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 <i>Foundations of Libraries and Information</i> (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. <ul style="list-style-type: none"> • 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.

<p>LIBS 658 Knowledge Resources: Planning, Selecting & Managing Collections (18d)</p> <p>3 credit hours</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 selection aids to develop a collection of print and digital materials and tools to support the needs and interests of the library community. • Complete a needs assessment; plan and conduct an evaluation of one portion of a library's collection; and develop and implement a collection development plan including specific print and digital resources for that portion of the collection. • Create and share a presentation of the plan for community stakeholders.
<p>LIBS 674 Library Management and Leadership (18c)</p> <p>3 credit hours</p>	<p>An examination of the critical issues concerning the leadership and management of a library. Students will explore the issues involved in building library programs to include considerations of physical space, budgetary decisions, and personnel.</p> <ul style="list-style-type: none"> • Discuss critical issues in leadership, administration, and management. • Engage in community assessment and strategic planning for library programs and services. • Analyze and redesign library spaces and facilities to meet community needs. • Apply budgetary principles to library programs, services, and initiatives. • Identify sources of potential funding, including foundations, grants, and private donors. • Communicate the organizational mission, vision, and planning to identified stakeholders. • Evaluate and assess strategic planning and library administration. • Analyze and model leadership issues in the supervision of personnel.

<p>LIBS 677 <i>Knowledge Organization and Access</i> (18b)</p> <p>3 credit hours</p>	<p>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.</p> <ul style="list-style-type: none"> • 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.
<p>LIBS 668 <i>Internship in Libraries and Information Workplaces</i> (18j)</p> <p>3 or 6 credit hours</p>	<p>Students will work in a library or related workplace, fully participating in the day-to-day operations including administrative tasks, instruction, and/or other programming and services. Students taking this course for school library endorsement may have additional requirements/prerequisites.</p> <ul style="list-style-type: none"> • Assess personal/social suitability for the profession and evaluate choice of information organization interest • Participate in a variety of functions assigned to an information professional through planned, sequenced activities in a semester-long program. • Experience a variety of functions of an information professional through planned, sequenced activities. • Apply principles and methods from the knowledge base of the professional program • Gain experience and awareness of working with individuals from various population groups and backgrounds • Share and receive feedback, to include structured observations with site supervisor and university faculty • Self-evaluate and reflect on practice and use of evidence-based problem-solving throughout the experience

Beyond the required core courses, students are advised into at least three additional courses that address a specialization in the field. Originally, three concentration pathways were developed to build on the strengths of the existing school library program: school librarianship, youth services, and assessment and evaluation. Subsequently, stakeholders requested coursework in additional specialization areas, specifically academic libraries, public libraries, and instructional librarianship ([36](#), [134](#)). Students are directed into coursework to support these educational pathways based on career goals.

Students are encouraged to pursue career goals through selection of specific coursework and a plan of study during advising. Upon entrance to the program, all students are assigned a faculty advisor. Plan of Study forms provide guidance in selecting appropriate courses ([37](#), [38](#)). Along with a recommended three courses (9 credit hours) from a selected pathway, students have a minimum of two elective courses to complete in their chosen pathway or to develop expertise in an additional area. Students also complete a required internship ([39](#)) to complement their area of focus and interest. A complete list of MLIS Program courses and descriptions can be located in the [Graduate Catalog](#) and in this handout shared with students ([40](#)). Students work closely with their assigned faculty advisor to identify a plan of study, coursework, electives and internship opportunities to best meet their career and academic goals. A rotation of program course offerings ([41](#)) is available to students to further assist in planning.

Through a systematic planning process, the curriculum is reviewed frequently. The MLIS Program faculty are responsible for the regular review of program curricula. Each core course has a full-time faculty member assigned to it for oversight of curriculum review. Curriculum review includes evaluating student feedback, reviewing current literature, and updating assignments and rubrics. Survey feedback from students and input from part-time faculty also inform the revision process. MLIS Program faculty reviews curriculum through regular, formalized meetings. Meeting minutes document these discussions ([1](#)). Faculty meet in the spring to review, revise, and align curriculum. A subcommittee of the MLIS Advisory Board dedicated to curriculum meets separately at least once a year.

To determine areas for change and revision, the MLIS Program uses several measures. Data are gathered from student opinion surveys, course rubrics aggregated through Livetext, and frequent input from multiple constituents. Alumni, the MLIS Advisory Board, internship supervisors and clinical mentors, as well as full-time and part-time faculty and students, provide input to align course goals and objectives with program goals, offering an assessment of how courses can be strengthened.

Systematic review of assessment measures and candidate performance occurs annually and is included in program Weave assessment reports ([5](#), [12](#)) submitted to the university Office of Institutional Effectiveness and Assessment. The Graduate Program Director conducts an annual

review of the program catalog for changes and alignment to updated college and university policy. Additionally, for the school library concentration, as part of educator preparation, additional data, including the Teacher Education Exit Survey (42) and an Employer Survey (43), address the alignment of program coursework with candidate job preparation. These measures allow for systematic review of current course content as well as an opportunity to suggest revisions. Feedback may also be used to suggest development of new courses that address current topics in the field.

New courses, as well as changes to existing courses and programmatic changes such as requirements for continuance or graduation, may be proposed and systematically reviewed through an established process. A committee comprised of representatives from each program within the department of STEM Education and Professional Studies (STEMPS) reviews and approves these changes to courses and curricula. Department and College curricular change forms (44) can be found in the Academic Affairs [Graduate Curriculum Manual](#). The College of Education and Professional Studies (DCEPS) has a curriculum committee representing each department that approves all major curricular changes to programs. Final approval for curriculum changes rests with the Graduate School prior to revision in the catalog.

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

The MLIS Program has a set of core courses developed to demonstrate how students are exposed to the requisite curriculum. Required skills, information, and knowledge are embedded in the program of study. Communication, analysis, interpretation, evaluation, and syntheses are all hallmarks of graduate education and expected in coursework throughout the MLIS. The creation and dissemination of knowledge and information are emphasized in course products and showcased in the student's ePortfolio. The identification, selection and acquisition of materials are encompassed in a core course, LIBS 658; management of human and information resources in LIBS 674; and organization, description, storage and retrieval, preservation and curation in LIBS 677. Attention to use and users are introduced in LIBS 608 and emphasized throughout the program. Course descriptions and learning outcomes or competencies for the core MLIS courses were provided in [Table 2.1](#). Additionally, courses are mapped to the program Student Learning Outcomes (SLOs) in a Course Matrix (45). Course competencies or objectives for all elective courses can be found in course syllabi (18). The program also maps the SLOs to course content and assignments to ensure all students obtain the requisite knowledge (see [Table 1.5](#)).

The Curriculum

The program considered each requisite knowledge element when writing Student Learning Outcomes and establishing the core curriculum. Table 2.2 demonstrates how these elements are met through SLOs and coursework.

Table 2.2

Alignment of Standards Elements with SLOs and Curriculum

	Standard's Element	SLO	Core Course Curriculum Item is Addressed
II.2.1	<i>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</i>	1, 2	LIBS 608 LIBS 674 LIBS 668/9
II.2.2	<i>Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</i>	3	LIBS 608 LIBS 658 LIBS 668/9
II.2.3	<i>Integrates technology and the theories that underpin its design, application, and use</i>	5	LIBS 608 LIBS 677 LIBS 668/9
II.2.4	<i>Responds to the needs of a diverse and global society, including the needs of underserved groups</i>	1,4	LIBS 608 LIBS 677 LIBS 668/9
II.2.5	<i>Provides direction for future development of a rapidly changing field</i>	6	LIBS 608 LIBS 658 LIBS 677
II.2.6	<i>Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future</i>	5, 7	LIBS 608 LIBS 668/9

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 elect to enroll in LIBS 680 *Culturally Responsive Librarianship* ([18i](#)). This course engages candidates in the exploration of policy and library environments that serve and meet the diverse needs of all patrons.

II.2.2 [The curriculum] emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

Candidates begin early in the MLIS (in LIBS 608 *Foundations of Libraries and Information*) ([18a](#)) to read, interpret and otherwise engage with research. Students build an understanding of research in the library field and explore topics and trends in their introductory course. Reading and responding to research is woven throughout coursework. These skills are strengthened and integrated to include evidence-based practice methods in later courses as students apply theory to their own experiences. The Impact Project in LIBS 668/669 *Internship in Libraries and Information Workplaces and Internship in School Libraries* ([47](#), [48/49](#), [50](#)), completed during the internship, allows students to engage in an authentic experience of action research to plan, implement, and reflect on a data-driven research initiative facilitated under the direction of university faculty and a practitioner.

II.2.3 [The curriculum] integrates technology and the theories that underpin its design, application, and use

The MLIS is delivered in an online format, embedding technology into instruction. Technology is used for learning through interactions with classmates and faculty as well as for course

delivery. Some students come to the MLIS with more technological exposure and ability than others. For this reason, the expectation of use of technology in learning is an MLIS Program goal, and all courses in the program include an expectation of technology proficiency.

Technological theory and design are introduced through the variety of the tools candidates are required to use and to demonstrate mastery. In LIBS 608 *Foundations of Libraries and Information* ([18a](#)) students are introduced to technology as a resource for professional engagement. Students' design of technology for purpose begins with use of Blogs, their early development of their ePortfolio, and use of technology to interact in coursework. These skills are further developed through interaction with technology in other core courses where students demonstrate learning. Students design unique data presentations to create infographics in LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections* ([18d](#)) and use technology tools to curate resources into a Libguide and demonstrate use of MARC software in LIBS 677 *Knowledge Organization and Access* ([18b](#)).

All courses in the MLIS include use and application of online technologies including Zoom video conferencing, Google Drive for archiving work, creation of effective presentations, various web tools, responsible use and citation of media, creative commons licensing, and use of production tools to create and curate coursework. The MLIS offers several dedicated electives that focus on technology. LIBS 602 *Production of Instructional Materials* ([18m](#)) requires candidates to engage with multiple technology tools to prepare, present, and evaluate instructional materials to promote higher order thinking. LIBS 603 *Online Resources for Teaching* ([18n](#)) ensures candidates are proficient in locating, evaluating, collecting, and arranging materials as Open Educational Access Resources (OER).

The culminating expectation of all candidates earning the degree is an electronic portfolio (ePortfolio) ([19](#), [20](#)) by which candidates integrate their own learning and use of technology with the technology modeled in the MLIS Program. Table 2.3 highlights some of the specific technology expectations found in MLIS coursework.

Table 2.3

Technology Software and Tools used in Core Coursework

Course	Technologies
LIBS 608	Blackboard, Google Tools, Flipgrid, Wordpress, Wakelet, Zoom
LIBS 658	Infographic software, data literacy tools

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 assessment approach. LIBS 668/669 *Internship in Libraries and Information Workplaces* and *Internship in School Libraries* ([18j](#), [18k](#)) require that students respond to the unique needs of the given population served by their information setting, as well as develop and implement an impact project to meet an established need for that group.

Additionally, multiple elective courses consider diversity and specifically address the needs of underrepresented groups. LIBS 676 *Media Service and the Curriculum* ([18e](#)) and LIBS 655 *Methods and Strategies for the School Library* ([18o](#)) each emphasize consideration for diverse learner needs in a school library setting. The elective course LIBS 680 *Culturally Responsive Librarianship* ([18l](#)) considers this need directly as it provides thought-provoking, practical suggestions for engaging with diverse populations, challenging candidates to create environments that are culturally inviting to all users. LIBS 642 *Children's Literature Across the Curriculum* ([18p](#)) and LIBS 644 *Literature and Media for Young Adults* ([18q](#)) include a global perspective through discussion on diversity in books. This includes an exploration of diverse authors, topics, and themes that are inclusive of ideas within and outside U.S. populations and geographic demographics.

II.2.5 [The curriculum] provides direction for future development of a rapidly changing field

Courses in the MLIS provide practical study as well as a framework through which to view evolving library practice. In LIBS 608 *Foundations of Libraries and Information* ([18a](#)), students complete a future trends assignment where they examine a trend in librarianship and information creating a fictional but plausible scenario. Before Covid-19, one of the trends/scenarios asked

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](#)), LIBS 648 *Reading, Evaluating, and Selecting Graphic Novels* ([18s](#)), LIBS 654 *Information Literacy Instruction* ([18u](#)), LIBS 656 *User Services and Programming* ([18v](#)), LIBS 684 *Advanced Library Management* ([18x](#)), and LIBS 693 *Seminar in Archives and Special Collections* ([18y](#)). These courses allow for an innovative program of study that builds a unique learning experience to prepare graduates for progressive information settings.

II.2.6 [The curriculum] promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Candidates in the program enter a community of practice early in the MLIS through initial advising with a faculty member and in LIBS 608 *Foundations of Libraries and Information*. The MLIS Program establishes this model through coursework, as well as through expectations and experiences with others in the larger library field.

As an online program, community is fostered early in coursework experiences. Students are encouraged to interact and engage with faculty and each other through group coursework and interactive office hours. LIBS 608 *Foundations of Libraries and Information* ([18a](#)), a course taken in the first or second semester of a candidate's plan of study, requires that all students attend a professional library conference. This practice introduces professional development and networking opportunities as well as a formal initiation into the professional organization to which candidates will likely belong in practice.

This community is deepened through attendance at the [ODU MLIS Summer Institute](#). Established as a professional development and networking opportunity, the Summer Institute brings together students, alumni, professionals, and prospective employers to engage in a multi-day series of seminars, concurrent sessions, panel discussions, and small group meetings relevant to library professionals interested in a variety of information settings.

Candidates begin a resource curation project assignment ([19](#), [20](#)) in LIBS 608 *Foundations of Libraries and Information* ([18a](#)) where they identify and curate professional resources—such as pertinent professional organizations, conferences, blogs, and journals—customized to their

continuing professional development. Students are expected to expand and develop this curation throughout their coursework, culminating in an element in the ePortfolio ([19](#), [20](#)).

Several elective courses present opportunities for enhanced professional engagement. LIBS 602 *Production of Instructional Materials* ([18m](#)) encourages students to submit a conference proposal. LIBS 676 *Library Media Services and the Curriculum* ([18e](#)) requires the submission of a publishable journal article or letter submitted to a local newspaper. LIBS 612 *Research Methods in Library and Information Studies* ([18i](#)) requires students to write an action research proposal that could be presented to a decision maker or stakeholder in their library setting.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

Coursework may focus on a type of library such as academic, public, special, school or on an area of library and information work such as youth services or evaluation and assessment. Upon admittance, each student meets with either the MLIS Graduate Program Director or the Graduate Program Director for the School Library Concentration to discuss initial areas of interest. The Graduate Program Director assigns each student a faculty advisor to assist with the construction of a personal plan of study tailored to individual and career specific goals. Policies related to student advising ([51](#)) help to ensure all students have access to a successful plan of study and experiences within and beyond coursework.

Program of Study

At the initial advising meeting, students are encouraged to map out a preliminary path through coursework that accounts for what courses are required, when courses are offered, and what interests and pacing are needed for each student. Each student is provided a copy of the Plan of Study form, a listing of LIBS courses and descriptions, and a rotation of courses. Students are encouraged to begin planning coursework on the MLIS planning document ([37](#), [38](#)), and all students must file a formal plan of study after completing their 12th credit hour. This document is completed with the guidance of the faculty advisor and is approved by a program director. Faculty advisors employ an advisor block to prevent students from registration without consulting an advisor at key benchmarks, including first semester, 12th credit hour, and graduation.

Students are informed that the MLIS is a 30-credit hour, or ten-course, degree. Half of the coursework—the four core classes and the internship—is common to all students. The MLIS runs on a 3-semester academic year: Fall, Spring, and Summer. Courses are offered so that

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 Management* ([18x](#)) builds on and requires prerequisite completion of LIBS 674 *Library Management and Leadership*. A new course in Advanced Cataloging and Classification will require previous completion of 677 *Knowledge Organization and Access*. Prior to enrollment in the internship, students are expected to complete the four core courses as prerequisites. Those on a school library track need additional coursework before their internship.

Students are advised through a course sequence that considers the availability of courses in the student's first semester, the student's desired pacing through the program, and the school's course rotation. LIBS 608 is required before or concurrent with other core courses, and students are advised to complete core classes during their first year. Many students take core classes concurrent with those in their area of career interests and with available electives. Students may take other courses at a pace and time that best suits their needs. The internship course may be completed after the completion of the four required core courses (LIBS 608, LIBS 658, LIBS 674, LIBS 677). Students in the School Library Concentration must meet additional requirements for eligibility to complete the school library internship based on Virginia Department of Education requirements.

Beyond the core courses, students are advised to take at least three courses in an area of specialization. Several common pathways have been identified ([36](#)) with recommended courses for students to select from. Students interested in an area of specialization such as law librarianship, archives, or other kinds of special libraries are advised into personalized pathways that may include additional internships, independent study, or coursework from other universities. Two electives round out the program of study. Students are advised to use electives to explore an area of additional interest, another specialty area, or to complete an additional internship. These electives may be taken outside of Library and Information Studies and several potential electives have been identified in Instructional Design, Computer Science, Educator

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 Instructional Librarianship Youth Services Assessment and Evaluation

With the assistance of their faculty advisor, each student files a Plan of Study by completion of their 12th credit hour. This cohesive plan of study results in a minimum of 30 credit hours and in at least three courses related to their career interests. Sample student plans of study will be available on site.

The MLIS Internship Handbook ([52](#)) documents the requirements of the internship experience. The internship experience for all candidates specifies a minimum of 160 experiential hours that introduce a broad range of tasks and opportunities at the entry to mid-level of an information professional position. All candidates in the MLIS Program must successfully complete an internship. Candidates are eligible to enroll in the internship course upon completion of the four core courses (LIBS 608 *Foundations of Libraries and Information*, LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections*, LIBS 674 *Library Management and Leadership*, LIBS 677 *Knowledge Organization and Access*).

MLIS faculty continue to identify interdisciplinary partnerships and cross-curricular relationships to enhance the course selections of the MLIS. As student interests develop and faculty relationships continue to grow, courses and collaborative relationships are added to the [Graduate Catalog](#). A [study abroad opportunity](#) was developed for the program internship but has been postponed due to Covid-19. The MLIS Program contributes a course to an Online Teaching certificate with the [Instructional Design & Technology program](#). Other collaborative considerations include proposals for an interdisciplinary course offered with the [Computer Science Program](#) and a certificate in archival studies to include collaboration with ODU libraries, computer science, and history. Students who are not licensed teachers and desire licensure as school librarians are enrolled in the [Professional Studies Graduate Certificate](#) available through

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.

MLIS courses address and align assignments to developed standards and guidelines of appropriate divisions within their respective professional organizations ([120](#)). These standards and competencies are considered through all aspects of course development, to include input from practicing stakeholders within the profession. The MLIS also referred to the [Competencies for Information Professionals](#) put forward by the Special Libraries Association in development of the curriculum. The School Librarian Concentration and other developed pathways exemplify the ways students in the MLIS can customize their program to meet their academic and career goals. Plans of study represent potential paths students can take, guided by individual interests, and show how students work with their faculty advisor and selective internship placements for robust experiences. In addition to the developed pathways, opportunities exist for curriculum choices that meet flexible interdisciplinary and elective selections.

The School Library program is nationally recognized and aligns with school library preparation standards of the [American Association of School Librarians \(AASL\) and Council for the Accreditation of Educator Preparation \(CAEP\)](#) (2019). The school library program is guided by a Graduate Program Director for the School Library Concentration who works collaboratively with both the MLIS Graduate Program Director and the Associate Dean for Educator Preparation & Assessment to align the ALA/AASL/CAEP Standards and the Virginia Department of Education (VDOE) School Library Media certification requirements. These standards and competencies inform the competencies and objectives for the School Library concentration courses. The required school library concentration courses have been aligned to the VDOE competencies ([46](#)). These courses are revised and evaluated during the formal Specialty Professional Association (SPA) [review process for School Library program recognition](#). Additionally, a local school library supervisor sits on the MLIS Advisory Board and hiring stakeholders in community school divisions offer feedback.

