KENT STATE UNIVERSITY

The School of Information's 2018 Self-Study for the Committee on Accreditation of the American Library Association

Vol. I: Narrative

REQUIRED INFORMATION

Unit organized and maintained by the institution for the purpose of graduate education in information-related fields including library and information science, health informatics, knowledge management, and user experience design: **School of Information**

Degree program being presented for accreditation by the COA: **Master's of Library and Information Science (MLIS)**

Dean of the College of Communications and Information: **Amy Reynolds, Ph.D.**

Director of the School of Information: **Kendra Albright, Ph.D.**

Parent Institution: **Kent State University**

Chief Executive Officer, Kent State University: **Beverly Warren, President and Chief Executive Officer**

Chief Academic Officer, Kent State University: **Todd Diacon, Executive Vice President and Provost**

Regional Accrediting Agency: **The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools**

The title and version of the Standards addressed in the Self-Study: **Standards for Accreditation of Master's Programs in Library and Information Studies, 2015**

General Information

Kent State University website, http://www.kent.edu/
College of Communication and Information, http://www.kent.edu/CCI/
School of Information, http://www.kent.edu/ischool

INTRODUCTION

Background

Kent State University is a Carnegie Research I Institution with an eight-campus network serving Northeast Ohio. Total enrollment at Kent State University is over 39,000 students with 30,000 on the main campus. Kent State has more than 200 study abroad programs in 60 countries worldwide. Kent State offers 282+ Bachelor's degrees and 40 Associate degrees across ten colleges. *U.S. News* ranks Kent State in the coveted first-tier list of Best National Universities in the 2018 edition of Best Colleges. It was the only public university in Northeast Ohio to make the first-tier list.

The School of Information (iSchool) provides the only ALA-accredited Master's program in Ohio and offers classes online to students across the country. Approximately 60% of our students are in Ohio, with the remaining being distributed across not only the United States, but across the world. Our main campus is in Kent, with an additional office in Columbus, where we value our relationship with many Ohio libraries and library associations.

Explanation of Process

The iSchool is one of five schools in the College of Communication and Information (CCI) at Kent State University. The following self-study was prepared by the school committees, with oversight provided by the iSchool Director. Dr. Rick Rubin, Dean Emeritus of the iSchool, served as a reviewer for the program presentation.

Following the last accreditation, every year the iSchool committees are charged with processes that support continuous and systematic planning and review. Over the past academic year, 2017-2018, each committee has responded to a particular accreditation standard, drawing the data together that has been collected over the years since the last accreditation and linking the data to the standards. Since the ALA standards changes as of 2015, the iSchool has restructured the committees to address these changes. The committees are responsible for the identification of pertinent data sources, developing the documents required, describing the current program as it relates to the pertinent standard and sub-standards. The committees and MLIS Program Coordinator, Dr. Meghan Harper, have had primary coordination responsibilities for organizing the self-study. The Director and MLIS Program Coordinator are also responsible for organizing and assembling the presentation. The faculty committees have had the primary responsibility for writing each chapter, and support has been provided by iSchool staff. Graduate Assistant, Jacquie Kociubuk, provided substantial knowledge and support for creating the format and stylistic template for the self-study.

Composition of Committees

Each standing committee reviewed all of the assessment data that gathered since the last accreditation and wrote first and second drafts of chapter standards. The accreditation and assessment committee provided an oversight of the iSchool assessment plan and managed the dissemination of assessments, analysis of data and communication of findings to existing standing committees for years 2012-2016.   A final review of the overall document was requested and completed by faculty. Staff and Graduate Assistants provided support for development of the self-study, gathering documents and providing clerical assistance.

Special Areas of Emphasis

While SLIS is continually responsive to changing circumstances in scholarship, academia and the environment with adjustments to curriculum, procedures, and facilities, there are four areas of emphasis in our presentation to describe some special activities since our last accreditation review. These areas include:

Digital Libraries: A new specialization area and a Certificate of Advanced Study were developed in the area of Digital Libraries. As a continuation of this area, a new faculty member was hired and new courses were developed for the area of Digital Preservation. A state-of-the-art Digital Laboratory was created to support the new curriculum and facilitate collaborative programs with digital projects in the area.

Youth Librarianship: To support youth librarianship curriculum and research, the iSchool added a new section to the renowned Reinberger Children's Library Center. The new section houses the Marantz Collection, which is a unique compilation of more than 26,000 children's picture books, cataloged by artist or illustrator rather than by author. IMLS grants were secured that allowed a number of student scholarships for Master's degrees with an emphasis on the use of museums with children and young adults.

Potential Specialties: The School has strengthened its offerings in the area of archives. In connection to the successful IMLS grants mentioned above, a newly hired faculty member was appointed to develop courses and a specialization in the area of archives and cultural heritage.

Information Organization: This is an area of continuous strength within the iSchool. A new faculty member was added to teach in this area, an additional faculty member in the MS degree program of the School offers courses in the area that are available to all iSchool students, and a number of faculty conduct important research with world-wide application.

Public Libraries: This is an area with traditional strength in our program. A large number of students are interested in public librarianship and therefore we continue to support this area with various course offerings, connections with professionals in public libraries, and placing numerous students in public libraries for their Culminating Experience practicum requirement.

Overall, the self-study focuses on significant changes that have occurred since the last accreditation review and on any anticipated changes that are currently in development and on the strategic radar for the school.

Timeline

The preparation of the current self-study has been ongoing since the last accreditation. The iSchool considers data collection and analysis a critical resource for a quality program in Library and Information Science education. An Accreditation and Assessment Committee (AAC) was established since the last accreditation, to identify, implement, and oversee the ongoing continuous collection of necessary data to ensure ongoing feedback for our systematic planning and quality improvement. The AAC interfaced with other iSchool committees to ensure that results of the data collection and analysis were communicated. Each committee was then tasked to implement data results for improvement in their area of responsibility. In the 2017-2018 academic year, the iSchool committees were restructured to bring together the data collection, analyses, and reports that have been part of our ongoing processes, into committees organized around the 2015 ALA standards. The result of these efforts is this self-study.

October 8, 2017	Program Plan Submitted
January 15, 2018	Committees provide first draft of self-study chapter
January 30, 2018	Student focus groups (coordinated by Student Affairs Committee)
February 2, 2018	Advisory Board meeting (all faculty)
February 22, 2018	Focus group with Alumni Network
March 1, 2018	Committees provide second draft of self-study chapter (incorporating info from focus groups)
March 15, 2018	Committee draft reviews of chapters completed
April 1, 2018	Final chapters due to director
April 15, 2018	Final report sent to faculty for review
April 30, 2018	Final faculty comments due to Director

May 15, 2018	Format report; send to professional editor; send to reviewer(s)
May 30, 2018	Finalize document
June 11, 2018	Draft self-study report submitted to ERP and ALA COA (electronic only)
August 27, 2018	Final self-study report submitted to ERP and ALA COA (paper and electronic)

Taskstream will be used to provide all of the data, evidence, and other supporting documents to the ERP.

Layout of the Program Presentation

The Program Presentation will follow the 2015 ALA *Standards*. The document will be submitted in print format and will also be available in electronic format.

Documentation

Documents that will be used as evidence in the Program Presentation will be available through Taskstream. They will be provided in electronic format as appendices to the self-study report. Much of the information needed for the Program Presentation is readily available as a result of the ongoing reporting practices of the School. Lists of evidence that will be provided are listed under each of the standards in this report.

ACCREDITATION COMMITTEES

Standard I: Systematic Planning

Meghan Harper and Cathy Smith, Co-Chairs (MLIS faculty)

Paul Sherman (MS UXD faculty)

Chris Hudak (MS HI faculty)

Heather Soyka (MLIS faculty)

Janna Korzenko (staff)

Standard II: Curriculum

Karen Gracy and Marianne Martens, Co-Chairs (MLIS faculty)

Emad Khazraee (MLIS faculty)

Marcia Zeng (MLIS faculty)

Rhonda Filipan (staff)

Janna Korzenko (staff)

Standard III: Faculty

Yin Zhang and Lala Hajibayova, Co-Chairs (MLIS faculty)

Belinda Boon (MLIS faculty)

Nancy Lensenmayer (MLIS faculty)

Miriam Matteson (MLIS faculty)

Janna Korzenko (staff)

Standard IV: Student Services

Mary Anne Nichols (MLIS faculty) and Rebecca Meehan (MS HI faculty), Co-Chairs

Katie Campana (MLIS faculty)

Athena Salaba (MLIS faculty)

Ben Woods (MS UXD faculty)

Eilona Yrad (staff)

Standard V: Finance, Administration, and Resources

Kendra Albright, Chair (iSchool Director)

Sarah Molina (staff)

Janna Korzenko (staff)

Rhonda Filipan (staff)

Cheryl Tennant (staff)

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ACRONYMS

AAC	Assessment and Accreditation Committee
ALISE	Association of Library and Information Science Education
ASIST	American Society for Information Science and Technology
BDS	Basic Data Sheet
CAS	Certificate of Advanced Study in Library and Information Science
CBA	Collective Bargaining Agreement
CC	Curriculum Committee
CCI	College of Communication and Information
CLO	Course Learning Outcomes
COMM	Communication Studies
CRM	Customer Relationship Management System
CSIR	Center for the Study of Information and Religion
DSCI	Digital Sciences
FAC	Faculty Advisory Committee
FPIL	Faculty Professional Improvement Leave
FT	Full Time
FTE	Full Time Equivalent
GCC	Graduate Coordinators Council/Graduate Curriculum Committee
HIMSS	Health Information Management Systems Society
IAKM	Information Architecture and Knowledge Management
IMLS	Institute of Museum and Library Services
IRB	Institutional Review Board
JMC	Journalism and Mass Communication
KNEXT	Knowledge Library Extensions
KSU	Kent State University
LIS	Library and Information Science
LO	Learning Outcome
NASAD	National Association of Schools of Art and Design
NTT	Non-Tenure Track
OCDE	Office of Continuing and Distance Education
PLO	Program Learning Outcome
PT	Part Time
QM	Quality Matters
RASP	Research and Sponsored Programs
RCLC	Reinberger Children's Library Center

RCM	Responsibility Centered Management
SAC	Student Advising Center
SLO	Student Learning Outcome
ST	Special Topics
T	Tenured
TT	Tenure Track
UCM	University Communications and Marketing
VCD	Visual Communication Design
VHC	Virginia Hamilton Conference

GLOSSARY

Assessment and Accreditation Committee (AAC)

> Committee previously tasked with all assessment and survey work for the iSchool. This work now falls under the purview of the Systematic Planning Committee

Center for Teaching and Learning

> The Center for Teaching and Learning supports university community members in the process of creating, transforming, and/or maintaining Kent State University's environments for learning as spaces where all students can succeed.

COGNOS

> IBM-based tool used by Kent State University to extract data from Banner, the university's records system.

Concentration

> Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. In other words, major coursework that is required for all the concentrations (i.e., shared or major core) must be more than 50 percent of the overall curriculum required for the concentrations. Or, said another way, concentration hours must account for less than 50 percent of the total curriculum within the major. (Curriculum Guidelines 2015-2016
> http://provostdata.kent.edu/roadmapweb/06/curriculum-guidelines-2015.pdf)

Current Student Survey

> A survey of current students administered each Fall semester. For this self-study, the data referenced is from 2013-2015. This survey was discontinued after 2015 after the Assessment and Accreditation Committee streamlined the survey plan. It was deemed more beneficial to survey students at the start and end of their programs.

Exit Survey (Student Exit Survey)

> A survey of students as they graduate from the MLIS program.

Faculty Advisory Committee (FAC)

> Consulting body comprised of the iSchool faculty that advises on such areas as issues concerning reappointment, tenure, promotion, and dismissal; appointment of new faculty, including issues of rank; review of non-tenure-track faculty; allocation or re-allocation of faculty positions and academic staff positions including new and vacant positions; program development, restructuring, and/or discontinuance; evaluations relating to faculty salary increases and other salary adjustments, when and if applicable; department planning and budget priorities, including review of requests for new funding ad allocation of discretionary resources; selection and structure of iSchool committees, including search committees; issues related to teaching assignments and class schedules, including

appropriate application of workload equivalencies; faculty professional improvement, research, and other leaves; procedures for the establishment, review, and appropriate revision of the academic unit handbook; issues related to the advising and retention of students; ensuring that quality instruction is provided; ensuring that class and other duties of faculty members are met.

Faculty Affairs Committee

A committee established in Fall 2017 to address the concerns and expectations of the iSchool faculty.

Faculty Professional Improvement Leaves (FPIL)

Otherwise known as sabbatical.

Graduate Admissions

The unit in Graduate Studies that oversees and processes all graduate admissions for Kent State University. Graduate Admissions and Graduate Studies are often used interchangeably.

Graduate Coordinators Council

This Council is comprised of each graduate coordinator and supporting graduate staff for each of the five schools in the College of Communication and Information. This body reviews all graduate curricular changes and addresses other issues related to coordinating graduate programs including, but not limited to recruitment and student achievement.

Graduate Student Advisory Council (GSAC)

GSAC is a new advisory group comprised of a handful of graduate students in the iSchool who meet regularly with the Director. They also publish a twice semesterly newsletter and arrange events for students online and face-to-face.

Graduate Studies

A division of Kent State University whose full name is Division of Research and Graduate Studies. Graduate Admissions falls under this unit. Graduate Studies and Graduate Admissions are often used interchangeably.

iSchools Consortium

The iSchools organization is a consortium of Information Schools dedicated to advancing the information field (https://ischools.org/).

Online Education Committee

The work of this committee was divided between the Student Affairs Committee and the Faculty Affairs Committee in Fall 2017. As its name suggests, this committee covered all topics related to online education including course development and online orientation for students as well as other topics.

On site (documents)

Available in Taskstream (Password: ksu2018):
https://www.taskstream.com/ts/libraryandinformationsciencemlis/KSU-iSchool-ALASelfStudy

Program Learning Outcomes

    See Student Learning Outcomes below.

Program Objectives

    iSchool's *Strategic Principles* are analogous to ALA's Program Objectives defined as "statements based on the needs of a program's constituencies that describe what graduates are expected to attain within a few years of graduation" (ALA Glossary of Accreditation Terms, http://www.ala.org/educationcareers/accreditedprograms/standards/glossary).

Quality Matters

    Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. (https://www.qualitymatters.org/).

Reinberger Children's Library Center (RCLC)

    The RCLC is a non-circulating collection of special collections with more than 40,000 modern and historical children's books, original and print picture book art, ephemera, such as posters relating to children's book publishing that date back to 1924, children's puppets and more. The RCLC also has video conferencing capabilities, an Interactive Media Lab where a mobile lab of 17 iPads can be used to peruse preselected K-12 apps and a Makerbot 3D printer that can bring picturebook objects to life.

Research and Sponsored Programs (RASP)

    Division of Research and Sponsored Programs.

Specialization

    Outgoing name for specialty areas in which students can study in the MLIS program. They are informal, so do not have specific requirements, but are rather suggested guides for students interested in careers in each area.