Course content may align to standards and competencies from specific professional organizations and library divisions appropriate for the course. LIBS 644 *Literature and Media for Young Adults* includes [competencies from YALSA](#) and coursework developed for academic settings, such as LIBS 654 *Information Literacy Instruction* incorporates the [expectations of ACRL](#). LIBS 642 addresses the [ALSC Competencies for Librarians Serving Children in Libraries](#) and LIBS 693 *Seminar in Archives and Special Collections* addresses the *Role Delineation Statement for Professional Archivists* from the Academy of Certified Archivists <https://www.certifiedarchivists.org/get-certified/role-delineation-statement/>. LIBS 656 *User Services and Programming* and LIBS 680 *Culturally Responsive Librarianship* have a strong expectation of competence in meeting the knowledge and competencies set forth by RUSA in their professional guidelines [Reference and User Services \(RUSA\) Standards](#). As the MLIS continues to grow and add additional courses, consideration for other professional organizations will be included in course materials. Current relationships to diverse standards are detailed in the matrix ([120](#)).

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The MLIS Program monitors curricular progress on a regular basis. Curricular evaluations are used for assessment of course effectiveness, content, and impact on student achievement and preparation for employment. This process allows the program to review and improve courses through the following actions:

- Align student learning outcomes to all current and proposed courses
- Review data from collected Student Opinion Surveys (on site) & revise courses as appropriate
- Conduct employer surveys to evaluate student preparation
- Create and update the Assessment Curriculum Matrix ([45](#))
- Submit yearly assessment reports on student achievement to the Office of Institutional Effectiveness and Assessment

Curricular evaluation begins at the course level. Course-level feedback is gathered and includes both Student Opinion Survey data and student performance data. [Student evaluations](#) are collected during each of the academic semesters. These evaluations are reviewed by faculty and are considered for course-level changes. Instructors review comments and will frequently make instructional changes based on student feedback. Student evaluations are also reviewed at the

department level by the department chair. Courses that receive low ratings are reviewed more closely. Concerns about instructional quality are addressed with recommendations for improvement. Student course evaluations and informal instructor surveys and grade distributions (on site) are included in faculty annual review materials (on site). These items are reviewed by a committee of tenured faculty in the department. If the Department Promotion and Tenure Committee perceive there to be substantial deficit in instruction, as suggested by the submitted materials, suggestions may be documented in the annual review letter of the faculty member under review.

The MLIS also invites curricular review at the program level. Student input is formally solicited through a Survey of Graduates ([24](#), [25](#)). The survey identifies student perceptions of areas of strength and weakness in the program. Questions identify student perceptions about their practical experiences, advising, and coursework preparation. Alumni feedback provided during alumni events at the MLIS summer institute and state conferences also helps to inform and direct areas for curricular improvement. Additional data on graduate preparation are available through specific surveys conducted by the program and the Office of Clinical Experiences for Teacher Preparation to include the EBI Exit Survey ([42](#)). Data are also collected from employers who have hired recent graduates from our program ([23](#)).

An initial assessment plan was created to align the MLIS Program SLOs with the program curriculum. This resulted in a Curriculum Map ([45](#)), which details where student learning outcomes will be taught and measured in coursework. Monthly MLIS Program Faculty Meetings ([1](#)), an annual faculty curriculum assessment meeting ([54](#)), and MLIS Advisory Board meeting minutes ([2](#)) document the data-driven decisions that assist in selecting these assessments.

The program conducts an annual review of student performance data. Aligned to the Program SLOs, learning goals are identified and action items are outlined to inform required steps to aid curricular revision and enhance student performance. This Weave report ([5](#), [12](#)) is submitted to the Office of Institutional Effectiveness and Assessment.

The MLIS curriculum evaluation involves a three-phase cycle for the evaluation of curriculum.

- *Phase One:* Review the MLIS student learning outcomes, measures, and criteria for success
- *Phase Two:* Analyze student achievement and interpret results to inform revisions
- *Phase Three:* Implement revisions. One or two items may be identified for annual action, while some action items may require a longer period of data collection and review. Follow up will be implemented to determine the impact of changes made.

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-committee meeting	Internship	Recording of meeting/agenda with notes (54)
MLIS Advisory Board Meeting	Key Assessment Rubrics	MLIS Advisory Board Minutes Faculty revision notes (2c)

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 following actions:

- Program faculty hold an annual curriculum mapping retreat.
 - Key assessments revised and updated to align with MLIS SLOs
- A Curriculum sub-committee of the MLIS Advisory Board provides input on assignments and courses. This subcommittee will convene at least once per year.
- The MLIS Advisory Board will discuss curriculum at bi-annual meetings to review course curricular concerns.

Outcomes of these actions are evident in course syllabi revisions and in the curriculum map. Some examples of revisions that have occurred include an updated program ePortfolio rubric ([19](#), [20](#)) that aligns to the program SLOs and the adopted 2019 School Library ALA/AASL/CAEP School Librarian Standards, a MLIS Internship Handbook ([52](#)) that identifies all requirements of the internship, and revisions for the LIBS 677 *Knowledge Organization and Access* Pathfinder assignment ([18b](#)), updated after advisory board input in 2019. The MLIS

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

Course topics selected for development meet a broad range of needs suggested by stakeholders from various information settings. The MLIS continues to solicit feedback from stakeholders - current and prospective students, employers, graduates, MLIS Advisory Board, interdisciplinary university faculty, and external groups - to gauge areas of need and collaborators for continued areas of course development. From this feedback new courses have been proposed to expand course options.

Examples of new courses that were reviewed and approved by the university's curriculum committee and are now in Graduate Catalog after input from stakeholders are included in Table 2.6. ODU has a process for new courses and other changes to the curriculum that are outlined in the [Approval of Curricular Changes](#) in the ODU *Teaching and Research Faculty Handbook*. Curricular changes must be submitted using the [Curricular Change Form](#) and must be approved by the Department and College Curriculum Committees, the Department Chair, the Dean, and the Office of Academic Affairs. New courses follow a similar route with a [Add/Change/Inactivation Form](#) and a proposed syllabus. The content of the Graduate Catalog is reviewed annually, and changes are submitted by February for the next academic year; small changes are subject to review by the Chair and Academic Affairs. Substantive changes need to follow the Curriculum review process for approval before addition or change to the catalog.

Table 2.6
Recently-Added Courses and Source of Suggestion for Inclusion

Course	Source of Suggestion
LIBS 647 <i>Reading and Literature for Adults</i> (18r)	Early faculty discussions regarding the need for more non-school library electives (1c)
LIBS 649 <i>Storytelling</i> (18t)	Student survey feedback (22)
LIBS 654 <i>Information Literacy Instruction</i> (18u)	Conference feedback (27)

LIBS 680 <i>Culturally Relevant Librarianship</i> (18l)	Potential employer feedback at conference and newly required, state-evaluated skill
LIBS 684 <i>Advanced Library Management</i> (18x)	Conference feedback (29), stakeholder feedback, student and employer requests for advanced training
LIBS 693 <i>Seminar in Archives and Special Collections</i> (18y)	Current student feedback (22), conference feedback (29)

Additionally, a graduate certificate for students holding an MLIS degree has been created to facilitate coursework for library professionals seeking a path to school librarianship. *The School Library Practice Certificate* is a 12 credit-hour certificate that includes LIBS 602 *Production of Instructional Materials*, LIBS 676 *Library Media Services and the Curriculum*, LIBS 642 *Children's Literature Across the Curriculum* or LIBS 644 *Literature and Media for Young Adults*, and LIBS 655 *Methods and Strategies for the School Library*. This certificate was developed to meet growing student demand.

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 STEM Education and Professional Studies](#) (STEMPS) in the [Darden College of Education & Professional Studies](#) (DCEPS). DCEPS is highly regarded both in the local community and at the national level and was recently ranked No. 93 in [U.S. News & World Report](#) for “Best Graduate Schools” in the nation for 2020.

The MLIS Program has six full-time faculty members, four of whom are tenured or tenure-track (56). Dr. Gail Dickinson is a tenured full professor, who in 2020 returned to her full-time appointment in the MLIS Program after the completion of her role as Associate Dean in DCEPS (56a). Dr. Sue Kimmel and Dr. Elizabeth Burns are tenured associate professors (56b, 56d). Dr. Amelia Anderson is tenure-track assistant professor (56c). Dr. Elizabeth Burns was recently appointed to associate professor effective July 2021. Dr. DiScala (56e) who was a tenure-track assistant professor resigned June 18, 2021. A search for his replacement has been approved to commence in Fall 2021, and the program has hired Dr. Betts-Green (56f) as an interim lecturer for the upcoming academic year. Appointments to tenured or tenure track faculty meet the requirements described in the *Teaching and Research Faculty Handbook* for [Initial Appointment of Teaching and Research Faculty](#). Lindy Brown (56g) is a twelve-month lecturer responsible for the undergraduate LIBS 110 and student advising. Searches have been approved for 2021-22 for permanent positions to fill the positions held by Lindy Brown and Dr. Betts-Green. Interim positions are described as “Emergency Hires” and are described in the *Teaching and Research Faculty Handbook* under the [Recruitment and Selection Process](#) section. A total of three searches to commence in Fall 2021 have been approved to fill two tenure lines and a 12-month lecturer position.

Faculty are graduates of respected programs in the fields of Library and Information Science (LIS) and Education and are recognized as professional leaders. Their areas of specialty provide diversity in content and expertise. Table 3.1 details faculty graduate degrees, recognition in the field, areas of specialty, and course lead instruction.

Table 3.1
Faculty Degrees, Recognition, Specialties, and Instruction

Full Time Faculty	Degrees	Professional Recognition	Specialty Areas	Lead Instructor
Gail Dickinson, PhD, Associate Professor: Appointed 2006, Professor: 2013	MSLS, UNC-Chapel Hill; PhD Educational Administration, University of Virginia	AASL President, 2013-2014	Accreditation, Preparation Standards for School Librarians, library management	LIBS 658 <i>Knowledge Resources: Planning, Selecting & Managing Collections</i>
Sue C. Kimmel, PhD, Associate Professor Appointed 2010; Tenured 2016	MSLS, UNC-Chapel Hill; PhD Curriculum & Instruction, UNC-Greensboro	2019 AASL Research Grant; 2016 Media, Culture and Learning SIG AERA Best Empirical Paper Award; 2015 Virginia Hamilton Essay Honor	Materials for children, technology tools, collaboration, literacy, STEM, causal research in education	LIBS 608 <i>Foundations of Libraries and Information</i> ; LIBS 642 <i>Children's Literature across the Curriculum</i> ; LIBS 602 <i>Production of Instructional Materials</i>
Amelia Anderson, PhD, Assistant Professor Appointed 2018	MLIS, Florida State University; PhD Information Science, Florida State University	2018 Recognized for "Article of Interest" in <i>The Informed Librarian</i>	Public libraries, academic libraries and college student success, young adults, online communication, diverse populations, accessibility	LIBS 690 <i>Seminar in Academic Libraries</i> ; LIBS 691 <i>Seminar in Public Libraries</i> ; LIBS 677 <i>Knowledge Organization and Access</i> ; LIBS 612 <i>Research Methods in Library and Information Studies</i> ; LIBS 647 <i>Reading and Literature for Adults</i>

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 <i>Methods and Strategies for School Libraries</i> ; LIBS 676 <i>Library Services and the Curriculum</i> ; LIBS 680 <i>Culturally Responsive Librarianship</i> ; LIBS 668 <i>Internship in Libraries and Information Workplaces</i> ; LIBS 669 <i>Internship in School Libraries</i>
Jeffrey DiScala, PhD, Assistant Professor Appointed 2016 - 2021	MLIS, University of Maryland; PhD Information Studies, University of Maryland	2016 <i>Library Journal's</i> Movers and Shakers; <i>American Libraries</i> Notable Dissertations	School libraries, professional development, workforce development, evidence-based practice	LIBS 674 <i>Library Management and Leadership</i> ; LIBS 644 <i>Literature and Media for Young Adults</i>
Dawn Betts-Green, PhD, Lecturer Appointed 2021	MLIS, Florida State; PhD, Library and Information, Florida State	Point Foundation LGBTQ Scholar; iSchool Outstanding Doctoral Student; iSchool Outstanding Graduate Lead Instructor	Diversity, Information literacy, LGBTQ	LIBS 608 <i>Foundations of Libraries and Information</i> ; LIBS 612 <i>Research Methods in Library and Information Studies</i> ; LIBS 658 <i>Knowledge Resources: Planning, Selecting & Managing Collections</i> ; LIBS 656 <i>User Services and Programming</i> ; LIBS 644 <i>Literature and Media for Young Adults</i>

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 <i>Information Literacy for the Digital Age</i>
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The ODU *Teaching and Research Faculty Handbook* 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 [Certified for Graduate Instruction](#), using the [DCEPS Certification of Faculty for Graduate Instruction form](#). Certification must be renewed every five years. Faculty are to be certified for graduate instruction in their field of specialization based on their college's published criteria. All full-time faculty in the MLIS program are graduate certified. The DCEPS criteria and form ([57](#)) include the required scholarly, creative, and/or professional accomplishments; satisfactory teaching performance; and necessary terminal degree.

Full-time faculty members complement one another with diverse specializations, contributing to a richness in the courses taught, as well as new course development based on areas of expertise. These specializations also contribute to the depth and breadth of both original research produced and service participation. Dr. Dickinson, Dr. Kimmel, Dr. Burns, and Dr. DiScala all have experience and research related to school librarianship but within and beyond that specialization they have unique areas of experience and research. Dr. Dickinson's area of leadership and management is evidenced by her service as president of AASL and her role as Associate Dean. Prior to her academic appointment, Dr. Kimmel had a career in school librarianship with a specialization in resources (print and other media) for children as bibliographer and selector for *The Elementary School Library Collection* and with service on several ALSC awards committees. Dr. DiScala brought his expertise in school administration through his work with the widely respected Lilead project. Dr. Amelia Anderson was hired to complement and extend the faculty with her experience in public and academic libraries and with a research agenda focused on diverse populations, particularly the autistic community. Lindy Brown returns to faculty as a lecturer in an interim position. Her experience is with public libraries and higher education. She has master's degrees in both library science and academic advising. Her knowledge and skills have been invaluable in working with students and developing the MLIS degree. Dr. Betts-Green was recently appointed as an interim lecturer. Her research interests focus on diversity and information literacy particularly related to LGBTQ issues, and her experience is with both higher

education and public libraries. Her commitment to and enthusiasm for diversity, inclusion, and equity will further the program goals in those areas.

Additionally, the program utilizes a strong team of qualified part-time faculty ([58](#)). Their job titles, degrees, and areas of specialty are detailed in Table 3.2. Most adjuncts have considerable practical experience with a variety of kinds of libraries. Part-time faculty are integral to the program and serve to further diversify competencies and meet program objectives. Part-time faculty are interviewed by full-time faculty and are selected for their competence to teach key courses. The program also has an application process for new adjuncts ([59](#)). Often new hires are placed in the undergraduate LIBS 110 as an orientation to Blackboard and asynchronous instruction. LIBS 110 is offered in multiple sections every semester and new instructors are not expected to develop new content. Eleven of the nineteen current part-time faculty were hired within the past two years to meet the demand for more diversity in course offerings for the new MLIS. Some of these specialties include cataloging, organizational leadership, public and academic librarianship, research, and instructional librarianship. Most of the long term, part-time faculty who taught in the school library degree also have experience in public libraries, special libraries, instructional design, and community colleges and continue to contribute to the growth of the MLIS degree.

Table 3.2
Part-Time Faculty Degrees and Specialties

Graduate Certified Part-Time Faculty and Job Title	Degrees	Specialty Areas	Certified to Teach (courses taught bolded with most recent date)	Hired with Grad Cert.
Kari Baumann, School Librarian, Guilford County Schools, NC (58b)	MLIS, UNC- Greensboro	Technical services; reference; public libraries; school libraries	LIBS 677 (2021) LIBS 642 (2019) LIBS 676 (2018)	2015

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	Management of Information Systems, Young Adult Services & Materials, Equity, Diversity & Inclusion	LIBS 612 LIBS 644 LIBS 647 LIBS 648 LIBS 674 LIBS 677	2021
Karen Gavigan, Professor, University of South Carolina (58g)	MLIS, University of Tennessee; PhD, UNC- Greensboro	School libraries; collection development; youth/teen literature; graphic novels; diversity	LIBS 648 (2021)	2021

Danielle Hartsfield, Associate Professor, University of North Georgia (58h)	MEd, University of Massachusetts; PhD, Old Dominion University	Children's literature, literacy, teacher education	LIBS 642 (2021)	2021
Amanda Jackson, Library Director, Chesapeake Public Library (58i)	MLIS, University of Alabama	Public libraries; leadership	LIBS 608 LIBS 656 LIBS 674 LIBS 691	2021
Mary Keeling, Supervisor, Library Media Services Newport News (58j)	MSLS, The Catholic University of America; EdS, The George Washington	School libraries; leadership	LIBS 608 LIBS 676	2010 recently rehired
Krystal Lancaster, School Librarian, Currituck County, NC Schools (58k)	MLIS, North Carolina Central University	Cataloging and classification; public libraries; school libraries; children's literature	LIBS 110 (2021) LIBS 642 LIBS 677 (2021)	2018
Elizabeth McDaniel, Head of Cataloging and Metadata, College of William & Mary Libraries, VA (58y)	MLIS, University of North Texas	Cataloging and metadata; academic libraries	LIBS 677 LIBS 695/687 (2021)	2021
Karen Perry, Retired School Librarian (58m)	MSLS, UNC-Chapel Hill	Programming; acquisitions; youth and teen literature	LIBS 602 (2019) LIBS 608 (2017) LIBS 642 (2021)	2012

Bree Ruzzi, School Librarian, Chesapeake Public Schools, VA (58o)	MSEd, Old Dominion University; PhD, Old Dominion University	Children's Literature, school libraries	LIBS 110 (2021) LIBS 602 LIBS 612 LIBS 642 LIBS 655 LIBS 676	2020
Jennifer Scott-Brown, Library Director, Augusta County Library, VA (58p)	MSLIS, Syracuse University; PhD, Old Dominion University	Public libraries; professional development of librarians and paraprofessionals; instructional design	LIBS 602 (2020) LIBS 658 (2020) LIBS 654 (2021) LIBS 647 (2021)	2018
Candice Small, Head of Research, University of William & Mary Libraries, VA (58q)	MLIS, University of Texas at Austin	Information literacy; research methods, instruction	LIBS 654 (2021) LIBS 690 (2021)	2020
Jessica Thompson, School Librarian, Nelson County Schools, VA (58r)	MSEd, Old Dominion University; Ed.D, Liberty University	School library education; curriculum and instruction	LIBS 110 (2020) LIBS 668 (2020) LIBS 676 (2021)	2020
Amanda Waugh, Instructional Librarian, St. Andrew's Episcopal School Potomac, MD (58s)	MLS, University of Maryland; PhD, University of Maryland	Teen literacies; diversity; materials for youth	LIBS 642 (2020) LIBS 644 (2019) LIBS 648	2017
Lois Wine, Library Media Specialist, Williamsburg-James City County Schools, VA (58t)	MSEd, Old Dominion University; PhD, Old Dominion University	School libraries, children's literature	LIBS 110 (2021) LIBS 642 LIBS 668 (2019)	2020

Joy Yaeger, Faculty, Instructional Design and Development Regent University (58v)	MLIS, Clarion University; EdD, Regent University	Digital and emerging technologies; online learning	LIBS 110 LIBS 602 LIBS 603 (2020)	2018
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Additional support through part-time faculty members comes through a collaboration between the ODU MLIS Program and the ODU Libraries, which allows ODU academic librarians to adjunct teach for the program as it expands offerings for academic librarianship. ODU librarians who teach in the MLIS are compensated for overload (*Teaching and Research Faculty Handbook*, [Extra Compensation](#)). These six also serve as part-time faculty and provide additional areas of expertise including archival studies, information literacy, and content area specialties serving as engineering, business, and health sciences liaisons with faculty. Both Abbie Basille and Lucy Wittkower have served on library faculty search committees. Lucy Wittkower and Jessica Ritchie have co-authored grants with MLIS full-time faculty and have contributed to the development of new courses.