Strategic Principles (ALA Program Objectives)

    iSchool's *Strategic Principles* are analogous to ALA's Program Objectives defined as "statements based on the needs of a program's constituencies that describe what graduates are expected to attain within a few years of graduation" (ALA Glossary of Accreditation Terms, http://www.ala.org/educationcareers/accreditedprograms/standards/glossary)

Student Achievement Evaluation

    Semester review of students who are in academic peril.

Student Advising Center

    The iSchool's password-protected source for student support. The Advising Center contains information for students from orientation through graduation. Resources include information about training and orientation, program planning, classes and registration, financial aid, final requirements, graduation, programs of study, contacts, resources at Kent State, and logistical information (e.g., parking).

Student Affairs Committee

A committee established in Fall 2017 to address issues related to students. This committee includes what used to be the Student Academic Complaint Committee. It also includes student-related issues including scholarships and graduate assistantships.

Student Learning Outcomes

Analogous to the ALA Student Learning Outcomes. They are defined as "statements that describe the knowledge, skills and behaviors that students acquire as they progress through the program" (ALA Accreditation Glossary, http://www.ala.org/educationcareers/accreditedprograms/standards/glossary). Student Learning Outcomes are reviewed through ongoing course assessment data, and survey data gathered through the comprehensive assessment plan. This plan includes input from the School's constituents (e.g., internship supervisors, employers and advisory boards).

Systematic Planning Committee

Formerly the Assessment and Accreditation Committee. This committee consists of Program Coordinators from all four iSchool Programs (MLIS, MS in Health Informatics, MS in Knowledge Management, and MS in User Experience Design), the School Director, and the Academic Program Director, and is tasked with implementation of the iSchool's systematic planning process. (Standard I.6)

TaskStream

The software reporting tool with a much updated interface and options for units to implement a systematic assessment plan that is also aligned with the field's accreditation standards. Annual program learning goals are entered at the beginning of the academic year; at the conclusion of that time, faculty report how these goals have been achieved. These items are assessed at the University level via TaskStream.
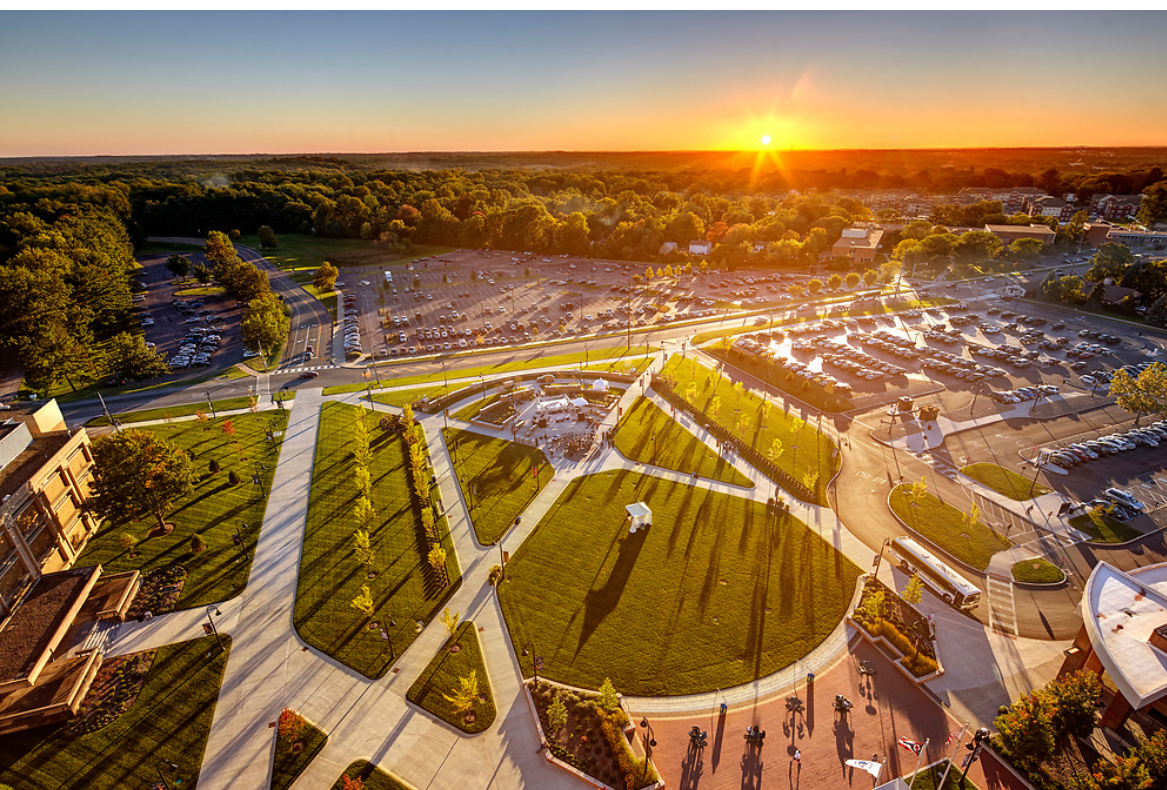
STANDARD I: SYSTEMATIC PLANNING

Overview

The following chapter provides a comprehensive overview of the systematic planning activities of the School of Information. Following our last accreditation, the iSchool created a standing committee, the Accreditation and Assessment Committee, whose primary task was to create, implement, and communicate results of an assessment plan that gathered data systematically from all iSchool stakeholders. This committee was renamed the Systematic Planning committee in Fall 2017. This committee evaluates and refines the assessment instruments and implementation practices, and communicates the findings to stakeholders. The information gathered from the many assessments, quantitative and qualitative, has enabled the iSchool to make informed decisions about the direction of the School and to be responsive to feedback from our stakeholders. The mission, goals, and objectives of the iSchool have been developed and revised based on the evaluation of the gathered assessment data.

Sources of Evidence

Figure I-1: Mapping Sources of Evidence to Standard I Substandards

Substandard	Source of Evidence	Location/Additional References within the Self-Study
I.1	iSchool Advisory Board	Appendix I-A
I.1	Alumni Network Board	Appendix I-B
I.1	Graduate Student Advisory Council (GSAC)	Appendix I-C
I.1	iSchool Faculty Roster	Appendix III-A
I.1	Strategic Plan 2016-2020	Appendix I-D
I.1	Assessment Plan	Taskstream
I.1	Student Advising Center	http://learn.kent.edu
I.1	iSeed Scholarship	https://www.kent.edu/iSchool/scholarships
I.1	iSchool Goals	Appendix I-L
I.1.3	Exit Survey	Appendix IV-G
I.1.4	Employer Survey	Appendix I-E
I.1.4	Town Hall Meetings with the Director Agendas	Taskstream
I.1.4	Alumni Focus Group Notes	Taskstream
I.1.4	Graduate Student Advisory Council (GSAC) Newsletter	Appendix I-F
I.2	MLIS Courses	Appendix I-G
I.2	MLIS Workshops	Appendix I-H
I.2	MLIS Special Topics	Appendix I-I
I.2	Student Handbook	Taskstream
I.2	Course Syllabi	Taskstream
I.2	Syllabus Template	Appendix IV-J
I.4.1	Faculty Handbook	Taskstream
I.4.1	Post-Graduation Employment Survey	Appendix I-J
I.4.1	Survey Schedule Plan	Appendix I-K

Standard I.1

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 systemic planning process that involves the constituencies that the program seeks to serve.

The School of Information (iSchool) offers an interdisciplinary program that is responsive to an ever-changing, evolving, and emerging information field. The iSchool is able to achieve its goals and objectives in this dynamic environment through its commitment to systematic planning and evaluating. The School of Information's systematic planning process is a continuously evolving evaluative process that engages iSchool stakeholders throughout the assessment cycle.