Table 3.3

ODU Librarians Serving as Graduate Certified Part-Time Faculty

Graduate Certified Part-Time Faculty and Job Title	Degrees	Specialty Areas	Certified to Teach
Abbie Basile Engineering & Physical Sciences Librarian (58a)	MLS, State University of New York at Buffalo	Information literacy; academic libraries	LIBS 110 (2021) LIBS 654 LIBS 658 LIBS 690
Miriam Bridges Business Librarian (58c)	MLS, University of Maryland; MLHR, Ohio State University; BA Political Science, Elizabeth City State University	Business; research methods	LIBS 110 (2020) LIBS 654 LIBS 680

Karen Centeno Education References Services Librarian (58e)	MLIS, University of Puerto Rico	Information literacy; library instruction	LIBS 110 (2020) LIBS 654 LIBS 680
Jolene McInnis Health and Life Science Librarian (58l)	MLIS, Simmons College; MFA, University of Massachusetts-- Boston	Learning analytics; assessment; leadership; administration	LIBS 110 (2019)
Jessica Ritchie Head of Special Collections and University Archives (58n)	MLIS, Florida State University; BA Music, University of Virginia	Archives; special collections	LIBS 693 (2021)
Lucinda Wittkower Head of Teaching and Learning Initiatives (58u)	MLIS, University of South Carolina; MME, Shenandoah University	Academic libraries; library instruction; information literacy; program assessment, educational psychology	LIBS 110 (2021) LIBS 612 LIBS 654 LIBS 681

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

Old Dominion University has the Carnegie Classification of Doctoral/High Research Activity institution. Excellence in teaching, research, and service are held in high regard by DCEPS in its mission, “To advance our communities through research, teaching, and service activities that reflect our commitment to excellence, innovation, and transformation.” New faculty are appointed based on a strong record and potential for teaching, research, and service. As per the [Promotion in Rank](#) section in the *ODU Teaching and Research Faculty Handbook*, “All promotions in rank are based on evaluation of the faculty member’s performance in teaching, research, and service (as appropriate) over the total time in the previous rank as compared to the criteria established by the Board of Visitors for the rank being considered and any other criteria established by the department or college.” The STEMPS Department has a clear Scholarship

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.

Table 3.4

ODU Support and Recognitions for Teaching, Research, and Service Granted to MLIS Faculty

Faculty Member	Internal Grants	Course Releases/Research Leave	College & University Awards
Dr. Amelia Anderson	2020 Summer Research Fellowship Program	Spring 2019 course release, Fall 2021 course release	

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 actively in disseminating their research, with yearly funds allotted for conferences such as ALISE and IFLA. Additional individual funding is provided yearly for each faculty member from both the Department and the College to support professional travel; professional service-related travel for committee leadership or to attend accreditation meetings is also provided. Table 3.5 below details travel funded by the STEmps Department in the past five years.

Table 3.5*Travel Funding from STEMPS Department 2016-2021*

Faculty	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Anderson	N/A	N/A	\$5,635	\$355	\$250
Burns	\$4,676	\$8,867	\$7,487	\$7,677	\$1,026
DiScala	\$2,968	\$6,620	\$2,289	\$2,031	\$0
Kimmel	\$3,755	\$4,113	\$3,977	\$2,222	\$310

Faculty are supported in grant writing by a DCEPS grant writer and the [ODU Research Foundation](#). Faculty are encouraged to apply for funding from the Department or College to attend external professional development opportunities including leadership training with funding for necessary travel and registration.

Excellence in service is encouraged through the Department, the College, and the University, which provide opportunities for faculty in areas across campus that will provide experiences during which they can contribute meaningfully. Table 3.6 identifies ODU service provided by full-time faculty. Additionally, Dr. Dickinson served on numerous committees in the college and university during her tenure as Associate Dean. Faculty are also encouraged to engage within the community they serve, as is reflected within [the College's Vision](#), adopted in 2017: "The Darden College of Education and Professional Studies is dedicated to continually improving the lives of our communities—those groups of people linked by diverse needs, affiliation, or purpose—through culturally-affirming research, teaching, and service." MLIS faculty are active in relevant service organizations in the Hampton Roads area. Programs are encouraged to host constituencies in the Education Building. The MLIS Program hosts their Summer Institute on site using multiple spaces and resources from DCEPS. A meeting of School Library Supervisors was scheduled to be held in the Education Building in March 2020 but was cancelled due to Covid-19.

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)

Jeffrey DiScala PhD, Assistant Professor (tenure-track)	2020 HIP-XR Augmented Reality Training; 2018 ePortfolio Training (CHIP)	2020 Improving Disciplinary Writing (IDW) Faculty Workshop (ODU/CHIP); 2019 National Center for Faculty Diversity and Development Faculty Success Program; 2018 Design Thinking Institute (ODU)
Sue Kimmel, PhD, Associate Professor	2017 Wordpress Faculty Website; 2019 Zoom: Web Conferencing Basics (CLT); 2020 Wakelet Pop-up Training	2018 Design Thinking Institute (ODU); 2016-2020 annual Graduate Program Director training; Weave training; Courseleaf training; Provosts Conversations

MLIS faculty meet regularly to share best practices in teaching and research and participate in professional development offerings on site, including a semester-long [Design Thinking workshop](#). The College hosts a [“Last Friday” research and writing series](#), created by MLIS faculty member Gail Dickinson during her time as DCEPS Associate Dean and regularly attended by MLIS faculty. These events support faculty members with research conversations in the morning and dedicated time and space to write throughout the day. Faculty share writing goals and discuss progress made at the end of the day. The College supports this effort with breakfast, lunch, and afternoon celebratory snacks and the opportunity to come back together and share progress made. These meetings have moved to Zoom since the onset of Covid-19, and MLIS faculty members attend virtually.

Apart from formal writing events, the MLIS faculty members have also instituted ongoing monthly writing days, typically held the third Wednesday of each month and placed on the annual calendar in August retreat minutes ([6a](#), [6b](#), [6c](#)). During these days, faculty meet for a morning goal-setting session, then hold each other accountable while working toward individual writing goals. At this point, these meetings occur online; in previous years, the faculty reserved space in the ODU Writing Center’s Faculty Writing Studio to support one another.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The program is keenly aware of the value that faculty members from diverse backgrounds bring to the program and supports these values through recruitment and retention. At the time of this Self-Study, the MLIS faculty consisted of five members, all of whom were white and four of whom were female. In a recent survey, part-time faculty identified as 100% female. Ninety

percent self-identified as white, 5% as Hispanic and one person declined to answer. The small size of the faculty compounds the issue of diversity, but as the faculty grow, we are actively seeking diversity in our hiring plans (62). In future hiring of both part-time and full-time faculty, clear policies and procedures are published and accessible. In addition to the [ODU adjunct faculty approval form](#) and based on program growth and interest, the MLIS Program developed a formalized application for adjunct, part-time faculty members (59) to ensure equitable hiring practices. Faculty personnel policies and procedures are publicly available through the [ODU Teaching and Research Faculty Handbook](#), updated most recently in July 2021, and the [ODU Adjunct Faculty Handbook](#). Search committees for new faculty are required to include gender and racial diversity, and members participate in annual training regarding equitable hiring. Every effort is made to attract a diverse pool of applicants for open positions, and current search committees are expected to submit a plan for diversity (62).

The MLIS Program follows ODU policies in conducting searches including annual training in [diversity recruitment](#) and [hiring processes](#). The university's [Office of Institutional Equity and Diversity](#) principles detail their commitment to the principles of equality and equal opportunity for all who are affiliated with ODU. ODU is an institution that values and celebrates diversity, and this is demonstrated in policies, campus organizations, and both local and national recognitions. ODU has been recognized as [one of America's Top 100 Employers for Diversity](#), won [the Higher Education Excellence in Diversity Award](#) from *INSIGHT into Diversity Magazine*, and was listed in the top 30 of the [2017 "Best for Vets" rankings](#). ODU has programs in place for continued diversity and inclusion support for employees, including a President's task force on Inclusive Excellence and Director of Diversity Initiatives. The most recent director, Janice Underwood, has a close relationship with MLIS faculty, having formerly worked in the STEMPS Department and served as co-author with MLIS faculty. Dr. Kimmel served as her dissertation chair. Virginia governor Ralph Northam recently appointed Dr. Underwood to his administration as the state's first ever Director of Diversity, Equity, and Inclusion.

Faculty members are active in continuing a supportive, inclusive departmental culture and participate in diversity initiatives across campus. Drs. Anderson and Burns are active in the ODU [Women's Caucus](#), whose mission states: "the caucus aids affirmative-action efforts to recruit and retain women and lobbies for equal treatment in salary, rank, tenure, promotion, research leave, and responsibilities." Dr. DiScala was a member of the [LGBTQIA Faculty/Staff Caucus](#), which "provides a forum for Old Dominion University faculty, staff, and graduate students with common concerns to serve the University community and to improve the working and learning environment for lesbian, gay, bisexual, and/or transgender students, faculty, and staff, as well as to celebrate the diversity of the LGBTQ culture at Old Dominion University." Dr. DiScala was also certified as an Ally through ODU Safe Space Committee. Dr. Anderson is a member of the ODU Disability Pride Month committee, which showcases the talents and diversity of ODU community members, including students and faculty, who identify as dis- or differently abled.

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 part-time faculty members are fully qualified in their areas of teaching and course assignments are aligned with faculty expertise (see Table [3.1](#), [3.2](#) and [3.3](#) and [56](#)). Course assignments are determined collaboratively, with faculty input to decide the best match of instructor and course. The department chair determines any adjustments to the 2-2 teaching load, and the Graduate Program Director mediates the course assignments for specific faculty. Faculty also build upon their knowledge and skills to develop new coursework that aligns with need (please refer to Curriculum in Standard II for more detail). Additionally, faculty are skilled in delivering course content through and about technology; all courses are delivered in the online environment and faculty make use of not only what is provided (Blackboard and Zoom) but also master and utilize new technologies when pedagogically appropriate (e.g., Wakelet, Flipgrid, etc.). Faculty take advantage of opportunities for technology training as provided through the College and the University, such as those through the DCEPS [Learning Resource Center](#), the [Center for High Impact Practices](#), and the [Center for Learning and Teaching](#); please refer once more to [Table 3.7](#) for examples.

The MLIS Program faculty have demonstrated a record of excellence in online teaching supported by [ODUOnline](#) and have been providing course content online through a previously implemented Master of Science in Education (MSEd) with a Concentration in Library Science program. Faculty have been recognized for online teaching, including Dr. Kimmel who received a University [Teaching with Technology Award](#). Technological skills and knowledge are updated through the Center for Learning and Teaching ([Table 3.7](#)). Faculty also have research and publications related to online teaching ([Table 1.10](#)). Several grants have supported development of the online program including two from IMLS: Dr. Kimmel [[IMLS RE-01-13-0008-13](#)] and Dr. Dickinson [[IMLS RE-02-13-0025-13](#)] and internal [Faculty Innovator Grants](#) from ODU. While others faced an unfamiliar shift to online teaching and learning in 2020, the ODU MLIS Program was already well-situated in that environment, built upon years of successful online instruction.

MLIS faculty are active in a number of professional organizations, serving on committees and also in leadership roles (see [Table 3.8](#), and [56](#)). By engaging in a diverse span of organizations, faculty members participate in relevant conversations within the field.

Table 3.8
Faculty Professional Memberships, Committees, and Leadership

Full-Time Faculty Member	Professional Membership	Committees and Leadership
Gail Dickinson PhD Full Professor (56a)	ALA, AASL, ESLS, LRRT, LIRT, ALISE, AERA.	External Review Panel, ALA-COA; Member, CAEP Coordinating Committee, AASL; Member, Past President's School Library Leadership Team, AASL
Sue C. Kimmel PhD Associate Professor (56b)	ALA, AASL, ALSC, AERA, ESLS, ALISE, VLA, VAASL	Member, Editorial Board <i>School Library Research</i> ; Member AASL CLASS II Research Team; Chair, Community of Scholars Committee, ESLS/AASL; Member, Caldecott and Newbery Committees; Member, Notable Children's Books Committee; Chair, Batchelder Ebook Task Force; Chair, AASL Research & Statistics Committee; Co-author, AASL CLASS White paper; Co-Chair, ALISE School Library SIG; Secretary, ESLS
Amelia Anderson, PhD Assistant Professor (tenure track) (56c)	ALA, ALISE, ACRL, Beta Phi Mu, LLAMA, YALSA, LRRT, VLA, VLACRL	Co-Chair, ALISE Works-in-Progress Committee; Editorial Board Member, <i>Library Quarterly</i> journal; Advisory Board Member, <i>Targeting Autism in Libraries</i>
Elizabeth Burns PhD Associate Professor (tenured 2021) (56d)	ALA, AASL, ACRL, ATE, ESLS, ALISE, IFLA, VAASL	Co-Editor, <i>School Library Research</i> ; Co-Chair, ACRL Standards Committee; ALA Nominated IFLA School Library Representative (2021-2025); Chair AASL ESLS; Editorial Board member, AASL <i>National School Library Standards</i> ; Editorial Board member, <i>School Library Research</i> ; CAEP/AASL Lead Program Reviewer; member, CAEP/AASL Coordinating Committee; ALA Program External Reviewer; Chair, AASL Advocacy Toolkit Task Force; Co-Chair, ALISE School Library SIG

Jeffrey DiScala PhD Assistant Professor (tenure track) (56e)	AASL, ALA, AERA, ESLS, ALISE, GLBTRT, LRRT	Lilead Project Co-Founder; Chair, AASL Community of Scholars Task Force; AASL Urban Schools Task Force; Chair, AASL Supervisor's Position Statement Task Force; <i>School Library Connection</i> Editorial Advisory Board
Dawn Betts- Green, Lecturer (56f)	ALA, YALSA,	Reviewer, <i>Open Information Science</i> ; Reviewer, <i>Advances in Librarianship</i> ; Juror, Older Children's Literature, Florida Book Awards
Lindy Brown, Lecturer (56g)	ALA, VLA	---

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Faculty in the College are required to submit their original scholarly work for publication, with an emphasis placed on work published in indexed, refereed journals ([60](#)). The four MLIS faculty eligible for tenure or promotion meet or exceed the annual expectations. Faculty have a sustained record of publishing in peer-reviewed journals. Over the past three years (2018-2020) the four full-time faculty have a total of 40 journal publications with each faculty member averaging 2-4 per year. This commitment to scholarship is emphasized in the [DCEPS mission and vision](#).

Table 3.9

Peer-reviewed Publications for Full-Time Faculty 2016-2020

	2020	2019	2018	2017	2016
Dr. Anderson	3	4	2		
Dr. Burns	5	4	3	0	2
Dr. DiScala	3	3	0	1	5
Dr. Kimmel	5	4	4	0	5

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 value in translating research results broadly and regularly present at local, national, and international communities of LIS practitioners and scholars (56). LIS faculty are also encouraged to submit grant applications for research and are supported through both the ODU Office of Research and the ODU Research Foundation, which assist with grant development and implementation. Additionally faculty present regularly at national and international conferences, contribute to major national competitive grants, serve on advisory boards, and review for highly ranked journals (56). A summary of research accomplishments for full-time faculty is detailed below in Table 3.10.

Table 3.10

Faculty Research Accomplishments through 2021

Gail Dickinson PhD, Full Professor	
30 peer reviewed articles, 7 books, 7 book chapters	
Sample of Journals	<i>JELIS, Library Quarterly, Library and Information Science Research, School Libraries Worldwide, School Library Research</i>
Sue C. Kimmel PhD, Associate Professor	
38 peer reviewed articles, 3 books, 9 book chapters, 2 published proceedings	
Sample of Journals	<i>School Library Research, School Libraries Worldwide, Library Quarterly, Journal of Teacher Education, Teachers College Record, Reading Psychology</i>

Serve as Reviewer	<i>School Library Research, School Libraries Worldwide, LIBRI, Urban Education</i>
Amelia Anderson, PhD, Assistant Professor (tenure-track)	
14 peer reviewed articles, 1 book, 7 published proceedings	
Sample of Journals	<i>Library & Information Science Research (LISR), Library Quarterly, College & Research Libraries, Library Leadership & Management (LL&M), Journal of Librarianship and Information Science (JOLIS), First Monday, Focus on Autism and Other Developmental Disabilities</i>
Serve as Reviewer	ALISE conference full research papers; Editorial Board member and reviewer <i>Library Quarterly</i>
Elizabeth Burns, PhD, Assistant Professor (tenure-track)	
19 peer reviewed articles, 2 books, 2 book chapters, 8 published proceedings	
Sample of Journals	<i>School Library Research, School Libraries Worldwide, Journal of Education for Library and Information Science, Journal of Library & Information Services in Distance Learning, Studying Teacher Education</i>
Serve as Reviewer	Co-Editor of <i>School Library Research</i> . Review for <i>School Libraries Worldwide, Journal of Teacher Education</i>
Jeffrey DiScala, PhD, Assistant Professor (tenure-track)	
12 peer reviewed articles, 2 book chapters, 2 published proceedings	

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

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-Time Faculty	Practical Experience
Gail Dickinson PhD, Full Professor	Library Supervisor, Union-Endicott Central School District, Endicott, NY School Librarian, Broadwater Academy, Exmore, VA School Librarian, Cape Charles, VA Graduate Assistant, Government Documents, University of North Carolina at Chapel Hill

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, <i>The Elementary School Library Collection</i> 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-related health information for homeless and opioid-use populations Information Assistant and Writer ALLY Accessibility Project, School of Information, Florida State University

Lindy Brown, MLIS, Lecturer	Reference Librarian, Systems & Operations, Corvallis-Benton County Public Library, Corvallis, OR Reference Librarian, Adult Services, Corvallis-Benton County Public Library, Corvallis, OR Albany Public Library, Albany, OR Academic Counselor, Oregon State University, Corvallis, OR Coordinator, Student Services, University of Florida, Gainesville, FL Academic Advisor, College of Liberal Arts & Sciences, University of Florida, Gainesville, FL
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MLIS faculty are committed to collaboration, and liaison with faculty of other disciplines for publications and grants within the university including educational research (Dr. Shana Pribesh), computer science (Dr. Michael Nelson), critical disability studies (Dr. Ruth Osorio), communication sciences and disorders (Dr. Selena Layden), literacy (Dr. Danielle Hartsfield), and culturally responsive pedagogy (Dr. Janice Underwood). This multidisciplinary approach also extends through teaching: MLIS faculty are currently working on course development with faculty members from Computer Science and ODU Libraries to develop coursework in Archives, including Digital Archives. A grant was submitted (unfunded) to NEH in 2020 and a current proposal for an IMLS grant to develop a cross-disciplinary digital archives certificate was recently invited to a full proposal. Faculty from Computer Science, Cybersecurity, ODU Libraries, and the MLIS Program are collaborating on the digital archives certificate. Regardless of the grant funding, this work will move forward. A Seminar in Archives and Special Collections was taught in summer 2021 by Jessica Ritchie, the Director of Archives and Special Collections for ODU Libraries.

MLIS Faculty also chair and serve on dissertation committees for a variety of disciplines and departments within DCEPS. This service reflects the research and content expertise of MLIS faculty and relationships held across departments. MLIS service as a chair or member of dissertation committees is detailed in Table 3.12 below.

Table 3.12
Service on Dissertation Committees by MLIS Faculty

Department	Concentration	Student	Chair	Member
Educational Foundations and Leadership	Higher Education	Adam-Turner, Nancy		Dickinson

Teaching and Learning	Curriculum & Instruction	Branyon, Angela	Dickinson	
STEMPS	Instructional Design & Technology	Brown, Jennifer Scott		Dickinson
STEMPS	Instructional Design & Technology	Hostetler, Kirsten		Burns
STEMPS	Instructional Design & Technology	James-Collins, Karla		Kimmel
Teaching and Learning	Curriculum & Instruction	Roji-John, Rebecca		Kimmel
Teaching and Learning	Curriculum & Instruction	Ruzzi, Bree	Kimmel	
Educational Foundations and Leadership	Community College Leadership	Ryan, Diane		Kimmel
Teaching and Learning	Curriculum & Instruction	Soulen, Rita	Dickinson	Burns
Teaching and Learning	Curriculum & Instruction	Trzeciakiewicz, Stephanie	Dickinson	
Teaching and Learning	Curriculum & Instruction	Underwood, Janice	Kimmel	
Teaching and Learning	Curriculum & Instruction	Forest, Danielle	Kimmel	

Teaching and Learning	Curriculum & Instruction	Innes, Alisa	Kimmel (co-chair)	
Teaching and Learning	Curriculum & Instruction			Kimmel
Educational Foundations and Leadership	Ed Leadership	Walker, Brittany		DiScala
Teaching and Learning	Curriculum & Instruction	Wine, Lois	Kimmel	Dickinson
Teaching and Learning	Curriculum & Instruction	O'Hearn, Maria		Kimmel
Teaching and Learning	Curriculum & Instruction	Rippard, Kelly		Kimmel

MLIS faculty value close relationships with the field. At ODU, library staff members serve as part-time faculty and on the MLIS Advisory Board. The MLIS Advisory Board also consists of practitioners from libraries of all types across the state. Faculty are active in ALA both at the national level and through local divisions, through VLA, as well as subdivisions VLACRL and VAASL. Refer once more to [Table 3.8 Professional Memberships, Committees, and Leadership](#). Faculty exhibit at VAASL annually, have exhibited annually at VLA since 2017, and regularly present in these venues. Supervision of library practicums and internships entails close and regular contact with supervisors and practitioners in the field. Ability to conduct research in the field is evidenced by the work done not just for practitioner benefit but also in collaboration with practitioners.

MLIS faculty have a history of grant awards that include liaison with the field. Dr. DiScala is the Research and Planning Director of The Lilead Project [[IMLS RE-40-16-0166-16](#)], which prepares leaders in school librarianship. Dr. Anderson is the Project Director and Co-PI of Accessibility in Making, which is working with public librarians and library patrons to understand accessibility in makerspaces and making activities [[IMLS LG-246292-OLS-20](#)]; Drs. Kimmel [[IMLS RE-01-13-0008-13](#)] and Dickinson [[IMLS RE-02-13-0025-13](#)] also have

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 detailing the teachload of each faculty member in the department ([137](#), [138](#), [139](#), [140](#)).

Class sections are capped at 20 students to ensure a quality instructional experience for students, allowing time for faculty to provide abundant formative feedback. Table 3.13 shows the courses that each full-time faculty member has taught since Fall 2019. Course releases were provided to Dr. Kimmel for administrative duties as GPD and to Dr. DiScala as part of his start-up package in Fall 2019. All faculty are considered competent based on their academic credentials and experience to teach the four core courses that cover content considered basic to the field.

Table 3.13

*Courses Taught by MLIS Faculty 2019-2021, lead faculty in **bold***

	Anderson	Burns	Dickinson	DiScala	Kimmel
Sum 2021	LIBS 691	LIBS 668 LIBS 669 LIBS 680		LIBS 644	LIBS 602 LIBS 602

Spr 2021	Family Leave	LIBS 676 LIBS 668/669	LIBS 658 LIBS 658	LIBS 674 LIBS 644	LIBS 608 Course release
Fall 2020	LIBS 612 LIBS 647	LIBS 655 LIBS 668	LIBS 658 LIBS 658	LIBS 608 LIBS 674	LIBS 608 LIBS 608
Sum 2020	LIBS 691	LIBS 668/669 LIBS 680		LIBS 644	LIBS 602 LIBS 695
Spr 2020	LIBS 608 LIBS 690	LIBS 676 LIBS 676		LIBS 674 LIBS 674	LIBS 608 LIBS 697 Course release
Fall 2019	LIBS 608 LIBS 612	LIBS 668 LIBS 680		LIBS 608 Course release	LIBS 608 Course release

Courses are offered during all three semesters: fall, spring, and summer. While full-time faculty are not on contract to teach during the summer (May 25 through July 24), they have the opportunity to teach with extra compensation. Most full-time faculty do teach summer courses. Although the GPD is faculty and on a 10-month faculty contract, GPDs are paid a summer stipend to ensure that the quality and consistency of the program continues through the summer months. Faculty have also been granted course releases as part of their start-up package or in acknowledgement of additional duties.

All core courses are developed by full-time faculty and have a lead instructor who is a full-time faculty member. Part-time faculty work closely with these faculty members, who serve to ensure that everyone is aware of changes to curriculum or program policy. Table 3.14 shows the percentage of sections taught by full-time faculty. Often when there are multiple sections of a course, a faculty member will serve as the lead instructor to be followed by one or more part-time faculty. In Table 3.14, the distribution of course assignments in each semester is shown as an equation. For example, in Spring 2021 there were five full-time faculty members (2+2+2+1+0). Drs. Burns, Dickinson & DiScala each taught two classes (2+2+2) considered a full teaching load in DCEPS. Dr. Kimmel had a course release for her administrative duties and taught one course, and Dr. Anderson was on Family and Medical Leave and was not teaching. Dr. Dickinson joined the faculty in Fall 2020 when each faculty member taught two courses for a total of ten. No course releases or research leaves were granted in Fall 2020 due to budget concerns related to Covid.

Table 3.14*Distribution of Number and Percentage of Course Sections Taught by Full-time Faculty*

Semester	Total # Sections	# Sections taught by FT	% Sections taught by FT
Fall 2019	13	6 (2+2+1+1)	46
Spring 2020	13	7 (2+2+2+1)	54
Summer 2020	14	6	43
Fall 2020	15	10 (2+2+2+2+2)	67
Spring 2021	14	7 (2+2+2+1+0)	50
Summer 2021	15	7	47

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

All full-time faculty are systematically reviewed yearly according to procedures described in the ODU *Teaching and Research [Faculty Handbook](#)*. Non-tenured faculty are initially reviewed by the Departmental Promotion and Tenure Committee and then by the Chair who each make a recommendation of re-appointment or non-appointment, followed by the Dean who decides on reappointment.

All faculty are evaluated annually. The process for the annual review of faculty is detailed in the [Evaluation of Tenured Faculty](#) in the ODU *Teaching and Research Faculty Handbook*. Each faculty member submits a portfolio of accomplishments in teaching, research, and service from the previous year to the University's [management system](#). Faculty are evaluated on accomplishment based on publication and grant submissions to ensure they are contributing to the body of knowledge in their field through research ([60](#)). Service contributions and teaching quality are also evaluated ([63](#)).

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](#) in the *Teaching and Research Faculty Handbook*; review examples on site). Tenured faculty are reviewed on a five-year basis using the same process. Additionally, detailed procedures and expectations are outlined in the ODU [Teaching and Research Faculty Handbook](#); see “[University Policy on the Evaluation of Teaching Effectiveness](#).” Teaching portfolios are evaluated by peers, and MLIS faculty all participate in this peer process. Each faculty member’s teaching portfolio is evaluated by three other members of the Department. The chair of the Promotion and Tenure Committee assigns peer review teams and seeks to include an MLIS faculty member on the team for each MLIS faculty member. In this process, MLIS faculty have the chance to provide each other feedback regarding teaching efforts.

A pre-tenure review of tenure-track faculty is conducted in addition to the annual evaluation process. Faculty under third year review compile and submit a package summarizing accomplishments in their first two and a half years. This material is reviewed by the department and the college promotion and tenure committees, the Department Chair, the Dean, and the provost. A letter is provided to the faculty member for their files at each of these levels of review. The Pre-Tenure procedure is outlined in detail in the [Tenure](#) section of the ODU [Teaching and Research Faculty Handbook](#). After the pre-tenure review, the Dean and Department Chair meet with the faculty member to discuss the pre-tenure review and progress toward tenure. At this time, any support needed for the faculty member is also identified.

Students are invited but not compelled to complete [Student Opinion Surveys](#) at the end of fall and spring courses and before grades are submitted. These surveys include questions regarding the course delivery, content, and the instructor. These reports are available to faculty after grades are submitted and are a required element in the materials supported for the annual review of faculty. Student Opinion Surveys are not automatically loaded for summer courses and require activation by the faculty member.

Beginning with the 2019 calendar year, the MLIS faculty established a procedure for the evaluation of part-time faculty ([112](#)). Part-time faculty are divided among full-time faculty who request an updated CV, copies of course syllabi, copies of Student Opinion Surveys, and a brief reflection with copies of any newly-developed assignments. The evaluation is written as a paragraph and is submitted to the Department Chair.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

Explicit policy guides decision-making regarding the evaluation of faculty, including who conducts the evaluation at each level. Actions for improvement are directed by the Department Chair or the Dean. MLIS faculty are evaluated on multiple levels, and data are collected at all points. Teaching, research, and service are evaluated through a systematic process, and feedback and strategies for improvement and growth are documented with clear benchmarks. Data to substantiate evaluation of faculty is retained in the Dean's office.

The data to substantiate the evaluation of the faculty are letters described in Table 3.15. Schedules for these letters are in the [Schedule for Faculty Personnel Actions](#) in the *Teaching and Research Faculty Handbook*. These letters will be available on site. These letters provide detailed feedback about the progress a faculty member is making toward tenure and/or promotion and include specific areas for growth.

Table 3.15

Review Letters Documenting Faculty Evaluations (available on site)

Faculty Rank	Documentation
Tenured faculty annual review	Letters from department chair and dean. Every 5 years letter from peer evaluation of teaching portfolio.
Tenure-track faculty annual review	Letters from department P&T committee, department chair, and dean. Letter from peer evaluation of teaching portfolio.
Tenure-track faculty third year review	Letters from department P&T committee, department chair, college P&T committee, dean & provost
Tenure review	Letters from department P&T committee, department chair, college P&T committee, dean, university P&T committee, provost, and Board of Visitors
Promotion review	Letters from full members of department P&T committee, department chair, college P&T committee, dean, university P&T committee, provost, and Board of Visitors
Part-time faculty annual review	Letter from MLIS faculty

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 student work within 2 weeks of submission ([1j](#)) following a discussion of this as a concern raised on course evaluations.

The Chair and Dean counsel tenure-track, non-tenured faculty regarding balancing research with teaching and service. There is an annual process in which tenure-track, non-tenured faculty members receive a review letter from the Promotion and Tenure Committee (on site). Faculty have the opportunity to meet with the Chair at this point. At the faculty member's third-year review, they also meet with the Dean.

The GPDs meet frequently with the Chair to discuss resources to improve the MLIS Program and plan for the future based on faculty evaluations. Non-tenured faculty are evaluated annually, including their teaching portfolio and Student Opinion Surveys by the Promotion & Tenure Committee, Chair, and Dean. Suggestions for improving instruction are a standard part of each evaluation and in many cases, the GPD or Chair meets individually with a faculty member to discuss improvement.

End-of-course Student Opinion Surveys are considered in the evaluation and retention of part-time faculty. The GPDs and lead faculty work with part-time faculty who receive poor evaluations. A decision may be made to terminate or reassign a part-time faculty particularly if student evaluations and feedback demonstrate a failure to communicate effectively with students. The online program is conducted through Blackboard and lead faculty are always included in the Blackboard sections taught by part-time faculty and frequently in each other's courses, as well. This provides the opportunity to share best practices across classes.

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.

Standard IV: Students

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

The MLIS Program supports [the University's efforts](#) “to ensure equal opportunity for all persons regardless of race, color, national origin, age, marital status, sex (including pregnancy), political affiliation, sexual orientation, gender identity, genetic information, disability, religion, or veteran status in employment, educational programs and activities, and admissions.” In particular, the MLIS Program objective that “focuses on the preparation of culturally-responsive librarians who can provide resources and services for increasingly diverse communities for the Commonwealth of Virginia, the nation, and the world” is best accomplished with a diverse student body who contribute to the learning of classmates and [the MLIS Program](#). ODU has several initiatives directed at diversity and has earned numerous national recognitions for diversity and inclusion <https://www.odu.edu/life/diversity> .

A learning environment characterized by diversity is key to the program's mission, goals, and objectives. Diversity is also a value clearly expressed by the constituencies served by the MLIS, as seen in early planning documents ([127](#)), discussions of the MLIS Advisory Board ([2](#)) and in surveys of employers ([111](#)) and students ([22](#)). Diversity in this case includes but is not limited to the demographics highlighted in Table 4.1. Students also bring a variety of experiences and interests in libraries and information careers. This variety enriches the learning environment. All policies detailed in this section determine the composition of the student body: recruitment, admissions, and retention are each key to establishing and sustaining the learning environment expressed in the MLIS vision, mission, goals, and objectives. For example, Principles of Universal Design for Learning are incorporated to allow students to demonstrate mastery of content in the manner that best suits their learning style. One example of this is in the Job Presentation assignment in LIBS 691 *Seminar in Academic Librarianship* in which students may submit a written paper or a recorded video to display their work ([18f](#)).

Table 4.1 provides descriptive statistics for students enrolled in Spring 2021. Approximately half of the current students are in the school librarian concentration and about a third are in the general MLIS. The remaining twenty percent of students have identified as interested in initial licensure for school librarianship. Initial licensure is for students interested in school librarianship who do not have a teaching license and are enrolled in the general MLIS. Moving

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.

Table 4.2*Demographics of ODU MLIS Students Compared with ODU and Virginia Demographics - 2020*

	White	Black	Hispanic	Asian	Two or more races	Other
MLIS Students	82%	13%	3%	1%	1%	0%
ALISE Statistics 2020 *	65%	5%	9.8%	3.4%	2.2%	14.6%
ODU Master's Students	61.7%	19.7%	.04%	4.4%	5%	9.16%
Virginia Residents	61.2%	19.9%	9.8%	6.9%	3.2%	.6%
Virginia Public School Students	46.3%	22.1%	17.5%	7.4%	6.2%	.5%
ODU Undergraduates	43.5%	31.6%	9%	5%	7%	3.9%
All Virginia College & University Students	62.7%	16.3%	8.9%	7.4%	4.3%	.4%

* ALISE 2020 Statistical Report (International enrollments not included).

Recruitment

The MLIS Program's strategic objective to "Implement state-of-the-art technologies to attract, recruit, and retain students to the program who reflect the diversity of our communities" guides recruitment practices. Recruitment efforts are directed toward diverse audiences including paraprofessionals and ODU undergraduates, as well as with potential employers or others with potential to reach a broad and diverse audience. Old Dominion University has been recognized as a "[Top 15 University in the Nation for African-American Student Success](#)" as well as being a [military friendly "top ten"](#); therefore efforts to direct recruitment from ODU undergraduates and alumni seems likely to reach diverse applicants. MLIS Program faculty, assisted by the Director of Marketing and Communications of the Darden College of Education and Professional Studies (DCEPS), ODUOnline, and Graduate Admissions, engage in marketing for the MLIS using state-of-the-art technologies such as [the website](#) and webinars ([66](#)). During Covid-19 these efforts have been conducted in Zoom, but the program expects to return to in-person events on site ([67](#) & [68](#)) directed at ODU's diverse undergraduate population in addition to the online webinars. An undergraduate student organization, Future Information Professionals, provides a path for current ODU students interested in the field and has attracted a diverse group of students ([69](#)). MLIS Program faculty are also discussing creating a path for interested undergraduates and community college students toward the MLIS ([1i](#)). Table 4.3 details examples of ongoing recruitment efforts.

Table 4.3
Recruitment Efforts for MLIS

Type of Recruitment	Target Audience	Examples
Webinars	Paraprofessionals, undergraduates, K-12 Teachers	Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021 (66 , 71)
Exhibits & Sponsorships	Employers, paraprofessionals, K-12 Teachers	ALA, VLA, VAASL, ALISE advertisement
Website	ALL	MLIS web page, ODU webpage, ODUOnline web page
In-Person	ODU Undergraduates & others by invitation	Pizza lunch 2019 (67) & 2020 (68) , UVA students (124), ODU Paraprofessional staff (72), Library of Virginia Trustees (131)

The program has taken several specific initiatives to increase diversity. The College has memos of understanding (MOUs) ([119](#)) with school divisions (districts) in Virginia ([70](#)) to provide a 25% discount to teachers and other employees of the division. Recruitment has included school divisions with high diversity such as Norfolk, Newport News, Portsmouth, and Richmond City. Additionally, the MLIS Advisory Board has suggested that the paraprofessional workforce in libraries represents considerably more diversity than the professional workforce. Recruitment efforts have been directed at these library employees and included an email to all library directors in public, school, and academic libraries to be distributed to their paraprofessional staff ([71](#)) and an in-person information session with paraprofessionals at the ODU Libraries ([72](#)). ODU Employees are entitled to a [tuition benefit](#) following a year of full-time employment.

A marketing campaign is in preparation for launch once ALA accreditation is achieved. The campaign will utilize social media and other technologies to market the degree nationally ([1](#), [73](#)). Faculty are currently creating a marketing plan and developing a logo for the MLIS.

Admissions

Policies detailed in the [Graduate Catalog](#) for admissions explicitly state “Old Dominion University is open to all qualified students regardless of race, color, religion, gender (including pregnancy), age, national origin, veteran status, disability, political affiliation, sexual orientation, or genetic information” along with minimum requirements for admissions. The MLIS Program has clearly stated [application requirements and policies for admissions](#) ([graduate catalog](#), [MLIS website](#), [74](#)).

Table 4.4

Admissions to the MLIS

Students must:

1. Hold a bachelor’s degree in any field from a regionally accredited college/university
2. Have an undergraduate grade point average of at least 3.0
3. Apply for admission to the graduate school
4. Submit a current resumé
5. Submit a writing sample addressing a prompt supplied by Admissions

Under certain circumstances, applicants who do not fully meet the requirements for regular admission to the program may be provisionally admitted or may be required to take the GRE to provide additional metrics.

Details regarding admissions procedures and decisions can be found below in section IV.3

Retention and Continuance

[Continuance policies for graduate students](#) are determined by the Graduate School and published in the Catalog and the MLIS Student Handbook ([51](#)). According to Graduate School policy, students whose GPA drops below 3.0 are placed on academic warning; those who do not achieve a 3.0 within 12 credit hours are suspended and must request reinstatement to enroll in further coursework. GPDs may also place students on an academic suspension or decide to dismiss a student from the program. The GPD and the student may work to reinstate a student following academic suspension ([75](#)). These policies are available through the Graduate Catalog and [online](#).

Additionally the MLIS faculty are diligent about following up with students who do not register or enroll in a given semester ([76](#)). Students are advised about returning to the program. Policies and procedures are in place to [readmit students](#) missing for 2 or more semesters. ODU has an office committed to student success, [ODU CARES](#), where students may be referred for assistance in returning to classes or appealing tuition for emergency withdrawals from class.

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 must register online every semester for the discount, and DCEPS verifies their employment each semester.

A [list of scholarships](#) is maintained by the Student Chapter of the American Library Association. Faculty actively nominate students for applicable scholarships. Students are nominated; one student recently received the Dickinson Award from the Virginia Association of School Librarians ([79](#)). Faculty are asked to submit letters of reference for ALA scholarships ([80](#)). Family of an alumna have established a new scholarship, The Flo Blankenship Memorial Scholarship, that will become available to students in the MLIS for the 21-22 academic year (MOU available on site). The MLIS will also develop an active plan for further gifts and development with assistance from the [University Development Office](#).