Figure I-2: Systematic Planning Assessment Cycle
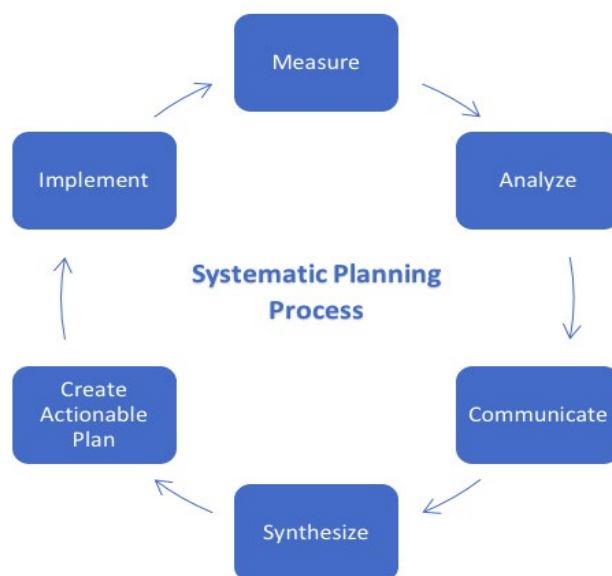
The iSchool systematically gathers assessment data on all aspects of our School program, including strategic planning, curriculum, faculty and student affairs, and resources. Measurable data is gathered consistently and strategically based on an established survey plan to engage School stakeholders, e.g. advisory groups, faculty, students, employers, and internship and practicum (K-12) supervisors. The data are then analyzed by faculty and staff within the established committee structure and communicated to stakeholders. Feedback from the stakeholders is gathered, shared, and synthesized by school administrators and faculty who then develop actionable plans and goals. These goals are evaluated to ensure they are in accordance with the mission and vision of the University and College and to ensure budgetary resources align with the actionable goals. Plans are then implemented, and the assessment process continues within the systematic structured feedback loop.

KEY STAKEHOLDERS

Advisory Board

The Advisory Board is comprised of leaders from the statewide Ohio library consortiums and professionals from different types of libraries and information entities such as the University of Cincinnati Library, Online Computer Library Center (OCLC), OhioNET, Ohio Library Council (OLC), and the Ohio Educational Library Media Association (OELMA). A list of the Advisory Board members is included in

Appendix I-A. These members represent key communities of practice and library leadership with influence within and beyond the state of Ohio.

Alumni Network

There are over seven thousand Alumni of the iSchool who are employed in libraires and other information institutions around the state and the country. All Alumni are invited to participate in the iSchool Alumni Network, an alumni relations group with the goal of harnessing, connecting, and sharing the experience and influence of iSchool graduates from years past, from today and from tomorrow to help one another succeed, to support the school and, ultimately, to strengthen our industry. The Network holds elections every year to the board (Appendix I-B).

Student Organizations

In 2017, the iSchool created a Graduate Student Advisory Council (GSAC) who would serve in an advisory capacity to the director and faculty of the school. The GSAC elects a new board at the beginning of each academic year. See current board members in Appendix I-C. Students have also worked with faculty and ALA to restart Kent State University's ALA Student Chapter. The aim of the chapter is to connect and involve the iSchool's library and information science students with ALA and its affiliate organizations. The Student Chapter hosts events, meetings, and programs throughout the semester to provide networking, professional development, and community service opportunities to current iSchool graduate students both virtually and in-person. Membership in the student chapter is free, though professional membership in ALA is always encouraged.

Current Students

The iSchool enroll students from 45 states, with the largest concentration in Ohio. Students range in age, background experience, and professional interests, but each is strongly committed to their own learning and career develoment in the library and information field.

Employers

The iSchool maintains strong relationships with employers around the state and beyond. Many employers are also alumni and are ardent supporters of the program through offering internships, guest speaking in classes, mentoring students, and providing valuable input to help guide the schools' strategic direction.

Faculty

The 21.5 iSchool faculty members (excluding the director) are actively engaged in the systematic planning in the school (Appendix III-A). Through their participation in standing committees, ad-hoc groups, and in the Faculty Advisory Committee (FAC) they help collect and interpret data about the program, contribute insights to program review and revisions, and help communciate information about the program to other stakeholders.

The iSchool has strong connections and relationships with alumni, students, and the library community, with increasing opportunity for growth in Ohio and beyond, as evidenced by the increasing rate of students outside of Ohio, which is currently 30% and growing (see Figure IV-3).

MISSION, VISION, & VALUES

Mission

"The iSchool is dedicated to transforming the global information environment collaboratively through dynamic learning, innovative research, and interdisciplinary synergy."

The mission of the iSchool at Kent State University (KSU) reflects its commitment to scholarship, service, and partnerships. We support the mission of Kent State University by providing educational and research programs and appropriate services designed to meet the library and information needs of modern society

Vision

The field of information is the midst of a paradigm shift. We believe the iSchool is well-positioned to lead and drive change through our strength in leadership. The school is well-supported at the institutional level by the University President and Provost, as well as through the willing and innovative leadership team led by the Dean of the College of Communication and Information (CCI).

Values

We value community, and support scholarship, leadership, service, diversity and outreach among our faculty and our students. We strive to support our stakeholders in reaching their personal, educational, and

professional goals. The ability to recognize and relate to qualities, conditions and group memberships that might be unlike our own contributes first to learning, and then to knowledge and understanding.

A value worth highlighting is the iSchool's strong commitment to diversity and inclusion, illustrated in Figure I-3 below:

Figure I-3: School of Information Statement on Diversity & Inclusion

School of Information Statement on Diversity & Inclusion	*The School of Information (iSchool) at Kent State University believes that being able to recognize and relate to qualities, conditions and group memberships that might be unlike our own contributes first to learning, and then to knowledge. Acceptance flows from a common ground, based on a belief in the acceptance of individuals as human beings. This includes the belief in people's ability to determine who they shall become (self-determination), their protection from injury, affordance of their equality of opportunity (e.g., access to education, healthcare, food, housing and information about their basic rights), protection of their privacy and well-being, and acknowledgement for their work, through recognition or economic compensation. Acceptance of the person is different from acceptance of their viewpoint/agenda.* *We recognize, understand and embrace the differences that define diversity, in whatever form or manner that such diversity presents itself. To us, "inclusion" encompasses acceptance of and respect for each person's individuality, regardless of that person's race, age, sexual orientation, gender, size, intellectual acuity, level of knowledge, technological ability, physical ability, ethnicity, country of origin, gender identity, socio-economic status, religious or political beliefs, or affiliations or other ideologies.* *The School of Information, therefore, embraces inclusion and affirms it as a core value. Libraries and cultural heritage institutions span nations and cultures and serve populations with diverse backgrounds and needs. The faculty and staff of the School of Information strive to create an inclusive working and learning environment in which similarities and differences are valued and leveraged, diverse perspectives are sought and respected, and, ultimately, information needs of diverse populations are met. We believe and understand that diversity enriches the domain of information by creating opportunities to engage with others in this field that spans cultural and national borders.* *We believe in building bridges across our differences in order to foster an inclusive environment of collaboration in which all may participate.*

OBJECTIVES & GOALS

Program Objectives/Strategic Principles 2012-2017

The iSchool has developed strategic principles that are analogous to ALA's definition of program objectives, defined as "statements based on the needs of a program's constituencies that describe what graduates are expected to attain within a few years of graduation" (ALA Glossary of Accreditation Terms, http://www.ala.org/educationcareers/accreditedprograms/standards/glossary). These strategic principles and accompanying goals and objectives were established in 2015, revised at the end of 2016, and again revisited at the Strategic Planning retreat held in the Fall of 2017. Each strategic principle includes goals and objectives to meet that principle. The Strategic Plan for 2017-2020 is available in Appendix I-D and resides in our university-wide assessment database, Taskstream. Future development of a strategic principle centered on the cultural and social mission of libraries and information centers has been identified as one that will need to be developed and is currently on the Fall 2018 strategic plan retreat agenda. The new goals were developed to build on the school's strengths, establish new initiatives, and further enhance the program's strong reputation. The iSchool is consistently ranked among the top 20 library and information science programs in the United States by *US News and World Report* (https://usnews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings). We are also ranked eleventh for Best Online Schools for Library and Information Science in the Best Schools.org ranking. In addition, the School was ranked tenth in 2014 for Services for Children and Youth as part of Library and Information Studies (https://web.archive.org/web/20130317095740/http:/grad-schools.usnews.rankingsandreviews.com:80/best-graduate-schools/top-library-information-science-programs/children-youth-service-rankings). See Appendix I-D for our strategic principles and Appendix I-L for our goals.