Two graduate assistantships (GA) in ODU Libraries were made available for MLIS students for 2019-2020 ([81](#)) and 2021-22 ([64](#), [65](#)). GA positions provide a stipend to students in exchange for 20 hours per week. To be eligible, students must be enrolled full time. One graduate assistantship was awarded for 2019-2020 in ODU Libraries, and a GA was funded and appointed to work with the MLIS Program faculty for 2021. The MLIS program GA was awarded to an MLIS student. The full-time, on-campus requirements of GAs are barriers for many of our students. One student was offered an assistantship, but acceptance required that she give up her part-time, on-campus job, and she was unwilling, financially, to do so.

Students receive other financial assistance through various professional organizations. For example, school library students are required to purchase the AASL Standards and receive a free year's membership in AASL with ALA membership ([82](#)). MLIS Program faculty plan an institutional membership in ASIST, which includes free membership for a limited number of students ([1i](#)).

Career Services

Advising in the Master of Library and Information Studies program focuses on a student's career objectives. Students in LIBS 608 *Foundations of Libraries and Information* observe a variety of library workplaces, interview and meet guest speakers from a variety of workplaces, begin work on a professional portfolio, and start to identify an area of interest ([18a](#)). Students are advised into an area of concentration, electives, and an internship based on their career interests ([78](#)). The program works closely with the [Office of Clinical Experiences](#) to provide students with practical

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. Students also have access to the Internship Handbook (52) which details procedures, placements, and assessments. The public often first encounters [ODUOnline](#), which leads to admissions coaches who can direct inquiries to the program website or the Graduate Program Director. The Graduate Catalog, available online, is of interest to the public but also to current students as it contains key policies, information about the MLIS, and available courses. Following the November 2020 Student Advisory Committee meeting (9c), faculty developed and implemented a calendar of regularly-scheduled emails reminding students of key dates and to check the Organization Space (17). Table 4.5 details the sources of documentation and procedures to support review of these practices.

Table 4.5*Accessible Information about the MLIS with Supporting Procedures*

	Sources of accessible information	Procedures in place to support review of these practices
Program goals & objectives, including progress	MLIS Program website Blackboard Organization Space	Reviewed with MLIS Advisory Board (2), Student Advisory Committee (9), Annual Weave data meetings (1), GPD video message to students (88).
Curricula	Graduate Catalog MLIS Program website Blackboard Organization Space Student Handbook Internship Handbook	Curriculum procedures are detailed in Standard II; Emails to students about upcoming courses/special topics courses
Faculty	MLIS Program website Blackboard Organization Space ODU Website	Faculty updates to website; Announcements on website
Admissions	MLIS Program website Graduate Catalog ODUOnline Student Handbook	Email answer to inquiries (74), fall & spring webinars & recruitment events (66 , 67 , 68 , 72)
Financial Aid	ODU Website Blackboard Organization Space	Updates to list of scholarships, advising new students, recommending students for scholarships (79 , 80), Flo Blankenship Scholarship procedure (135)

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,

ODUOnline has a link to “Apply,” leading to the Graduate Admissions page. These criteria were developed from our previous experience with the MSED, where we found the undergraduate GPA was a strong indicator of success in graduate school. The GRE was found to be a barrier to prospective students, and scores were rarely a deciding factor in admissions. The application to the MLIS requires a current resumé, transcripts for all coursework beyond high school, response to the essay prompt “You are applying to graduate school in library and information studies. In a 500-word essay, describe this step on your path as a lifelong learner,” and completion of the graduate application form. Applicants applying to ODU for the first time also pay an application fee.

A rubric for admissions is used to apply standards consistently. Table 4.6 outlines the elements of the rubric. The rubric mirrors the stated requirements for the application and is used internally by faculty.

Table 4.6

Admissions Rubric

Rubric Element	Examined for Evidence	Weighted
Undergraduate GPA	Earned degree Academic & Intellectual Aptitude	40%
Current Resume	Experience in libraries or related workplaces or contexts Potential library hire/needs of program constituencies Academic & intellectual aptitude	20%
Essay	Interest Potential library hire/needs of program constituencies Academic & intellectual aptitude Career objectives Potential future contribution to the field	40%

Applications are due April 1 and Nov 1 for priority decisions. Faculty are assigned applications for review and use the rubric to score each. Transcripts are reviewed for the overall GPA. Transcripts are also examined for an earned bachelor’s degree, patterns in grades (for example, a pattern of improvement in grades or a particularly difficult semester), graduate coursework or degrees, and student major. Factors that might mitigate a lower GPA are noted on the rubric.

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 archival studies and was contacted about the potential need for further coursework or certification beyond the MLIS (examples of responses to students available on site). Students interested in school librarianship are expected to provide a valid teaching license and those without a teaching license are advised into prescribed coursework for initial licensure. Faculty recognize that both the resumé and the essay may represent coaching 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 each present the application they evaluated. The entire committee looks at applications that received low to mid scores and discuss the findings. These discussions have led to a shared understanding of the rubric and admissions criteria. For example, we now focus beyond appearance to the substance of a resumé. The student's resumé and essay are both evaluated for library or related experience, an emerging understanding of the field, and the expression of career interests. In addition to meeting admissions requirements, faculty consider a student's career interests and whether the program will enable students to meet goals. For example, strong interest in archival work or computer science may require additional advising. Students who are admitted to the school librarianship concentration must have a valid teaching license.

[Graduate admissions policy](#) includes procedures for provisional admissions. Additional coursework may be required. Faculty may decide to provisionally admit a student with a GPA below 3.0 if other measures on the rubric merit admissions. These other measures include specific examination of the transcript for patterns in undergraduate grades or the inclusion of transcripts with graduate work that suggest the student may be successful in graduate level coursework. Provisional status ensures that student progress toward successful completion of the program will be monitored. The undergraduate GPA was the most likely criteria to be waived when viewed holistically with the student's experience as evidenced in their resumé, GPA from other graduate work, and the student's essay. Provisionally-admitted students are monitored for their first 12 credit hours and must have an overall 3.25 GPA to lift provisional status. This is a

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 ODU affiliation, diversity, and library experience. Table 4.7 shows data about admissions to date. Students admitted provisionally receive an email ([90](#)) notifying them of the status and procedures. Since Fall 2019, 14 students have been admitted provisionally. Three never enrolled in classes and one has not been in class since Summer 2020. Four of the ten who did enroll currently have a GPA of 4.0; others have a range of 3.34 to 3.88. One has been dismissed following [ODU policies for dismissal](#) using the [G8 Form](#), having fallen into graduate suspension. Several are on track to graduate in 2021.

Once admitted, students may request evaluation of previous coursework for transfer. [ODU policy](#) allows up to 12 credit hours to be approved by the Graduate Program Director. Requests must be submitted with the G1 Form ([91](#)) and a copy of the transcript. The MLIS policy ([51](#)) specifies that coursework must be within the past five years with a grade of at least a B. Course descriptions and/or copies of course syllabi may be requested for review.

As the program transitioned to the MLIS during summer of 2019, students in the Master of Science in Education were offered the option of moving into the Master of Library and Information Studies. Sixty-six students moved as of August 2019. Specific criteria were developed for eligibility ([92](#)). Students early in their program of study were required only to request a transfer of degree. Students further along in their program were invited to apply to the MLIS with an expression of their interest in the new degree and were advised into new, and possibly additional, electives in other areas of librarianship.

The MLIS Program has been deliberate in addressing compliance with this element of the standard. Prospective students are informed of our admissions criteria because it is publicly available, but faculty have not chosen to share the weighting formula. Provisional admission is a tool that allows the MLIS Program to give a student who shows promise but does not have the minimum 3.0 undergraduate GPA the opportunity to demonstrate success in the program. Table 4.7 summarizes the numbers of applications and admitted students. Enrollments indicate the number of admitted students who enrolled in the semester of the application.

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%)

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

The program seeks to provide students with wrap-around advising through personal contact and relationships in compliance with this element. The Graduate Program Director and the faculty are knowledgeable about individual student programs of study and other advising concerns of students. Plans of study discussions are frequent in the minutes of the monthly MLIS Program meetings ([1](#)) as the faculty work to ensure courses are offered when students need them. In order to provide guidance in planning coursework, a course rotation has been developed and is shared with students ([41](#)).

The Graduate Program Director and School Library Program Director schedule initial advising meetings with each student to discuss goals and coursework ([78](#)). At this initial meeting, students are asked to talk about their needs, goals, and aspirations to develop an initial plan of study and to decide on registration for the first semester. Students are also provided with a course listing ([40](#)) and course rotation ([41](#)) outlining when courses will be offered. These documents facilitate a plan of study that is coherent with student goals and aspirations and that is attainable within

MLIS offerings and requirements. Following this initial advising, students are assigned a faculty advisor (Master List available on site) who will follow up with them prior to registration each semester and who can serve as an initial contact for student questions and concerns. New students attend an orientation session prior to each semester, and faculty share advising benchmarks (93). New students are also enrolled in the Blackboard Organization Space that includes documents and information about the Plan of Study.

Students are expected to file a Plan of Study, prepared with their faculty advisor and approved by the Graduate Program Director, before enrolling in their thirteenth credit hour. An advising block that prohibits students from registering until the Plan of Study is completed, approved, and signed by the Graduate Program Director is placed on their accounts. At this time students are also expected to have completed the graduate requirement of [Responsible Conduct of Research \(RCR\) Training](#). Advising benchmarks are detailed in Table 4.8 below. Sample plans of study will be provided onsite.

Table 4.8
Advising Benchmarks for MLIS Students

MLIS Program Benchmark	Advising
Admissions	Discuss overall goals and initial courses; Plan for core courses, general program and plan of study information
Preregistration (each semester)	Check on status (grades etc.); Advise for course registration
Internship	Assist with placements and paperwork; Register for LIBS 668 <i>Internship in Libraries and Information Workplaces</i> or 669 <i>Internship in School Libraries</i>
Semester enrolled in 12 th credit hour (4 th course)	Ensure students meet benchmarks, such as Responsible Conduct of Research (RCR) training; File a plan of study with GPD signature
Graduation (final semester)	Review student status: course completion, GPA, application to graduate, portfolio

At each of the advising benchmarks above students are provided with an evaluation of their progress toward graduation. Advisors discuss academic progress but also completion of other

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 opportunity to submit early drafts of major assignments for instructor feedback, as described in the course syllabus ([18](#)); for example LIBS 608 section 8.2 describes draft review ([18a](#)). Drafts and feedback are public within the course, allowing all students to review peer drafts and instructor comments. Students are also encouraged to critique each other's work; many do provide unsolicited and constructive feedback. Faculty have weekly online synchronous office hours where students are invited to attend ([18](#)). In these office hours, students ask questions about assignments, course readings, or program expectations. Students are invited but not required to attend and often show up to see each other and hear what questions others ask; these sessions are recorded and shared with the class in Blackboard. Each course also has a discussion board for the Faculty Office, where students post questions or concerns about assignments or the course. The weekly online office hours and discussion board allow faculty to evaluate and adjust assignments where students are encountering difficulty. Faculty are also available for individual consultations via phone, through online conferencing, or in person. Course syllabi include hours and location for office hours, policies for draft review, point values for assignments and the course, and the grading scale ([18](#)). Students are assigned letter grades based on a scale shared in the Student Handbook.

Students complete an ePortfolio that is evaluated at the end of their coursework, typically before they start the Internship. The ePortfolio serves as the MLIS Program's comprehensive exam, and students must pass it to graduate. They are given one opportunity to resubmit. Students are asked to select artifacts from completed assignments and provide evidence and reflection regarding how they have attained Student Learning Outcomes (SLOs). Students are expected to align these artifacts and their reflections with the program Student Learning Outcomes or with the *AASL Standards for the Initial Preparation of School Librarians*. The ePortfolio is also designed to showcase a student's professional accomplishments and aspirations. Students include a current resumé, a statement of philosophy, and a curation of professional resources relevant to their future careers. The ePortfolio is evaluated by faculty using a rubric provided to students ([19](#), [20](#)). Since Fall 2019, 75 students have submitted the ePortfolio; 68 (84%) passed on the first submission. Only one student has not passed the portfolio; she was required to wait a semester to resubmit and did pass on a subsequent submission.

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 practitioner publications.

Faculty choose a Library Science Student of the Year every year to be recognized at the DCEPS Annual Student Awards Luncheon. Criteria include completion of the program in the previous year with a GPA of at least 3.75 and leadership in coursework and the program. These criteria are described in the Student Handbook.

In August 2020, the first MLIS degrees were awarded. The MLIS Program hosted a Graduation Celebration in Zoom. Graduates, their families, and continuing students were invited ([94](#)). Faculty briefly shared the accomplishments of each graduate including employment if applicable. This is now a regular end-of-semester celebration, mentioned by several students addressing the program's response to Covid-19: "I think the way you have been handling zoom celebrations for grads has been great. It is a nice way to get together and celebrate a momentous occasion instead of just letting it fall away" ([22](#)).

Extensive assistance has been provided to our school librarianship graduates regarding expectations about the job-seeking process for different school districts, such as differing hiring procedures and announcements of job fairs. Students in the general MLIS can expect similar coaching regarding job-seeking for other types of library positions. MLIS faculty are often the first to hear about job opportunities and can match students directly with positions through our relationships with employers. Job postings are shared with students through the program listserv and the Blackboard Organization Space. Relationships developed through the Office of Clinical Experiences in finding placements for internships will likely develop into a network of potential employers. We fully expect the assistance provided to students in the School Library Concentration will extend to all MLIS students. Additionally, communications already

established with employers through the survey conducted in 2018 and outreach about the new degree will allow the MLIS to establish contacts and relationships.

Alumni continue to be eligible for services through Career Services who extends assistance to ODU students and graduates with resumés, interview techniques, and job-seeking. Graduates often contact faculty (95), and alumni contacts sustain relationships through receptions at state conferences. The school collects alternate emails and employment information from students at graduation, with follow-ups provided through the Graduate Survey and emails from the program around the 12-month mark. Faculty also hope to stay in touch through alumni events at state and national gatherings. The Virginia Association of School Librarians provides library programs with a time slot and location for an alumni event at their annual conference. Alumni and current students are encouraged to attend. In 2020 this event was held virtually (96).

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.

From the first advising appointment, through coursework, one-question surveys, and other offerings, the program creates an environment that encourages students to participate in determining their individual learning path. Students are also invited to participate in the development and definition of the overall learning community, including peers, faculty, alumni, and other library professionals.

IV.5.1 Students are provided with opportunities to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

A Student Advisory Committee was first convened in Fall 2019 with new members joining in Fall 2020. Faculty nominated students new to MLIS students (both with school library concentration and other areas) and former MSED students who transferred to the MLIS. Diversity of age, gender, race, and ethnicity was also considered. The purpose of this committee is to share progress toward accreditation and elicit input into existing academic and student policies and activities. The committee includes officers from the Student Chapter of ALA. The chapter brings feedback from their meetings (to which all students are invited) and serves as another liaison between students and the program. The committee meets with the Graduate Program Director at least once in both the Fall and Spring semesters. At these meetings, the committee shares feedback regarding policies and procedures.

The MLIS Advisory Board also includes a current student and an alumnus.

Students are also invited and provided opportunities to participate in the evaluation and improvement of the overall learning experience through faculty office hours, end of course

Student Opinion Surveys, one-question surveys, and a discussion board provided in the Blackboard Organization Space. All students can participate in the ongoing evaluation of coursework and instruction through the end-of semester Student Opinion Surveys. Items on this assessment measure perceived teaching effectiveness as well as method of delivery and curricular content.

Graduates are surveyed annually, beginning in January 2019 ([24](#), [25](#)), and faculty discuss the findings at a spring program meeting ([1g](#), [1j](#)).

In Summer 2017, students completed a survey of satisfaction with advising. This survey was the subject of both a research presentation at ALISE and a publication ([61d](#)). Faculty recognized in this research that distance students require distance advising beyond the 9-5 hours when campus offices are open. Students often mentioned the importance of having a staff member dedicated to advising but also valued faculty and course venues such as office hours for advising.

Faculty decided to survey students frequently with short, often one-question surveys to allow the program to gather input and respond more nimbly to student concerns. Response rates generally have been strong, and students use the open-ended comments to share their thoughts and concerns. These surveys are shared in a single document ([22](#)).

IV.5.2 Students are provided with opportunities to participate in research

Students are scaffolded to participate in research beginning with LIBS 608 *Foundations of Libraries and Information*, where assignments include an introduction to library research as well as to finding, reading, and understanding peer-reviewed research publications. Other core courses include collecting data about collections (LIBS 658 *Knowledge Resources: Planning, Selecting & Managing Collections*) or facilities (LIBS 674 *Library Management and Leadership*) and applying the data to proposed activities ([18a](#), [18d](#), [18c](#)). The internship includes an impact project for which students engage in action research ([52](#)). All students complete the [CITI Training for Responsible Conduct of Research](#). During Summer 2020, an ODU librarian was embedded in the History of Books and Libraries course to assist students with their research.

Faculty offer students opportunities for professional research and publications often through coursework. For example, in LIBS 676 *Library Media Services and the Curriculum*, an assignment option is to submit an article to a practitioner journal or to submit a letter to the editor of a local newspaper. Additionally, following LIBS 642 *Children's Literature Across the Curriculum*, several students were recommended to *School Library Connection* as potential book reviewers. Students are encouraged to author and submit reports for publication of the action research conducted for the internship.

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. <i>Teacher Librarian</i> 46(1): 15-19. (148a)
Cromartie, K. (2019). It all starts with a question. <i>Teacher Librarian</i> 46 (3): 21–25. (148b)
Cromartie, K & Burns, E. (2019). Navigating the library slopes: Dispositional shifts in the national school library standards. <i>Knowledge Quest</i> 47 (5): 78-83. (148c)
Gay-Milliken, L. & DiScala, J. (2020). Going beyond book displays: Providing safe spaces for LGBTQ youth. <i>Knowledge Quest</i> 48(3): 10-17. (148d)
Kramer, K. What does poetry have to do with us? <i>School Library Connection</i> .
Shifflett, L. (2019). The midyear librarian: Five steps toward a successful transition. <i>Teacher Librarian</i> 47 (1): 22–25. (148e)
Taylor, L. (2020). Collaborating with school librarians to support student researchers. <i>English Journal</i> 109 (5): 60-65. (148f)

IV.5.3 Students are provided with opportunities to receive academic and career advisement and consultation

As detailed above, students receive wrap-around advising from program inquiry through graduation via their faculty advisor (Master List available on site). Career advisement is also included in coursework. A resumé is a required component of the ePortfolio. Career Development Services provided a workshop on moving the ePortfolio from a degree assessment to a professional portfolio in Fall 2020 ([84](#)).

Faculty maintain strong relationships with community partners, which facilitates both internship placements and opportunities for assistance with job placement. Students discuss career aspirations beginning with initial advising to best meet student needs for placement and job assistance. Students access job opportunities sent to the program by community partners via common communication tools such as the program listserv or Blackboard site or via email to those in a specific geographic area.

IV.5.4 Students are provided with opportunities to receive support service as needed

ODU offers numerous opportunities for counseling and other support services. These are listed in the table below.

Table 4.10

Student Assistance at ODU

<u>The Graduate School</u> : Links to many services and resources available to graduate students
<u>Institutional Equity and Diversity</u> : Offers individual consultation with university supervisors, staff, faculty, students, and administrators
<u>ODU Cares</u> : Provides a university-wide system of care and support for students who experience an unexpected crisis, comprised of the Care Team, Student Outreach & Support, and Case Management
<u>Office of Counseling Services</u> : Provides comprehensive mental health services to enrolled students
<u>Office of Educational Accessibility</u> : Works collaboratively with students, faculty, and staff to ensure that students who experience disabilities can successfully access and participate in all aspects of university life
<u>Office of Intercultural Relations</u> : Promotes an inclusive and equitable campus community whose members have knowledge of one's own cultural identity and the culture of others
<u>Student Health Services</u> : Provides primary care including assessment, diagnosis, and treatment of acute illness and ongoing care for chronic conditions such as asthma, diabetes, and high blood pressure; has information about COVID testing
<u>Women's Center</u> : Facilitates programs designed to educate and inspire all students to achieve their personal, academic, and professional potential
<u>Writing Center</u> : Provides free individual tutorials to undergraduate and graduate students working on writing projects for any course

Links to these offices are provided to students in the Blackboard Organization Space and in course syllabi (18). Students experiencing difficulties are referred by the student's faculty advisor, instructors, or the Graduate Program Director to campus support services such as ODUcares, which addresses students in crisis.