Additional Objectives

In accordance with our mission, vision, and values, the school endeavors to:

<u>Envision the future of the field</u>

The iSchool anticipates changes in the field and will respond by augmenting existing programs and continuing education opportunities with new and innovative approaches and materials. As part of efforts to build programs that integrate the strengths of the school and respond to workforce needs, the annual review of the Assessment Plan (Taskstream) will involve constituencies from each of the iSchool's four principal programs (MLIS, MS Health Informatics, MS Knowledge Management, and MS User Experience Design). We will review the graduate curriculum for both the MLIS and MS programs each year, and work to grow

and strengthen study abroad opportunities, as well as iSchool representation in the PhD program of Kent State University's College of Communication and Information.

Sustain and build faculty and staff excellence

Excellence in faculty and staff is a priority for the School of Information. The iSchool is dedicated to providing opportunities for increased research support for faculty, enhancing excellence in teaching, and expanding development opportunities for administrative staff. We seek increased honors, awards, and recognition locally, nationally, and internationally for faculty and staff. Additionally, growing research grant revenue is also a goal for faculty. To these ends, the iSchool director communicates with faculty about the formal mentoring program available at the university and supports faculty as they participate in formal mentoring and training programs offered by the University Teaching and Learning Center and the Human Resources Department. Within the School, new faculty are provided with senior iSchool faculty mentors. Overall, our goal is a supportive process for professional development among faculty and staff.

Sustain excellence in the student learning experience

The iSchool commits to providing students with a learning experience that is relevant to the LIS Field and reflects changes in innovation and trends in the field. We seek to enhance the ease of introduction to the program and preparation for online instruction. We strive for clear and effective processes in a student's ongoing engagement with administrative and instructional services throughout the program. In meeting these goals, we will use continuous improvement principles with specific attention to the school's online orientation program and Student Advising Center (https://learn.kent.edu).

Strengthen academic advising

Establishing, implementing, and assessing the advising expectations and plans, within the framework of student advising needs, is a priority for the iSchool (See Standard IV).

Advising is a central component of student experience in our online program, therefore, we strive to enhance the student's advising experience through continuous improvement. Our goals are to improve communication and reporting systems, as well as advising materials, in support of faculty who serve as academic advisors, and in turn, support program planning and career advice for graduate students. Student perceptions of advising are systematically and continuously evaluated through survey data gathered at key transition points throughout their program. Efforts to respond to student suggestions have resulted in a new advising center and centralized information sharing during Faculty Advisory Committee (FAC) meetings to

assist faculty who provide students with advising resources and information. Responses from the assessments indicated some students seek career counseling and mentoring; to respond to this need, a new website for job and internship placement was developed, with enhancements in progress.

Strengthen support for internships and other experiential learning

Internships and experiential learning are valuable tools for students to gain meaningful experience in their chosen professional area. The iSchool will build partnerships with industry and institutions, with the goal of broadening opportunities for internships and other experiential learning. Specifically, we seek to increase the number of paid positions available to students. The establishment and coordination of an internship placement program and tracking system for all iSchool programs is currently in progress. In addition to student internship opportunities, the iSchool seeks funding to support student projects (e.g., research, GSAC service projects, etc.).

Create an engaged community inclusive to all students

The iSchool is committed to enhancing online platforms for student engagement in our community. Specifically, the iSchool's goals include creating a web page to showcase excellent student work, as well as a space for student engagement. The iSchool is committed to the development of engaging, interactive online events such as a distinguished lecture series and an online graduation ceremony. In coordination with a new online student advisory group, the school sponsors and supports the development of an online student chapters of professional organizations. For example, in 2017 the Kent State University student chapter of the American Library Association was reestablished.

Increase the number and amount of scholarships and fellowships available to students

The iSchool seeks sources of financial support for students deserving of access to our programs who might not otherwise be able to attend. We seek resources from prior and new donors, including alumni and community members. Our immediate goal is to develop new scholarships and easily accessible information on the availability of financial aid and scholarships. In the last year, the School has increased scholarship opportunities and initiated an "iSeed scholarship" for underrepresented minorities (https://www.kent.edu/iSchool/scholarships) (See Standard IV.1).

Review current scholarships, process for nominations and selections

The Student Affairs committee, formerly called the admission and awards standing committee, has reviewed and instituted changes to the process for nominations and selections to enable faculty to more

easily nominate and evaluate applications and participate in the process. As new scholarships and award opportunities arise and are made available, the committee institutes processes and procedures, and evaluates existing communication strategies to ensure students are aware of the opportunities.

Establish career services and coaching programs

The iSchool understands the value of career services for students and alumni. We will explore the development of a career services program and examine the need for a career coaching program. An initial goal is to appoint a coordinator for internship placement and assistance who will also examine options for integrating internship placement with career services.

STRATEGIC CHALLENGES

Higher education in America faces several challenges in the coming years. Combined national trends of declining enrollment, a growing economy, and falling birth rates, together with fewer graduating high school students in the Great Lakes region, will particularly impact the strategic vision of the iSchool at Kent State University. Additionally, obstacles such as tuition increases, declining state and donor funding, as well as trends toward distance learning are areas of concern for programs across the country. Attracting diversity in the field continues to be a challenge for the iSchool on both the faculty and student level. Anticipating future trends in the field of library science, including emerging professions, is another issue confronting LIS programs nationally.

The iSchool has developed specific objectives to address these national and local trends. We are committed to building the reputation of the school as an exemplary, comprehensive and professional School of Information that not only prepares students to be successful information and knowledge professionals, but also sustains excellence in the student learning experience. We aim to foster and sustain scholarship and research, as well as faculty and staff excellence. The iSchool community works collaboratively and continuously to envision the future of the field and ongoing innovation in our programs. On a local level, the iSchool contributes to the success of the College of Communication and Information, and Kent State University as a whole. Our broader purpose is to enrich society through collaboration with diverse communities of practice.

I.1.1

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

At the foundation of the iSchool's vision, mission, goals, and objectives is this premise:

Information is power and transformational in both driving change and in promoting greater understanding in modern society.

The iSchool is committed to an ongoing process of reflection, review, and improvement. Goals and objectives are updated annually. While responsiveness to changes in curriculum, procedures, and facilities is a constant at the School, there have been several major developments since our last accreditation review. In 2017, the School changed the name of the administrative unit from the School of Library and Information Science to the School of Information (iSchool). The new name better reflects the broadening scope of information-related degree programs offered by the school, as evidenced by the growing job market in these areas. The school also joined the iSchools consortium in Spring 2016 (https://ischools.org).

School-wide assessments and processes for program improvement include input from students, alumni, employers, and part-time faculty through surveys and focus groups (please see Appendixes for Standard I for examples of current surveys in use). The Director conducts synchronous virtual and face-to-face Town Hall meetings in the Fall and Spring semesters that encourage stakeholder communication. That input is shared consistently with School faculty, staff, and the iSchool advisory groups, thus closing the feedback loop of assessment data gathering.