IV.5.5 Students are provided with opportunities to form student organizations

Students in the MLIS Program have taken the opportunity to form a student chapter of the American Library Association (97). ODU has a [process for student organizations](#) to receive recognition and support from the University. The ALA Student Chapter has hosted events during the Summer Institute and in both fall and spring semesters (98). At the fall 2020 Student Advisory Committee, students expressed an interest in finding others with similar career interests in the program. A group space was created in the Blackboard Organization Space to allow students to self-enroll in groups such as Academic Librarianship or School Librarianship. Students can use the email feature within those groups or within the full Blackboard Organization Space to email and organize with others. As the program grows, we expect students will join other organizations, such as the Society of American Archivists, and form student chapters.

IV.5.6 Students are provided with opportunities to participate in professional organizations

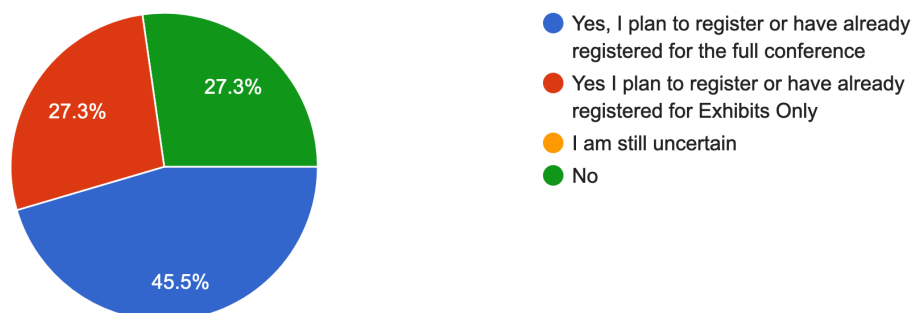
The MLIS Program faculty considers participation in professional organizations to be an important component of the student's academic and pre-professional experience. Pre-Covid, students were required to attend a state or regional conference as an assignment in LIBS 608 *Foundations of Libraries and Information*. As possible, faculty planned to meet with students at the suggested conferences. Students also learn about professional organizations related to their interest in the *Foundations* class, with information provided about professional memberships. Another face-to-face requirement is attendance at one of the on-campus Summer Institutes. The Summer Institute has developed into a small conference with keynote speakers and concurrent sessions; it lasts three days. Current students, alumni, and practitioners attend. Alumni and current students are frequently presenters. When Covid-19 shut down this in-person event, faculty moved to create an online Summer Institute (83).

In Summer 2019, the American Library Association Annual Conference was held in Washington, DC, and students were strongly encouraged to attend. Twenty students responded to a survey about plans to attend, and faculty met with several prior to the opening of exhibits (Figure 4.1). Several students were personally encouraged to apply for the Bill Morris Workshop sponsored by ALSC in Summer 2019. The Workshop is one gateway to participation on ALSC awards committees such as Newbery, Caldecott, and Sibert. These letters of recommendation will be available onsite.

Figure 4.1*Student Attendance at American Library Association 2019 Annual Conference*

Are you planning to attend ALA this summer?

22 responses



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 structure for ongoing evaluation. Regular meetings with the Advisory Board, the Student Advisory Committee, and part-time faculty have also been established.

Student achievement or learning outcomes are the subject of frequent discussion during Program meetings ([1](#)). Faculty often engage in “vertical planning,” where a deficit encountered in one course may need to be addressed in earlier coursework. Formal meetings to discuss data from key assessments are scheduled around submission of the Weave report in late September. An additional curriculum/data meeting has been scheduled for spring in order to respond more nimbly to revisions needed in instruction, assignments, rubrics, or courses. Other aspects of program development may also result from discussions of student achievement. In the December 2020 meeting some issues provoked discussion about how to scaffold provisional admits or others needing assistance with basic information literacy skills for graduate work and eventual professional practice. A discussion to create a mentoring program for students is another example ([1i](#)).

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 MLIS Program to systematically conduct evaluations of student learning outcomes and program goals submitted to the Office of Institutional Effectiveness and Assessment in the University's assessment system called [Weave](#). Faculty engage in conversations about data from key assessments and identify areas for potential improvement. For example, at the 2019 retreat, faculty discussed the finding that students struggle on several assignments to make the shift from their current student or employment identity to a professional identity as a librarian. Faculty used the discussion to revise or create new assignments. The introduction of the portfolio in the Foundations course and a module on resumes, interviewing, and job-seeking in the Leadership and Management course along with the internship will help students to make this shift.

The DCEPS is committed to educational excellence, demonstrated in part through the commitment to systematic evaluation. The college participates in the rigorous CAEP accreditation assessment process. In addition to the accreditation of the college, programs with a Specialized Professional Association (SPA) also participate in the accrediting cycle for the content area. These assessment activities form a rigorous process by which regular review of student achievement and program effectiveness is applied to program development.

Old Dominion University uses Student Opinion Surveys to elicit student feedback about courses, instructors, and course delivery for all Fall and Spring courses. Faculty encourage voluntary participation. These data are shared with individual faculty following submission of grades and are often used to make changes to assignments or readings. Faculty also submit copies of these surveys with their annual Faculty Information Sheets and receive feedback from other members of the STEMPS Department, the Department Chair, and the Dean as part of their annual evaluation and evaluation for promotion and tenure. Peers also provide evaluation of a faculty member's teaching materials (including syllabi, assignments, rubrics, and feedback) in reviews of teaching portfolios submitted annually by non-tenured faculty and every five years by tenured faculty.

Table 4.11 shows a sample of the critical comments from the One-Question Student Surveys related to academic and administrative policies and corresponding actions taken by the Program. Each of these was discussed in a program meeting.

Table 4.11

Student Comments from One-Question Student Surveys ([22](#)) and Program Actions

Comment	Action
<i>I check the MLIS Program portion on Blackboard weekly. I do think others forget so perhaps little reminders from professors throughout the semester might help.</i>	Communication plan now includes regular emails with a reminder to check the MLIS Program Organization on Blackboard.
<i>I would like to see a little more support for the students working on their ePortfolios, other than the discussion board.</i>	ePortfolio office hours were instituted starting in summer 2020. Mini tutorials were recorded for components of the tutorials.
<i>Most professors need to do better about grading in a timely manner. Feedback should be given before the next assignment is due. I like the grace period. Thank you for realizing that life happens.</i>	Faculty adopted a program norm for grading within two weeks. This has been added to course syllabi starting in Spring 2021.
<i>Something that might be beneficial is interview/application advice & practice, either included in the coursework or at the summer institute.</i>	MLIS Faculty is asking CDS to present a session on interviewing at 2021 Summer Institute.
<i>I would like to see courses or a degree track on archives and preservation.</i>	LIBS 693 <i>Seminar in Archives and Special Collections</i> offered Summer 2021. Grants submitted to IMLS for Digital Archives Certificate (just funded) and NEH proposal for Archival Certificate (unfunded).
<i>Leadership courses for library managers and management.</i>	LIBS 684 <i>Advanced Library Management</i> Course was approved by Curriculum for 2021-2022 Catalog.

<i>Those people completing their portfolios in the Spring might appreciate an introduction and information session that would allow them/us to use the winter break to get a jump on all of that work.</i>	An e-Portfolio workshop was offered during the Winter break in January 2021.
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A contact list is maintained with graduates who are surveyed in January of the year following graduation. Surveys were conducted in January with 2019 and 2020 graduates ([24](#), [25](#)). Students were asked about their overall satisfaction with coursework, field experience, and advising. Responses were overall very satisfied. There was improvement between responses from 2019 and 2020 graduates, especially with advising and field experience. This is remarkable since 2020 was disrupted by Covid-19 and the loss of an advising position in May 2020. Faculty worked hard to smooth these difficulties. Students responded in open-ended comments: “My advisors changed several times throughout the program, but all of them were knowledgeable about my track in the program and responded promptly to my questions.” Related to field experiences, students commented that “given the craziness of the pandemic the professors went above and beyond to make sure we were able to have some experience in the field!” ([25](#)). Alumni maintain contact through receptions at state conferences. Alumni have representatives on the Student Advisory Committee and the MLIS Advisory Board.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

Old Dominion University supports a robust culture of documented assessment led by an [Office of Institutional Effectiveness and Assessment](#). Student Learning Outcomes (SLOs) were written for the new MLIS based on Standard II of the ALA Accreditation Standards with advice from this office. To engage key internal and external stakeholders, the faculty shared SLOs with the MLIS Advisory Board and other stakeholder groups to ensure that the SLOs were measurable and aligned with current industry standards. The SLOs are included on course syllabi. Faculty have met several times to align SLOs with core courses and assessments. Ongoing decision-making about the evaluation of student learning outcomes is evident in MLIS Program faculty meetings and MLIS Advisory Board meeting minutes. Data and decisions at the program level are documented annually through the Weave report.

The program uses a variety of direct and indirect measures to assess individual student learning, as detailed in Table 4.12.

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 available from the ODU website. ODU allows faculty to assign a grade of WF to a student who has substantial missing work. A WF is distinguished from an F assigned for work that was submitted but was not adequate. Both grades have a substantial, negative impact on a student's GPA. Indirect measures of student learning are often documented through emails with the student about extenuating circumstances or learning difficulties. Students may be advised to seek assistance through the [Office of Educational Accessibility](#), [ODUCares](#), or services such as the [Writing Center](#), [Instructional Technology Services](#), or the [ODU Libraries](#). Faculty often share students in courses and engage in informal and generally undocumented discussions about

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.

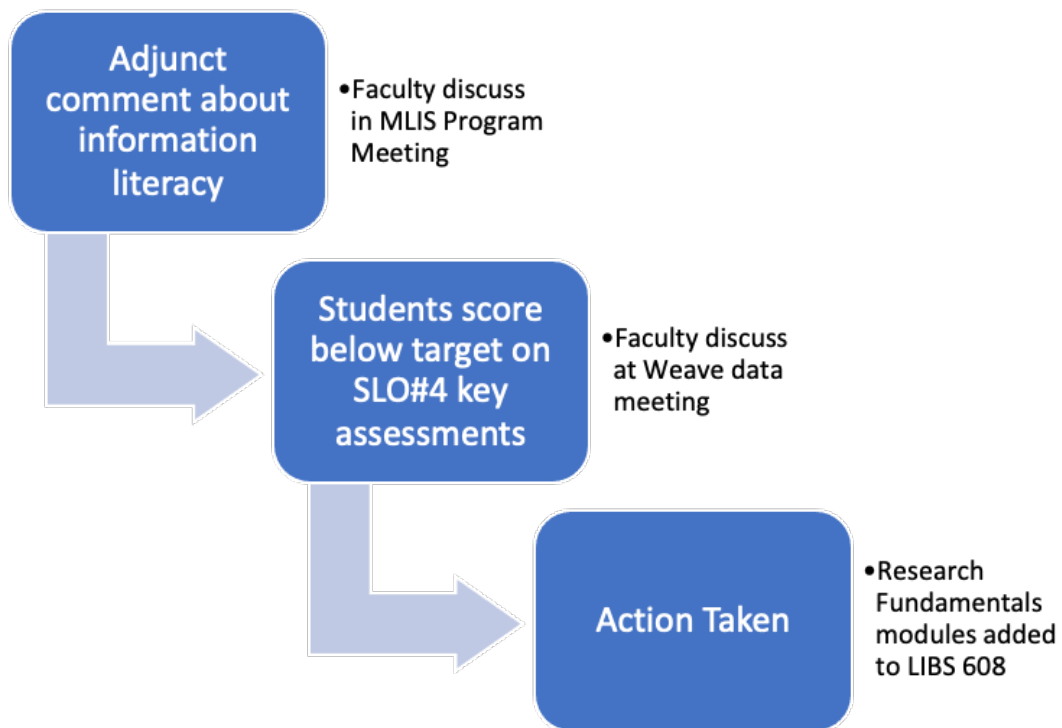
IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

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 achievement on aggregated rubrics often lead to discussions informed by information from the instructor who evaluated those assignments, student comments on end of course surveys, or other anecdotal evidence. These discussions may lead to changes in instruction or may point out difficulty with the rubric. They also assist faculty to identify patterns in student learning across courses. MLIS faculty engage in a continuous improvement cycle of systematic planning concerning student learning outcomes. Changes from the review of assessment data may occur at the program or course level. For example, faculty noted during the evaluation of annual assessment data for the report in Weave that students struggled with synthesis on multiple rubrics. To better scaffold this skill and prepare students for expected mastery, earlier assignments were revised. Students were introduced to synthesis earlier and engaged with the instructor through discussion board posts and smaller assignments to gain confidence and skill. The annual Weave Report includes formulating action steps for the future.

An example is provided in Figure 4.2 below related to Student Learning Outcome 4. A part-time faculty member who was teaching LIBS 654 *Information Literacy Instruction*, an elective for most students in Summer 2020, observed that students seemed to lack basic library research skills. This was discussed at a Program meeting ([1h](#)). When faculty met to discuss aggregated data from the key assessments for Weave identified for this SLO ([14](#)), students had scored below target on both key assessments. In this discussion, the part-time faculty member's observation was used to triangulate this data, and faculty agreed on several action steps as documented in the 2019-2020 Weave report. One of these was to add a Library Fundamentals Module to LIBS 608 *Foundations of Libraries and Information*, so students are taught and expected to demonstrate basic library skills from the beginning of their coursework. These types of vertical discussions across courses and with instructors (including adjuncts) are typical of the program and the close working relationship faculty have with each other regarding student learning outcomes.

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, serves as an advocate for graduate education. Its purpose is to ensure excellence in all graduate programs through policy, procedures, marketing/recruitment, and advocacy. Graduate policies are set by the Graduate Administrators Council (GAC), comprised of the Associate Dean for Graduate Studies of each college along with one GPD from each college.

ODU provides programs with direct administrative support from numerous offices across campus. The program receives technology in teaching support from the [Office of Distance Learning](#), housed in the [Center for Learning and Teaching](#), along with the [Center for Faculty Development](#) and the [Center for High-Impact Practices](#). Provision of technology hardware, software, and other tech tools is provided by [Information Technology Services](#). Training in the use of these tools is offered within DCEPS by Director of Innovative Technology, Michael Ruffin. The [Office of Institutional Effectiveness and Assessment](#) aids with assessment, evaluation, and mandated annual reporting. The Dean's office supports the program with instructional and administrative guidance from the Associate Deans. The University Libraries provide expertise from qualified librarians. In addition, the [Graduate School](#) provides support in the implementation of graduate policies (See [Table 5.2](#)).

Financial support for programs is determined by allocation of funds from ODU's Budget Office, under the oversight of the Associate Vice President for Financial Services. Each department has a budget of personnel and non-personnel services (available onsite). In addition, each department has access to additional incentive resources, including Indirect Cost Allocation (IDC) from grants (Table 5.1), incentive funding for reduced tuition courses, and incentives for distance learning courses ([104](#)). The MLIS Program takes advantage of all of these incentive programs with the strong support of the department chair. Evidence of the IDC earned by the faculty in the program is provided below in Table 5.1. Evidence of the reduced tuition revenue share and the incentive for distance learning courses is listed in Revenues from Contract Courses and Technology Fees ([104](#)). The budget processes for these revenue sources are further detailed in Standard V.6

Table 5.1*IDC and Total Project Costs by MLIS Faculty, FY 2016-2020*

Principal Investigator	Sources	Total Project Costs	IDC
FY 20			
Dickinson	ODU	36,258	0
Dickinson	ODU	3889	0
DiScala	U of Maryland	14,089	4999
FY 19			
Dickinson	ODU	18,193	0
Dickinson	ODU	4322	0
Dickinson	ODU	24,805	0
DiScala	U of Maryland	12,547	6901
Dickinson	ODU	533	0
Dickinson	ODU	60,476	0
Dickinson	ODU	20,807	0
FY 18			
Dickinson	ODU	67,608	0
Dickinson	ODU	22,258	0
DiScala	U of Maryland	9,363	5150
Dickinson	IMLS	15,179	420
FY 17			
Dickinson	IMLS	15,688	3423
Dickinson	IMLS	29,420	1661
Dickinson	ODU	66,813	0
Dickinson	ODU	54,901	0
Dickinson	ODU	1,958	0
Doll	IMLS	15,688	3423
Kimmel	IMLS	16,163	3527
FY 16			
Dickinson	IMLS	41,349	6272
Dickinson	IMLS	47,367	1591
Dickinson	ODU	58,267	0
Doll	IMLS	41,349	6272
Howard	IMLS	47,977	1,591
Kimmel	IMLS	42,602	6462
TOTAL		\$789,869	\$51692

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 maintain the program website to aid in recruitment of students to their program ([77](#), [78](#)). The GPD oversees the full-time faculty who serve as the MLIS program's admissions committee to coordinate application review, oversee admissions decisions, maintain communication with admitted students, manage enrollment, and conduct student orientation. The GPD also directs efforts to award scholarships and financial aid through a welcome email ([77](#)). Additional resources are available from the University for intramural grants to encourage faculty scholarship, including grant writing. Intramural, internal grants awarded to LIBS faculty are detailed in [Table 3.4](#).

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

The MLIS Program faculty, staff, and students have the same opportunities as other programs for representation on university committees and other decision-making bodies. Dr. Kimmel and Dr. Burns serve on the DCEPS Graduate Studies Committee, which is composed of all GPDs under the direction of the associate deans. Dr. Burns represents the program at the DCEPS Teacher Education Council. Opportunities exist at the Faculty Senate for a [number of committees](#). Faculty can serve on several formal and informal committees at the college and university level. See [Table 3.6](#) for a detailed list of ODU service by program faculty. Faculty members actively collaborate with programs in their department and with other departments within the Darden College of Education and Professional Studies. Chance for advancement to administrative positions is open to all qualified faculty. For example, Dr. Gail Dickinson recently stepped down from the position of Associate Dean for Graduate Programs in the College of Education and is currently a faculty member in the MLIS Program. In Dr. Dickinson's role as Associate Dean for Graduate Studies and Research, she was on most committees engaged in any aspect of graduate or research work at the college and university level. Faculty can serve on an array of ODU committees to make sure the program is represented at the forefront of all University issues. Committee membership is open and transparent.

The College Graduate Studies Committee (GSC) is the college-level committee composed of the GPDs in the College. By policy as noted in the *ODU Teaching and Research Faculty Handbook*

[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](#). MLIS Students are equally eligible for this appointment. Numerous [Faculty Senate committees](#) also specify representation from graduate students. A new Graduate Student Government Association has recently received approval with all levels of graduate students able to serve as officers and all graduate students eligible to join. This organization will

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 student needs and satisfaction, advise department chair on course demands, approve students for graduation, oversee curricular changes, conduct periodic external reviews, aid in determining graduate catalog content, interact with accrediting bodies, and coordinate the administration of candidacy exams.