Student learning outcomes are defined as "statements that describe the knowledge, skills and behaviors that students acquire as they progress through the program" (ALA Accreditation Glossary, http://www.ala.org/educationcareers/accreditedprograms/standards/glossary) are reviewed through ongoing course assessment data, and survey data gathered through the comprehensive assessment plan described in more detail below (Taskstream). This plan includes input from the School's constituents (e.g., internship supervisors, employers and advisory boards).

STANDARD I.1.2

I.1.2

Assessment of attainment of program goals, program objectives, and student learning outcomes;

Through a standardized process of continuous review, the iSchool monitors the implementation and implications of evolving program goals and objectives, as well as student learning targets. The iSchool seeks to align assessments with the American Library Association (ALA) standards for accreditation and other relevant professional organizations. In accordance with this aim, committee structures were realigned in the 2017-2018 academic year to better reflect ALA standards.

In the 2015-2016 academic year, the iSchool crafted an assessment plan with expert input from evaluation and measurement graduate students in the College of Education, Health and Human Services (see Taskstream). The assessment plan includes tactics for assessing its program goals, objectives, and student learning outcomes primarily through faculty and student surveys, and student focus groups (see Taskstream). Additionally, the iSchool conducts dispositional assessments of students which measure the core values, ethics, beliefs, practices, behaviors, moral/general standards, motivations, and attitudes expected of and by a profession and society in general. These assessments are used to establish the existence and strength of a variety of dispositions viewed as necessary for professionals to be competent in their fields, as well as candidates entering those fields.

During the 2016-2017 academic year, as part of the revisions made to the core curriculum, new measures for calculating student learning outcomes were developed. The new outcome definitions are based on MLIS core course assessments and are collected in Taskstream, a new software reporting tool for which the iSchool acted as early implementers following its purchase by the University Office of Accreditation and Assessment. Previously, the iSchool submitted program learning outcomes and goals to the University Office of Accreditation and Assessment through the WEAVE program. The new Taskstream software offers an updated interface and options for units to implement a systematic assessment aligned with the field's accreditation standards. Annual program learning goals are entered at the beginning of the academic year; at the conclusion of that time, faculty report how these goals have been achieved. These items are then assessed at the University level. The iSchool retains this data in a working drive accessible to all faculty. With this functionality, specific class assignments are mapped to explicit course learning outcomes. Assignment learning outcomes support overall program learning outcomes, and those relationships can be more easily tracked using the Taskstream software.

I.1.3

Improvements to the program based on analysis of assessment data;

The MLIS program is reviewed continuously by the iSchool committees for alignment with its strategic goals and objectives. Program improvements are assessed through several channels. Course offerings and workshops are reviewed annually using suggestions and feedback solicited from students through exit and workshop surveys, as well as focus groups. An Exit Survey (Appendix IV-G) is sent to students one year after graduation which includes questions about the effectiveness of the curriculum and retrospective evaluation of the program. Individual recommendations and proposals from faculty and administrators are also incorporated into these reviews.

Historically, the iSchool identified four areas of strength: digital libraries; youth librarianship; information organization; and public libraries. During a 2017 strategic planning retreat, the iSchool identified five clusters that describe our current strengths and targeted areas for growth. In the planning session, faculty members suggested the cross-cluster opportunities for students and potential team-teaching opportunities, with the goal of addressing rapid changes in employment trends and research development. The cluster areas are outlined in Figure II-4.

Our unique resources help support these cluster areas. Our renowned Reinberger Children's Library Center offers new opportunities for students and scholars alike to gain practical experience and research working with the children's literature collections. The Marantz Collection, a unique compilation of more than 21,000 children's picture books, is included in the Reinberger Center, and is cataloged by illustrator rather than author. Increasingly librarians are designing digital environments and programs, so we need to prepare our students better to help them build this area. Recognizing this, we have strategically hired a new faculty member, Kathleen Campana, from the University of Washington, to build our strengths in this area, particularly in the realm of early childhood. The MuseLab offers students opportunities to work with artifacts and design and build visual displays of information objects. Our technology resources help support teaching and research in digital preservation, information retrieval research, and large data collections.

As an outcome of our ongoing assessment and planning, since the previous review five full-time MLIS faculty have been appointed to positions reflecting changes in the field such as in cultural heritage and informatics, digital preservation, youth engagement and digital technologies. The result is a faculty that is more diverse in both background and expertise than it was in 2012. This substantial change in the faculty resulted from a strategic planning in cooperation with the College of Communication and Information as

well as with University administration. The goal of the planning was to address growing student needs, shifting employment trends, and mechanisms for growth accompanied by financial stability.

Feedback from employer along with studying national trends has made recruitment of new students is a strategic priority of the school (Appendix I-E). Results of this feedback and trend data is shared and used by standing committees to develop effective responses. For example, the Student Affairs Committee is tasked with the continuous review and development of student recruitment efforts (Standard IV). In addition, the iSchool has contracted an outside web company, Fathom, to assist in improving the design of our website for better communication and marketing that attracts new students. Fathom conducted the initial review and made initial critical changes that will go live in Fall 2018. In addition, an NTT faculty member in the User Experience Design area has been assigned responsibility to conduct usage analytics on the website, and develop appropriate strategies to make it more user-friendly and student-centered. Recent trends project continued declines in enrollment, which mirror market demand and weakening student entry, not only in LIS but throughout higher education. In the 2017-2018 academic year, new student enrollment at the iSchool dropped by 5% (Figure IV-2).

Revised committee structures were implemented in 2017 to streamline administrative processes and organize the MLIS program for better alignment with ALA standards. The new entities include a Systematic Planning Committee; two Curriculum Committees (MLIS and MS); Faculty Affairs; Student Affairs; and Finance and Administration. The larger Faculty Advisory Committee continues to meet in open session for active and engaged discussion of school strengths, weaknesses, opportunities and threats, and strategies for improving the program.

STANDARD I.1.4

I.1.4

Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by 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

The iSchool's systematic planning processes reflect our written mission statement, declaring "At the iSchool, we are transforming the global information environment collaboratively through dynamic learning,

innovative research, and interdisciplinary synergy." This belief fits well within the individual- and society-focused mission of Kent State University: "We transform lives and communities through the power of discovery, learning, and creative expression in an inclusive environment." The University's College of Communication and Information (CCI), which houses the iSchool, similarly emphasizes these values. The College's stated mission is:

> "*to educate students to meet their specific goals as well as the needs of society. Education at the undergraduate and graduate levels promotes the development and application of theoretical foundations and creative experiences through interaction with a dedicated faculty of scholars and professionals. Within the disciplines represented in the College, students are served by course offerings and other instructional and scholarly opportunities that provide broad educational perspectives and intensive training in professional areas*."

Figure I-4: Relationship of the iSchool with College and University

iSchool
- Transforming the global information environment collaboratively through dynamic learning, innovative research, and interdisciplinary synergy

College
- Educating students to meet their specific goals and the needs of society by promoting the development and applications of theoretical foundations and creative expression in an inclusive environment

University
- Transforming lives and communities through the power of discovery, learning, and creative expression in an inclusive environment

The iSchool's strategic planning documents are often developed by a specific committee. Retreats and monthly meetings of the Faculty Advisory Committee are devoted to engaging the larger faculty community in collaborating and formulating a cohesive strategic plan. These plans are subject to ongoing review at all levels of the University and are evaluated and implemented in accordance with the mission and requirements of the iSchool.

The College Dean sets forth the strategic goals for the academic year at the College Convocation/Retreat in the fall. The iSchool then responds by developing strategic plans that align with the College's strategic goals. The CCI leadership team discusses strategic initiatives and operational considerations all throughout

the year in weekly meetings. The CCI Dean periodically attends meetings of the iSchool faculty Council to report on and seek input on ongoing College-wide initiatives.