The GPD for the MLIS Program is Dr. Sue Kimmel. Dr. Kimmel holds the faculty rank of associate professor (56b). Dr. Kimmel has served in many leadership roles, chairing and serving on numerous committees and task forces on the department, college, and university levels. She has been recognized with several awards, including the New Faculty Award, Teaching with Technology Award, and Publications Award. She participates in annual GPD training meetings and attends college and university information sessions regarding administrative policies and changes. She is tenured faculty with over eight years' experience working with university administrative units. She has participated in an ALISE Leadership Summit and has held offices including School Library SIG Chair for ALISE, Chair of the Community of Scholars Committee for the Educators of School Librarians Section of AASL, and member of the Editorial Board for *School Library Research*. Dr. Elizabeth Burns (56d) is GPD for specific duties associated with the school library concentration. Dr. Burns focuses on ensuring that licensure requirements for students are met, and that key assessments align with CAEP requirements. Dr. Burns also attends annual university provided training for GPDs and ongoing college and information sessions regarding administrative policy. Dr. Burns has served in several leadership roles, recently as elected Chair of the Educator of School Librarian's Section (ESLS) for AASL, the Co-Chair of the ACRL Standards Committee, and Chair of the School Library SIG for ALISE. Dr. Burns has experience in standards development for the preparation of school librarians as well as AASL/CAEP program reviewer experience.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Dr. Kimmel has worked to create a collaborative culture in the administration of the program and an environment that enhances the pursuit and accomplishment of the mission and program goals. Program agendas are organized around the standards, and all decisions are collaborative. Where possible, the program faculty and students share in the administrative work. The program minutes indicate the name of the faculty member responsible for the activity (1j). Dr. Kimmel encourages interaction with other academic units. For example, when faculty training opportunities arise, the faculty discuss who will attend and bring back information to the rest of the group. Dr. Kimmel has also worked to strengthen the relationship with the university library. The possibility for joint clinical faculty appointments is under discussion currently (1d). As part of the duties of the GPD, Dr. Kimmel is responsible for making sure the faculty has input on all decisions related to curriculum, course scheduling, hiring, and budget (1). Under Dr. Kimmel's leadership, efforts to strengthen student engagement with the program and the profession have intensified. The department has established a Student Advisory Committee (9). Students are regularly given one-question surveys (1), and the Summer Institute has grown from a program-

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.

ODU is organized to provide a wealth of administrative support for programs. The MLIS Program receives administrative support to help achieve the program's goals from the Associate Deans in the Darden College of Education and Professional Studies, the STEMPS Department Chair, and the Office of Academic Affairs. The department chair is always available for communication via phone, email, or meetings. The associate deans are in regular communication, both formally and informally.

Due to the unique structure focusing on leadership and management at the program level rather than the department level, university offices work directly with the GPDs of programs. The [Office of Institutional Effectiveness and Assessment](#) oversees the annual assessment reporting process and provides group and one-on-one training (13) in the development of an assessment culture. Every program is required to submit an annual assessment report in the University's assessment software Weave on September 30th as part of the University assessment process/cycle (5, 12). The GPDs work closely with the Office of Graduate Admissions to assist in the recruitment, admission, and retention of students (145, 144). The office of [Student Outreach and Support \(SOS\)](#) works with the GPDs to provide needed assistance to students with life challenges that hamper their success (146).

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-month lecturer position to start June 10, 2022; meanwhile the position has been filled with a temporary hire effective June 10, 2021.

A review of the faculty agenda and minutes demonstrates that the decision-making processes are determined mutually by the GPD and the faculty ([1](#)). An agenda is developed before each program meeting, and all faculty are invited to contribute items for discussion ([147](#)). Stakeholders regularly share formal and informal input that informs decisions at MLIS program faculty meetings. Decisions are often data-driven with statistics or observations shared in agendas and minutes. For example, findings from a one-question survey were shared in the Dec. 4, 2020 meeting ([1i](#)), and admissions data was provided at the April 7, 2021 meeting ([1j](#)). Before and after any decision-making, the process is reviewed by faculty to determine improvements. The MLIS faculty make extensive use of shared Google documents as a means of collaboratively developing policies, handouts, and other program decisions. Work is often delegated in meetings and reports regarding decisions or actions are brought back to the full faculty at subsequent meetings. [Table 1.8](#) details program decision-making regarding archival studies with links to specific minutes and other shared documents.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Old Dominion University is committed to the prudent use of its financial resources to achieve its mission and goals. As a state-supported institution, the University receives funding from Commonwealth Appropriations and controls its expenditures in accordance with the Appropriation Act of the General Assembly. While the state appropriation is the University's major source of revenue, the University's other sources of financial resources include tuition and fees, federal and state grants and contracts, auxiliary services revenues, and private gifts transferred from the Educational and Intercollegiate Athletic Foundations.

Old Dominion University was established in 1930, gained university status in 1969, and has had a sound financial base and demonstrated financial stability to support the mission of the institution and scope of its programs. The University's financial stability is evidenced by unqualified [audit opinions](#) with no material weaknesses, unrestricted net assets enough to accomplish the university's mission, sound budgetary practices, a solid bond rating, and a favorable debt ratio.

Six colleges within the University receive funding from the budget allocated to the University by the General Assembly of Virginia and approved by the Governor. To date the University, College, and Department have been considerate in their allocations to the Library and Information Studies Program. Budgeting requests begin at the College level, but the College's overall budget request is based on the requests submitted by the various programs in the College. Each year during the budget cycle, the Library and Information Studies Program Director is advised by the Chair of the department to submit a request for additional faculty positions, supplies, equipment, and adjunct funding. This then becomes a part of the College's request. The university library allocates funds to purchase library materials for each department. Requests are made to the College's Library Representative who also serves on the University Library Committee. All Departments' budget requests are submitted to the Dean of the College. The College budget is then submitted to the Provost of the University where it is considered. Personnel budgets are set by the University, but the department chair has discretion over non-personnel services budgets (NPS).

Although the financial stability of programs is related to the stability of university funding, the program has been supported. One temporary faculty line was eliminated during the COVID budget crisis, but that line is now restored. To mitigate the impact of that loss, stipend money was made available to hire an hourly worker to assist with program responsibilities.

Additional faculty lines are granted to colleges by the provost upon the request of the dean. It is the dean's discretion to assign new faculty lines to programs or to re-assign existing open lines from declining programs to growing ones. Temporary hires, referred to as Emergency Hires, may be filled for a period of one year with the potential to renew for up to three years while the decision to search is being made.

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 Building Authority (VCBA) and the Department of Treasury to administer HEETF through the financing of Trust Funds and the issuance of revenue bonds. Based on identified equipment needs, the General Assembly allocates appropriation to each Institution for the purchase of HEETF Equipment. Each institution then purchases equipment using their operating funds and submits requests for reimbursement from the Trust Fund. This pertains only to equipment that costs more than \$500.00.

HEETF funding is operationalized at ODU through an annual call for requests for ETF funds. Program leaders submit their requests to the department chairs, who then submit the requests to the dean. The requests are prioritized by the dean working with the department chairs and is then submitted to the provost for funding. The college share of ETF funding varies according to available funding, but it is approximately \$400,000 annually. The MLIS Program has been successful in requesting ETF funds for items such as Sphero robots, 3D printers, and Ipad carts.

The University has established several ways for programs to be entrepreneurial and generate revenue for the department. The program was one of the early adopters of distance learning and garners substantial revenue for the department from revenue sharing in an incentive program designed to encourage development of distance learning courses. Students enrolled in distance courses pay a [technology fee](#) of \$30 per credit hour. After a base enrollment number is reached, \$10 per credit hour is returned to the department. Appendix [104](#) provides the amount of money earned by the MLIS program for Online Asynchronous Allocation for the last three fiscal years. LIBS 110 *Information Literacy for the Digital Age* is included in this appendix, since although it is not part of the graduate MLIS Program, it provides substantial annual revenue for the department.

Reduced tuition courses (contract courses) provide another source of revenue. Employees of Virginia public school divisions are awarded 25% in-state tuition reductions enrolling in graduate courses in the College. After the cost to operate the courses (e.g., the cost of faculty) is removed, revenue from reduced-tuition courses is shared with the University, the college, and the department. Table 5.3 below indicates the LIBS reduced tuition course revenue shared with the department for 2018-2020.

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

program faculty. Travel to ALISE, ALA midwinter and annual, AASL, AERA, and other major conferences has been reimbursed to faculty. Travel is detailed in [Table 3.5](#).

The University has several internal grants designed to enhance the research capacity of faculty by either awarding course releases or providing pay for summertime to spend on research courses. Some of these grants are specifically for junior faculty while others encourage collaboration with senior faculty or faculty from other colleges. Guidelines for grants, faculty travel, and research opportunities are consistent across the university. Program faculty have the same opportunities to apply for internal grants as other faculty. Dr. Kimmel and Dr. Burns have both been the recipient of [Faculty Innovator Grants](#). Dr. Burns received a New Faculty Research Grant that also provided compensation for Dr. Kimmel to serve as a mentor on submission of an external grant. Dr. Anderson received a Summer Research Fellowship Program Grant that provided seed money for future scholarly efforts. See [Table 3.5](#) for more information on faculty travel support and [Table 3.4](#) for internal grants.

Students in the MLIS Program have the same opportunity for financial aid as other students in the University. The [Office of Student Financial Aid website](#) notes that approximately half of ODU students receive some type of financial aid. An analysis by the financial aid office revealed that for Fall 2020 admitted students, the percentage receiving financial aid was approximately 50%, which is comparable to all ODU students. Full-time students are eligible for graduate assistant positions. In addition, the Dean's Office Student Travel Fund supports graduate student travel for students who are presenting at national conferences for a maximum of \$350 per year and the department matches that amount. To date no MLIS students have applied for these funds in part due to Covid-19 travel restrictions. The [Office of Student Engagement and Enrollment Services](#) (SEES) also supports graduate travel with a one-time travel award of \$500.

The [ODU Research Foundation](#) (ODURF) serves to aid faculty researchers as the fiscal and administrative agent for grants and contracts. Its pre-award services assist faculty scholars in budget preparation and submission of grants. The post-award services provide HR support to hire graduate assistants and other grant-funded personnel, ensure procurement of resources, and process expenditures such as travel. Indirect cost allocations accrued by faculty are expended through ODURF.

ODU's Office of Development is responsible for increasing the amount of private financial support for ODU. The MLIS Program recently learned that the program has gained a scholarship named for an alumna. The Flo Blankenship Memorial Scholarship will provide \$2000 a year in scholarship funds (MOU on site).

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

The MLIS Program has access to an array of technological services. ODU's [Center for Learning and Teaching](#) (CLT) provides instructional designers, teams of multimedia designers, graphic designers, and instructional technologists to partner with faculty on the design, development, implementation, and evaluation of courses, whether offered face-to-face or online. Drs. Burns and Kimmel utilized their services to design and print posters for their research presentations at the 2019 AASL National Conference. The CLT's services include:

- Instructional Design and Technology - their team of Instructional Designers and Instructional Technology Specialists are available to partner with faculty in collaboration on the design, development, implementation, and evaluation of course(s), whether offered face-to-face, online, or via web conferencing.
- Faculty Lab - CLT provides a modern technological collaborative lab environment for faculty members, both on and off campus, to explore both tools and strategies that are designed to improve their teaching experience through the use of technology.
- Graphic Design - CLT provides professional graphic design services for faculty and administrative staff for teaching, research, scholar publications, conferences, seminars, and meetings.
- Multimedia Design - Their professional staff can assist faculty to create, edit, or convert audio or video for use in face-to-face or online courses. The multimedia design staff are also available for special projects on request by departmental and administrative offices.

[Old Dominion University](#) has a robust online infrastructure. The university offers substantial support services and programs to all on-campus students, online students, and students learning at a distance (at regional centers or sites). Online students can access a variety of [programs and services online](#) through the ODU website, [web-conferencing technology](#), and teleconferencing, with the exception of Living Learning Communities that are only available to on-campus students. Technology assistance ([ITSHelp](#)) is available 24/7.

Distance Learning Coaches, centered in the Office for Distance Learning, serve as primary points of contact for online students. They provide pre-enrollment information and guidance, coordination of testing with proctors obtained by students, and referral to other student services. These staff members facilitate online students' connections to support services. Each student support office, such as Financial Aid, University Libraries, Career Development Services, advising, and The Writing Center, has professionals dedicated to serve online students referred to them by Distance Learning Coaches. Student support services are provided for online students through online communication technologies, such as web conferencing, Blackboard, emails, and

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 facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

The program is housed in the Education Building. Built in 2016, the building is referred to as the gateway to the university and is often featured on university marketing materials. Faculty offices are organized by department. Each suite of offices has a kitchen, meeting rooms, an administrative office, and various collaboration rooms. Most meeting rooms contain a large screen tv and laptop connections. The STEMPS department including the MLIS program occupies the fourth floor of the building ([107](#)). Each full-time MLIS Program faculty member has an office on this floor. As an online program, part-time faculty do not require an office but can request a desk; Graduate Assistants have desks. The program has also made use of the multi-purpose auditorium on the first floor of the building.

The MLIS Program has access to an array of physical and technological resources. To meet the needs of its educational programs, support services, and other mission-related activities, Old Dominion University operates and maintains its physical facilities on the main campus, at regional centers, and via Distance Education. The University operates several facilities in Hampton Roads. The main campus is in the city of Norfolk and comprises 251 acres. It consists of 145 buildings (111 owned; 34 leased or owned by the Old Dominion University Research Foundation). In addition, the university is committed to regional outreach in academic endeavors and offers student services at off-campus sites. Students have access to these locations, which are equipped with computer labs, internet capability, and meeting spaces if needed.

- [Peninsula Higher Education Center](#), city of Hampton—30 acres, sharing a 39,267 square-foot space
- [Tri-Cities Higher Education Center](#), city of Portsmouth—five acres, sharing a 52,836 square-foot space
- [Virginia Beach Higher Education Center](#), city of Virginia Beach—35 acres, sharing an 87,568 square-foot space

Students and faculty have access to ODU University Libraries (Perry Library). [The Perry Library](#) is a 229,000 square foot building providing 2,407 seats and 524 individual study carrels and

tables for students, faculty, and community users. Perry Library offers a variety of specialized facilities for student and faculty use including 27 faculty and graduate student study carrels with double seating, 11 group study rooms, a group video viewing room that accommodates four to six users, and two individual video viewing stations. The library instruction room is equipped with 23 workstations, six tables with seating for four at each, an instructor's workstation, and a projection system. A 70-seat conference/meeting room is also available for library and campus groups. To offer students collaborative workspaces, additional computers and longer library hours, the Perry Library has a 50,000-square-foot project with 30,000 square feet Learning Commons in the main Perry Library space. Both students and faculty have access to library and information technology services and resources, research assistance, writing and tutoring services and other academic support services. The branch libraries, the Elise N. Hofheimer Art Library, a 3,080 square-foot facility, and the F. Ludwig Diehn Composers Room, a 6,502 square-foot facility, are both located in the Diehn Fine and Performing Arts Center. University-owned library resources are supplemented through shared and consortial licensing agreements with the Virtual Library of Virginia (VIVA), the Virginia Tidewater Consortium for Higher Education, and through purchasing partnerships with other Virginia academic libraries. Old Dominion University students and faculty have access to collections sufficient to support all the University's educational, research, and public service programs.

Although the MLIS Program offers distance coursework, an annual Summer Institute is held on site. Housing is readily available in dorms, or at the on-campus Spring Hill Suites hotel, just one block away from the new Education Building. [Classroom Central](#) provides a hotline phone in every classroom for immediate support; each classroom is also provided with a document camera, laptop connection, data projector, and sound system.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Upon hiring, each new faculty member is asked to request a start-up package ([122](#)) that will enable them to be successful at ODU. Typically, faculty receive either a desktop or laptop computer, two large monitors, and access to a multi-function printer. Other resources typically requested in a startup package include graduate assistants, additional travel funds, or specialized equipment. The Center for Learning and Teaching offers media production service to faculty and individuals to aid in instruction activities through Adobe Connect, WebX, or Zoom. These services are available to on-site and online students.

Blackboard and web-conferencing software are among the [instructional tools](#) used to deliver courses. Online students have access to course materials through the University's learning management system, Blackboard. The Office of Distance Learning provides an environment for

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](#). Renewals, holds, and recalls of materials can be made in person or online.

[The University Libraries](#) offer traditional course reserve services; faculty members use the Blackboard course management system to post reserve reading materials for their classes. Regional higher education students can return materials to the main campus Library by depositing them in designated drop locations at the centers. Distance students attending at Virginia Community College locations also have access to the local library resources at the college they attend. Library services for distance learning students and faculty are the same as those services offered to on-site students and faculty. In addition to all services available via the University main web page, distance learners and faculty and staff teaching at a distance, including those at the Regional Centers, can request materials through Interlibrary Loan Services using the ILLiad request form on the libraries' website. Interlibrary Loan Services also delivers materials from the University Libraries' print collection. Reference assistance and one on one instruction are provided via online chat, email, and telephone. Course-based instruction and workshops are provided to distance learners through satellite broadcasts, video streaming, and Acrobat Connect, a web conferencing tool. Online research tutorials, library subject guides, and how-to guides are available from the libraries' website and at the Blackboard Course Management System. ODU librarians have been embedded in online courses to provide support to students with locating materials and other research assistance.

The College hosted a Mursion lab that allowed students to participate in a mixed reality simulation. The Lab was adapted to provide pre-service librarians with opportunities to booktalk to a diverse audience and was the subject of faculty research and a [publication](#). Previously, students on site for the Summer Institute participated in Mursion. Recently, ODU has terminated their contract with Mursion. Michael Ruffin is the Director of Innovative Technology for the college. His job responsibilities include assisting faculty and students in the innovation of technology and overseeing the Learning Resource Center (LRC). The LRC houses an examination collection of children's and young adult literature along with technology tools such as robots, 3-D printers, and iPad carts.

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
Public Library Journal
Library Quarterly
New Review of Children's Literature & Librarianship
Public Services Quarterly

For reference and research assistance, liaison librarians provide instruction and curricular support, research help, and individual and small group consultations in addition to collection development services. Assistance is available via telephone, Ask-A-Librarian, or chat services. In-depth reference and research help are also available for students and faculty in the College of Education. The College of Education's Liaison Librarian can assist with using information resources, finding ways to streamline the research process, performing literature searches and reviews, helping with resource access issues, and answering data management questions. Consultations may be conducted in person, via telephone or email, or by Zoom.

[The Writing Center](#) provides free individual tutorials and supplemental instruction to undergraduate and graduate students to help them improve their writing strategies. The Writing Center offers 45-minute appointments with graduate student tutors who work with individual students or with groups. Most tutoring sessions are by appointment; walk-in appointments are provided when tutors are not in a scheduled session. For distance students, the Writing Center offers students the opportunity to request online tutoring appointments. Students have the option of making standing appointments with tutors once per week for up to four weeks at a time. In addition to tutoring services for undergraduate and graduate students, Writing Center staff will visit classrooms to provide writing lessons and group tutorials.

[The Center for Learning and Teaching](#) (CLT) offers faculty support through a variety of services including instructional design, course design and development, individual course management, one-on-one consultation, course website development, workshops, proctored testing, the graphic design of posters and instructional aids, and the demonstration and evaluation of tools and

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 support for technical problems is also available.

[The Office of Educational Accessibility](#) provides educational support services for students and faculty. The office offers a wide variety of accommodations and supports to students based on individual need, so they will have equal access to the university environment. The office also works collaboratively with partners across campus to ensure that all aspects of campus are inclusive in nature. The Office of Educational Accessibility upholds the mandates of Section 504

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 afforded reasonable accommodation for equal access to campus classes, activities, and resources.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The Program, Department, and College review access to physical resources and facilities through regular faculty meetings at each level. The program annually evaluates their resources and policy as related to library resources, classroom spaces, and online resources; after analysis by the faculty, the Graduate Program Director sends any recommendations to the Department Chair and the Dean of College. At the beginning of each academic year, the program faculty reviews program policies at the annual retreat. All full-time program faculty attend the retreat, which is led by the Graduate Program Director. The Department Chair, Associate Dean for Graduate Programs, and Dean of the College are invited to attend. All program policy recommendations are brought to the program retreat for faculty to vote upon. If new policies are needed during the academic year, faculty bring recommendations to the MLIS Program's monthly faculty meeting. If faculty have recommendations on the institutional level, the Graduate Program Director brings those recommendations to the Graduate Advisory Council (GAC), Faculty Senate, and the Office of the Provost for review, to be forwarded to the University's Policy Review Committee.