The Provost reviews the allocations of resources for hiring and special initiatives. For example, the Provost accepted a proposal from the College of Communication and Information to reduce the Responsibility Centered Management rate from 48.7% to 20% for programs that have an outside Distance Learning agreement with companies such as EverSpring and Pearson Embanet (Standard V). The Provost was a champion for this proposal, which is especially important for our iSchool. Distance Learning fees for the College of Communication and Information total approximately $1.4 million annually. This proposal was formally approved by Kent State University and went into effect in the 2017-2018 academic year. While the exact amount is not yet available, the College anticipates savings will be in the hundreds of thousands of dollars.

The iSchool director seeks feedback on the strategic plan through planned Town Hall meetings with students, as well as focus groups and meetings with advisory groups (Taskstream). The iSchool updates its webpage to communicate our mission, program learning objectives/strategic principles, goals and commitment to diversity. The iSchool's core values are posted in every meeting room in the iSchool.

In addition to establishing a revitalized external Advisory Board (Appendix I-A), we have developed a new Alumni Network (Appendix I-B) and student organizations (Appendix I-C). These structures enable engaged listening and nimble communication with these essential constituencies. The new Alumni Network has made connecting with our 7000+ alumni a top priority. One new student organization, the Graduate Student Advisory Council, has established an electronic newsletter to communicate with current iSchool students (Appendix I-F). These groups have made impressive and important initiatives toward rapidly and effectively communicating with our Ohio stakeholders and students from across the country and the world.

Standard I.2

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.

Student learning outcomes allow us to communicate the ideals of student learning the program is designed to achieve. These goals are consistent with the missions of Kent State University and the College of Communication and Information. Assessment of these goals follows a six-step processes to ensure these outcomes are continuously refined and advanced to reflect changes in the field and the evolving educational needs of our students.

M.L.I.S. Student Learning Outcomes

By the completion of the Master's program, students should be able to:

- ▪ Apply the field's foundational theories, principles, values, ethics, and skills to everyday practice
- ▪ Critique and synthesize research and identify appropriate research methodologies to solve problems in the field
- ▪ Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians/informational professionals and the environments they work in within the global society
- ▪ Evaluate systems and technologies relevant to a particular information context
- ▪ Identify needs and connect individuals and communities with information that engages and empowers them

Figure I-5: Student Learning Improvement Process

Figure I-6: MLIS Student Learning Outcomes

Program Learning Outcomes	
All KSU iSchool MLIS Students will be able to	**Key Components of Program**
Student Learning Outcome 1. Apply the field's foundational theories, principles, values, ethics, and skills to everyday practice;	Required Courses: 60010, 60020, 60030, 60040, 60050 (See II.2.1) Electives Courses: LIS 60652, LIS 60666, LIS 60700 (See II.2.1) Participation in student groups (IV.5.5) and participate in professional groups (IV.5.6) Practicums Case Studies Service Learning Opportunities Professional Networking, Career Events and Webinars Academic Advising
Student Learning Outcome 2. Critique and synthesize research and identify appropriate research methodologies to solve problems in the field;	Required Courses: LIS 60040 and LIS 60050 (II.2.1) Orientation Module 4 Practicums Service Learning Opportunities
Student Learning Outcome 3. Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians/informational professionals and the environments they work in within the global society;	Required Courses: LIS 60030, LIS 60040 Elective Courses: LIS 60621, LIS 60657 (II.2.1) Virginia Hamilton Conference Marantz Picture Book Symposium Workshops Information Services for Diverse Populations New Special Topics course LIS 60195Guest Speakers
Student Learning Outcome 4. Evaluate systems and technologies relevant to a particular information context; and,	Required Courses: LIS 60010, 60020 Elective Courses: LIS 50693, LIS 60510, LIS 60511, LIS 60512, LIS 60619, LIS 60624, LIS 60630, LIS 60631, LIS 60633, LIS 60635, LIS 60638, LIS 60640, LIS 60641, LIS 60647, LIS 60654 (II.2.1)
Student Learning Outcome 5. Identify needs and connect individuals and communities with information that engages and empowers them.	Required Courses: LIS 60030 Elective Courses: LIS 60613, LIS 60614, LIS 60625, LIS 60626, LIS 60629 (II.2.1) Virginia Hamilton Conference Student Newsletter (Appendix I-A)

For a full list of all LIS courses see Appendix I-G, I-H (Workshops), I-I (Special Topics).

Student learning outcomes are communicated to students via the Student Handbook (Taskstream) and course syllabi (Taskstream). In addition, all core courses have the expected learning goals for each session explicitly stated, while elective courses generally include relevant program learning goals stated within the syllabus. Assignment learning goals support course outcomes, which are mapped to the overarching student learning outcomes. A syllabus template for all existing and new courses includes a statement of course learning goals (Appendix IV-J). The syllabi template is also required for all proposed and existing elective and special topic courses. The iSchool measures student learning outcome achievement through data generated via course-specific focus groups, questionnaires and surveys presented within class sessions, and at the conclusion of all courses.

Figure I-7: Mapping to ALA Standards I.2.1-I.2.8

No.	ALA Standards I.2.1-I.2.8	References to Standard II
I.2.1	The essential character of the field of library and information studies	II.1, II.2
I.2.2	The philosophy, principles, and ethics of the field	II.I
I.2.3	Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations	II.4
I.2.4	The importance of research to the advancement of the field's knowledge base	II.2.2
I.2.5	The symbiotic relationship of library and information studies with other fields;	II.2.2
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	II.2.4
I.2.7	The role of library and information services in a rapidly changing technological society	II.2.5, II.2.6, II.2.7
I.2.8	The needs of the constituencies that the program seeks to serve.	II.2.4

Standard I.3

I.3

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

The iSchool's commitment to teaching and service is evident in our mission, values, goals, and objectives. In keeping with the teaching and service culture of Kent State University, and of our home, the College of Communication and Information, our mission statement emphasizes collaborative learning and interdisciplinary synergy. As the means to achieving personal and community growth, teaching and transformational learning are at the center of our culture. These values are integral to our objectives and hence, to the goals we set out and achieve with each planning cycle.

Our strategic principles underscore dedication to teaching and service, with recognition of the interdependencies required for excellence in each. Specifically, our principles reflect values focused on preparation for students in the context of a dynamic information environment where professionals and communities undergo continuous adaptation to new technologies and service demands. We view our role as central to preparation not only for our current student population, but also as a catalyst for transformational learning at all stages of professional development. These commitments are reflected in our strategic principles, which are focused on: preparing current students; creating new knowledge; advancing diverse perspectives; developing community; addressing sociotechnical issues; and extending educational communities. The strategic plan was developed around these key strategic principles.

Systematic planning is essential to the development, evaluation, and maintenance of objectives and goals that advance these values. The iSchool's ethic of service is exemplified through continuous leadership and

contributions in committee work throughout the College of Communication and Information as well as the broader University. Engagement in external service is found among faculty engaged in local, regional, national, and international professional organizations, as well as community service (Standard III.6). This includes organizing and sponsoring research forums, conferences and symposia, as well as facilitating networking among professionals, students and alumni (Standard III.2). These activities are planned in advance and conducted within the context of our key objectives.

Dedication to excellence in teaching is evidenced by collaborative development and maintenance of courses, peer-evaluation and attention to student feedback in the revision of curricula and courses that respond to innovation in the field, evolving technologies, and changing service demands (Standard III.2).