The program uses results from the assessments and reviews of current policies and procedures to evaluate the quality of the program's resources, to stimulate program development, and to evaluate the role of the program in fulfilling ODU's institutional mission. The program review may result in making strategic decisions about program policy as well as identifying areas of potential improvement, making resource recommendations, articulating considerations for expansion or consolidation, and considering other aspects of programmatic quality. The results of the program reviews are incorporated into the Darden College of Education and Professional Studies' annual review. The Dean and Associate Dean read the program review each year to ensure that progress is being made with respect to maintaining student success and excellence. Similarly, the College's annual review/report is sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the provost, and makes recommendations, if needed, to the University's Policy Review Committee, chaired by the University Policy Manager, in the Office of Administration and Finance.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Old Dominion University has an extensive history of conducting an ongoing, integrated, systematic and institution-wide research-based planning, assessment, and evaluation process. This institutional effectiveness process has resulted in documented continuous improvement and provides substantial evidence that the University is effectively accomplishing its mission. The institution's budgeting and resource allocation flow from planning efforts, as do implemented improvements. ODU is committed to institutional effectiveness based on a process of continuous assessment and improvement, as clearly indicated in the mission statement and major goals that provide guidance for achieving the mission. A significant aspect of ODU's Mission Support statement is "...to evaluate its accomplishments against its goals, a continuing process of systematic assessment is given high priority by the University." The Major Goals state that improvement of the University is a continual process, providing proof of the rigorous and regular evaluation of the quality, pertinence, and effectiveness of academic and other university programs. These goals also provide criteria for the assessment of student achievement and the performance of members of the faculty, administration, and staff. As part of the [Strategic Plan](#), the University reaffirmed its commitment to a regular, data-based process of self-assessment and improvement, through the coordination of internal planning processes including academic planning, enrollment management, space and capital planning and budget and resource planning. Old Dominion's strategic plan provides the primary guidance for all other planning, budgeting, and institutional effectiveness activities around the university and within specific programs and units. As the University conducts the various elements of its internal institutional effectiveness activities, requirements of the Commonwealth planning, budgeting, and assessment processes are integrated at the appropriate times during the cycle. Old Dominion's institutional effectiveness (IE) efforts have been central to its culture and operation for many years. Strategic planning that is closely linked to the university's budget process, regular assessment and documented improvements, and broad-based participation are hallmarks of IE at Old Dominion. Taken together, the systematic and coordinated planning, evaluation, resource allocation, and improvement efforts across all academic and administrative areas constitute the University's institutional effectiveness process. This system incorporates a widely-understood and adopted planning and evaluation process that is applied to all academic and administrative areas and that results in continuous improvement.

The University's assessment cycle runs from October 1 to September 30 each year. Although the assessment team continually meets with and helps faculty with assessment of student learning throughout the year, during October – December, the assessment team focuses on using rubric evaluations to provide specific feedback to faculty. In December – April, the assessment team checks in with faculty to make sure they are collecting data and helps them revise measures as needed. At the end of spring semester (May) and through August, the team holds workshops and

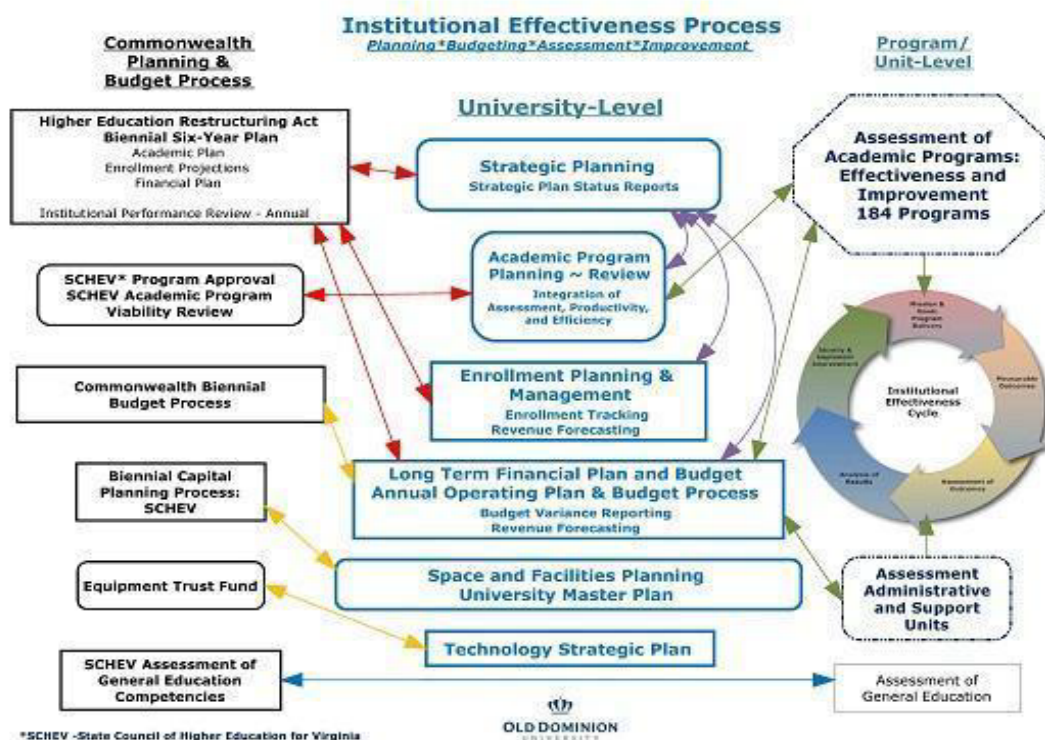
meets with administrators, faculty, and staff one-on-one to analyze findings and to consider improvements.

The assessment team also provides regular feedback to the provost and the deans of the academic colleges to ensure that assessment plans and reports receive appropriate priority among the many responsibilities of academic departments and faculty. Old Dominion University leverages an online assessment management system, [Weaveeducation](#) to manage the collection and reporting of assessment data, strategic planning evaluation, and department program reviews.

The library science program follows the university assessment cycle outlined in [Table 1.2](#). Data-based decision-making is a part of every program meeting ([1](#)). The program also holds an annual retreat at the beginning of the fall semester ([6](#)). In addition, the program holds a Weave assessment meeting annually in preparation for the WEAVE report, in which the key assessment data are analyzed and changes suggested ([14](#)). In 2020-21 the program decided to hold data meetings in the spring to review data from the fall semester rather than wait for an annual meeting ([117](#)). Decision-making is carefully documented in monthly and the annual retreat program agendas and minutes ([1](#), [6](#)) where administration, finances, and resources are evaluated.

Figure 5.1.

Institutional Effectiveness Process



V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

At Old Dominion University, each program undergoes established review processes to ensure program quality and rigor appropriate for a regionally-accredited higher education offering, alignment with the institutional mission, and proof of on-going evaluation. Three distinct processes ensure that continuous assessment of institutional effectiveness is ongoing: department annual report, college annual report, and departmental reviews (formerly graduate program reviews). Recently, the institution determined that expanding graduate program review beyond graduate programs into all degree and certificate programs housed within a department would provide a more complete picture of effectiveness, administration, resources, and productivity.

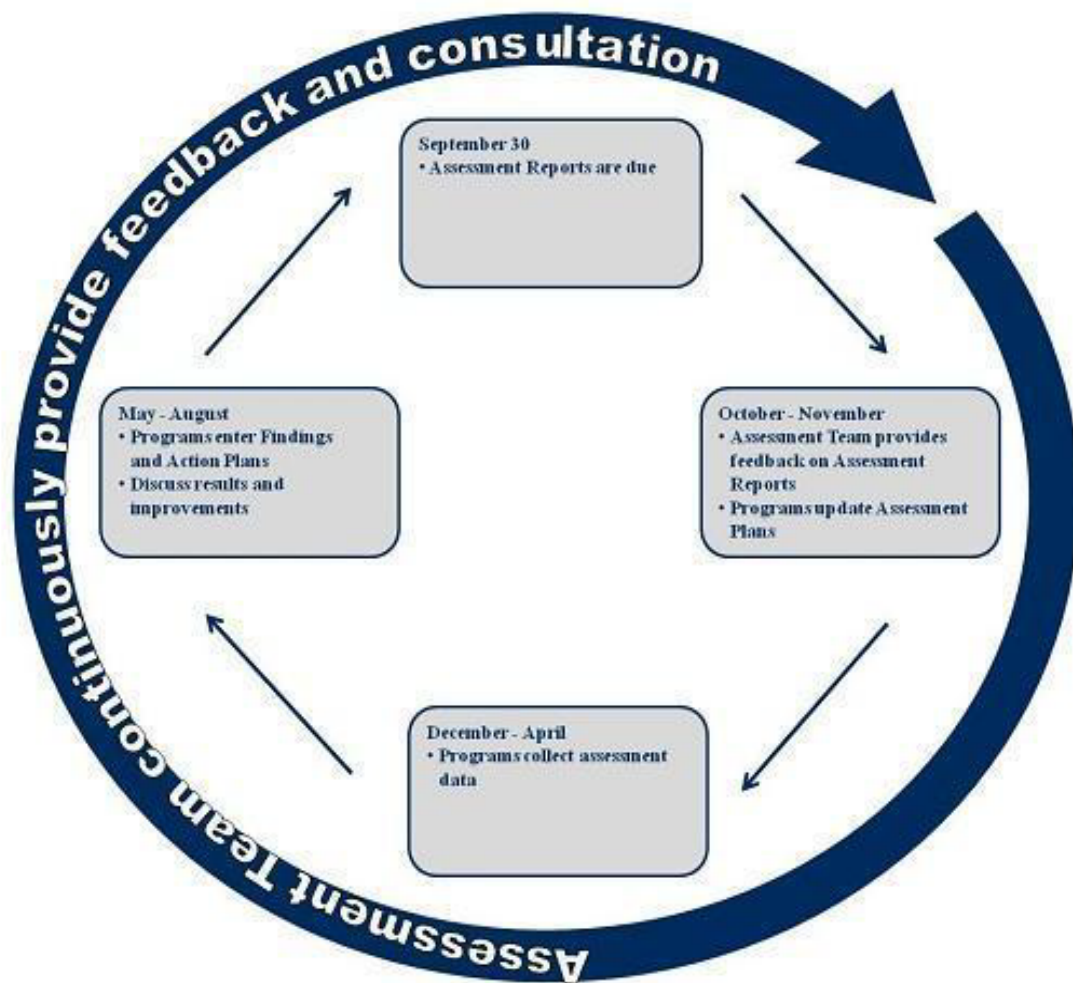
Annual Reports are submitted to the provost every July 15. College and department Annual Reports integrate several sources of data to describe the college and to identify strengths, weaknesses, opportunities, and threats. Information presented articulates needs that later become part of a resource allocation request. The chair, dean, and provost examine the annual reports and may make suggestions for improvements. Further, the provost utilizes these reviews when considering budget allocations and reallocation decisions. Reviews may also be used in assessing progress on the goals of the university's strategic plan.

The results of the annual department report are incorporated into the college's annual report. The dean and associate dean read the program review each year to ensure that progress is being made. The college annual report of the degree program is sent each year to the Vice Provost of Academic Affairs for review. The Vice Provost offers guidance, as needed, for improvement, and will provide updates about the review to the Provost and Vice President for Academic Affairs. At Old Dominion University, graduate programs are required to undergo periodic external reviews either as independent external reviews (for non-accredited programs) or as a part of accreditation reviews.

The results of these assessments are used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may (a) result in strategic decisions about the program, (b) identify areas of improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention
- Enrollment projections including consideration of the context of the SCHEV 5-year benchmark and other on-going enrollment targets
- Course descriptions and implementation
- Curriculum changes and development
- Faculty development and research activities
- Facilities
- Internal and external funding
- Description of strengths and weaknesses with attention to action items for the future

The Dean and Associate Dean in the Graduate School read the program review each year to ensure that the program meets benchmarks and maintains excellence. In addition to the Departmental and College's annual report, the Graduate School's annual evaluation of the program is sent each year to the Vice Provost for Academic Affairs for review. The vice provost will offer guidance, as needed, for improvement and will provide updates about the review to the provost. Old Dominion University maintains a robust program review process for graduate programs; as such, this master's program will have an internal review conducted by external faculty after five years (i.e., in fall of year 6). This review will include a self-study, a visit from faculty external to the program, and an action plan developed in concert with the Graduate Program Director, program faculty, and Dean and Associate Dean of Graduate School. Below is a diagram of the University's evaluation process and cycle. Old Dominion University's institutional effectiveness process has structured planning, budgeting, and assessment activities that regularly improve the quality of its teaching, research, and service mission. The resulting culture of evidence-based decision-making allows for the identification of issues for additional study and action.

Figure 5.2.*Cycle of Support from Assessment Team*

Synthesis and Overview

The Master of Library and Information Studies Program at Old Dominion University is a new degree with strong roots in the field of librarianship and information studies. While the MLIS was first offered in Fall 2019, the degree was created from a long and proud history in the field preparing school librarians and follows years of careful and systematic planning modeled after the *American Library Association's Standards for Accreditation of Master's Programs in Library and Information Studies*. The program has always been planful; the past two years of candidacy and self-study have further systematized the processes of planning, data collection, documentation, evaluation, and improvement. When Covid-19 struck, the well-established practices and structures detailed in this self-study prepared the program to respond with resilience and strength.

The ODU MLIS is an online program whose faculty have over a decade of experience delivering high-quality distance education. A model of online instruction has been developed built on asynchronous and flexible delivery of content. Mindful of the risk of isolation in online and asynchronous coursework, the model also includes an intentional focus on developing a community of practice where students interact with each other and faculty through public sharing of their work, partner and group projects, and the presence of faculty in discussions, office hours, and responsive interactions with students. When the Covid-19 pandemic closed campus, the MLIS was prepared to carry-on with virtual learning as usual. But there was no "usual" in the disruptions to our lives and those of our students. The program had adopted Zoom technology in the fall of 2019 and suddenly the world was on Zoom. More students came to Zoom office hours desiring connections with each other and their instructor. Faculty, hungry for the kinds of conversations and sharing that were part of hallway and office interactions on campus, decided to meet informally at least once a week just to touch base with each other and share information. Commencement was cancelled along with any on-campus events such as the program's Summer Institute. The MLIS is an online program, but these events had always been face-to-face. Moving these events online has been eye-opening. While students miss the in-person opportunity, they appreciate the ease of participation and access. Beyond Covid-19, an online celebration of our graduates and virtual opportunities to participate in the Summer Institute will persist. Covid-19 experiences and restrictions have prepared the MLIS to be a better and more inclusive online program.

Against this backdrop, the MLIS was engaged in the process of evaluation and reflection shaped by the self-study for accreditation. MLIS faculty have always been planners and data-driven professionals who have made full use of the strong assessment culture at ODU. The self-study taught faculty to be more systematic planners, and the move to virtual work in response to Covid-19 taught faculty to be more deliberate in documenting decisions and data collection.

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.

Standard One carries through each of the accreditation standards. The decision-making, assessment, and communication established by this standard are strengths of this MLIS. The program recognizes that to be a true strength, systematic planning cannot be static; instead, it must be continuous and ingrained in all aspects of the MLIS. Faculty have always been systematic in their concern with improvement. They are seeking ways to refine practices, collect data, and systematize constituent participation through the creation of an Advisory Board and a Student Advisory Committee. A mission, goals, objectives and student learning outcomes all direct conversations, data collection, and decision-making. The program is constantly asking “how can this be done better” and often challenge ourselves with the question “why are we doing this?” Old Dominion University has a culture of assessment with various structures and systems such as Weave, student and faculty evaluations, and curricular review. The MLIS faculty do not simply go through the required motions but have chosen to engage intentionally with the data and systems made available through these systems.

Standard II: Curriculum is a clear strength of the program. MLIS faculty are educators with decades of experience developing courses, learning outcomes, assignments, rubrics, and assessments. We have provided evidence in this self-study of our systematic development of a curriculum based on a shared core of four classes with coursework that allows students to design a plan of study based on their unique interests and career aspirations. Input from various constituents, including the Advisory Board, practitioners, prospective employers, and current and potential students, has and continues to inform development of the curriculum. Conversations about curriculum include interdisciplinary departments on campus, including instructional design, computer science, and ODU libraries. Faculty are nationally-engaged with research and service and bring that expertise to the further development of new curricula. The MLIS moved deliberately from a curriculum that prepared only school librarians to one inclusive of other

information professions including academic, public, and archives. We fully expect to continue to grow in capacity to build new courses and areas of focus responsive to student and employer needs and interests.

As a new program, we have been able to create courses driven by the needs of our constituents, especially our alumni and our advisory board. We have not had the legacy of an outdated curriculum and courses taught because “we have always taught them.” Instead, our program is paving new pathways for library and information studies.

Standard III: Faculty, both full- and part-time, are wholly capable of delivering the program objectives related to the teaching and mentorship of students. Old Dominion University and the DCEPS provide a rich, stimulating, and collegial environment that nurtures and celebrates faculty growth and accomplishments. Current faculty have been supported and recognized by ODU through professional development, awards and intramural grants, and support for travel to national and international conferences to share research and provide professional leadership. The faculty each have a sustained record of scholarship and service with national recognition through elected and appointed positions, awards for research and publication, and juried paper presentations.

The current faculty is energetic and committed to the growth and success of the program. Part-time faculty are integral and important to the expansive goals of the MLIS curriculum and mentoring of students. These faculty offer expertise in various specializations including library instruction, archival studies, and advanced management. The program seeks to expand full-time faculty and recently requested and were approved for a new lecturer line. ODU has a strong commitment to diversity and inclusion in the hiring process, supporting the program’s goal to increase representation among faculty. The MLIS seeks to expand faculty expertise with this and future searches. The MLIS recognizes the potential for growth offered by ALA accreditation and is prepared to request additional faculty to meet and encourage that growth. The systematic planning inherent in the MLIS supports the need for intentional growth in number, diversity, and specialization.

Standard IV: Prospective and current as well as alumni are the heart of our endeavors. We have had strong preparation and experience addressing the needs of online, non-traditional, part-time students with busy family and job responsibilities. We have established systems to advise students academically, to respond in a timely manner to requests for assistance, and to be flexible and inviting. Community is a deeply held value of the program; we encourage it among students, between students and faculty, and with induction into the profession. Students with all kinds of professional interests or who are still seeking an area for specialization now comprise our program.

A Student Advisory Committee and a Student Chapter of the American Library Association enhance opportunities for our students to have a voice in the program and as emerging professionals. Other practices such as faculty office hours, course evaluations, plans of study, and student surveys (Student Opinion Surveys, one-question surveys, and surveys of graduates) provide multiple sources of feedback for meaningful improvements. The strength of this standard was apparent during Covid-19 when students acknowledged the support they felt from the program despite personal challenges. Our students are flourishing with the opportunities presented to them through new and expanded coursework and in their emerging professional identities as librarians.

Standard V: Autonomy and strength of the program within the structures of the university are reflected in administration, finances and resources. A dense network of university structures provides the essential infrastructure to the program's administration, finances, and resources. Notable during a year of disruption, these structures remained strong and allowed the program to continue to pursue its mission, goals, and objectives. New systems emerged to enable remote access to ODU offices and resources. During Covid-19, many services to students and faculty went virtual, strengthening access and utility for online students and instruction. Embedded in the Department of STEM Education and Professional Studies nested within the Darden College of Education and Professional Studies, the MLIS draws from the support staff and offices of the college and university.

The MLIS Graduate Program Director, assisted by the School Library Program GPD and the MLIS faculty, are provided autonomy about the intellectual content of the program, admissions policies and decisions, course offerings and schedules, and other program structures. Programmatic decisions, including budgets and new faculty lines, are made collaboratively through regular meetings, emails, and the use of shared documents. As part of systematic planning, the MLIS continues to refine and document these processes, to evaluate their effectiveness, to implement plans for improvement, and to communicate with all constituents. In summary, the faculty members represented in this report belong to a significant and expansive community of support and resources with strong recognition and ties in the university, the profession, and the constituencies we serve. We believe this report details significant compliance with each of the standards, and we welcome the opportunity for this self-study to show our pathways into the future.

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