Standard I.4

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 iSchool publicly shares its mission and strategic principles as well as the MLIS Program Learning Objectives with the University and its students via the iSchool website. Throughout the School we have aligned the student learning experience with program learning outcomes. These outcomes are measures of how students meet the program learning objectives and highlight expected student behavior as well as the specific conditions and standards of performance by which students will be measured (https://www.kent.edu/iSchool/mission-accreditation). Mission and program learning outcomes are listed in Student and Faculty Handbooks, syllabi, and orientation materials. Strategic plans, goals and rationale are discussed with a broad range of stakeholders through online and face-to-face Town Hall meetings hosted by the iSchool director, meetings with advisory groups, and iSchool sponsored events. Stakeholders include students, faculty, alumni, employers and benefactors.

The iSchool faculty and standing committees review and revise goals and objectives in a continual planning and assessment process. In consultation, the director and the Faculty Advisory Committee (FAC) develop annual goals and objectives as part of our strategic plan (Appendix I-D). The iSchool standing committees then develop annual objectives in alignment with the school-wide mission and goals, and report on these objectives at monthly meetings of the FAC. At the conclusion of the academic year, committees present

yearly recap reports that detail progress and articulate potential goals and objectives for attention during the following year (Taskstream). These reports are then used in the next cycle of planning, as input for review, evaluation and planning for the upcoming academic year. In addition to this annual review cycle, changes within the University or external factors may require review and revision of goals and objectives.

Regular review of external communications and administrative materials occurs within the iSchool standing committees, which evaluate and revise documents as part of ongoing program assessment.

STANDARD I.4.1

I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents

Prior to 2017, the iSchool's goals were updated biannually. Goals established in 2015 were most recently updated in 2017, following the arrival of the new iSchool Director, Dr. Albright. A faculty retreat held in October 2017 resulted in the creation of a self-study that updated goals established in AY 2015-2016 to reflect the iSchool's aims and objectives through 2020. The evaluation process has been updated to reflect a now annual review of the iSchool's program goals and objectives.

Program evaluation integrates information from multiple sources and stakeholders, as set forth in the standard. Stakeholders provide input directly and indirectly. A post-graduation employment survey is administered to graduates 18 months after graduation each February. The survey gathers data on graduates' employer, field, salary, and job description, among other information. This information provides a general basis for tracking connections between the program and employment trends. In January 2018, in separate focus groups, students and alumni provided direct feedback on the program. Focus group questions and documented responses from the groups is available for review within Taskstream. A copy of the current post-graduation employment survey is included in Appendix I-J. Program goals were addressed specifically by the Alumni Network, who expressed the importance of practicums and internships in students' professional development and experience (Standard I.1.1). A survey of iSchool graduate employers was conducted in spring 2018 who were questioned in areas of core competencies, skills development, and the future needs of the profession. The employer survey can be found in Appendix I-E. As noted in the overall survey schedule, employers are scheduled to be surveyed every five years (Appendix I-K). In the past and currently, the employer survey has included participants that are also alumni. The survey was reviewed and revised in 2016-2017 by the AAC committee but dissemination was delayed in order to address a concern about soliciting input from employers outside of Ohio. Identifying specific employers was akin to finding a

needle in a haystack nationally and internationally. Subsequently, the iSchool director suggested limiting the survey to Ohio employers as it was a more easily identifable and significant participant group.

Both students and alumni assert preferences for a multi-pronged approach to school communications. Information on the program is disseminated on various platforms, including announcements within the online Student Advising Center, messages sent to the general iSchool listserv, Town Hall meetings hosted by the Director, social/networking events and correspondence between students, faculty advisors, and internship supervisors. Recommendations from students and alumni for iSchool events have already been implemented and will continue to be solicited and implemented.

Since the last accreditation review, the iSchool has completely revised the core course curriculum for the MLIS program. The new set of core courses was developed holistically to ensure that content maps to the iSchool's program learning objectives and the respective outcomes. The holistic approach enables the assessment and evaluation of courses and student learning. Assignments and assessments follow students throughout the program, culminating in a required portfolio course designed to ensure the program's learning objectives are achieved (Standard II.1).

As this accreditation planning document is being finalized, the faculty are completing a review of electives and specialization areas within the curriculum. The goal is to further integrate assessment mechanisms for learning outcomes and refresh the course-level student learning outcomes in support of emerging career paths for information professionals. Faculty have organized around the identified cluster groups to evaluate existing coursework in the cluster areas and note courses needing development, refinement, or renaming. Details about specific course development and modification activities are described in Standard II.

Standard I.5

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.

In the iSchool, the overarching principle for ongoing decision-making is the use of diverse information sources on key indicators of program success. The indicators span several dimensions, which we summarize as financial, academic, and strategic.

Information in the financial dimension many of which are available in Taskstream:

- Reports on current and historical application, acceptance and enrollment rates
- Reports on current and historical course registration rates
- Analysis of course break-even levels and projected registration
- Review of trends in peer institution enrollment and fees

Information in the academic dimension includes:

- Reports on completion rates
- Reports on placement outcomes gathered in post-graduation surveys
- Student comments and ratings of course content, teaching and learning experience in course evaluation surveys
- Comments and discussion on student preparedness with iSchool advisory boards
- Alumni comments and ratings in post-graduation surveys
- Student and alumni comments in feedback forums such as Town Hall meetings and focus groups
- Faculty review and planning for curriculum and course development
- Employers of iSchool graduates

Information in the strategic dimension includes:

- All financial and academic information listed above
- The iSchool handbook on faculty governance
- Agendas and minutes of standing and ad hoc committees
- Working papers that detail the development of annual objectives and short-term goals in iSchool retreats and strategic planning sessions

As part of our internal continuous assessment and decision-making practices, these records are consulted for review of progress against goals and action planning. Processes and procedures ensure key information is shared appropriately and consistently with the director, faculty, staff, students, and advisory groups, thus closing the feedback loop for assessment and future decision-making.

Standard I.6

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

The iSchool's systematic planning processes specifically developed to be an ongoing, transparent and flexible process; with plans and results disseminated to all stakeholders[1]. Procedures were developed to ensure data is consistently shared with the School Director, faculty, staff, and School advisory groups, thus closing the feedback loop of assessment data gathering. This process provides guidelines to standing committees in the ongoing program evaluation. Per these guidelines, the Systematic planning committee (formerly the Accreditation and Assessment committee):

a) Reviews each survey and suggested possible areas for attention or action by faculty or administration
b) Forwards or reports the recommendations to relevant groups/committees and/or individuals
c) Requests follow-up on actions taken or changes made (or reasons why no action was taken or needed)
d) Follows up on outcomes
e) Provides an annual report on committee work and results to FAC and administrative staff
f) Builds assessment file for accreditation self-study

Learning outcomes and student success in core and capstone (culminating experience) courses are an area of particular focus. Data is collected using a mix of direct and indirect measures. Direct measures were applied to the examination of core courses,[2] which are supported by assignments, exams, and portfolios. Indirect methods include student surveys, focus groups, and job placement data. For example, the core curriculum was revised in 2015 and implemented in 2016. In response to student feedback, three of the four core courses were increased from two credit hours to three credit hours. In another instance, the Student Affairs Committee continuously reviews feedback on the Blackboard Learn Student Advising Center. The Center continues to evolve in response to student requirements and usage feedback of the site (Standard IV.4).

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[1] E.g. students, alumni, employers, and part-time faculty.

[2] E.g., "85% of students will achieve a score of 90/100 in New Core Course with rubric."

Data generated through these feedback streams is consistently and continuously reviewed to inform as well as update program and course requirements. Data are incorporated into the iSchool's decision-making process with recommendations generated by the committees. Committees bring these recommendations before the Faculty Advisory Council (FAC), where they are taken under consideration and put to a vote by the faculty as a whole. All recommendations are evaluated from the framework of the University, College, and iSchool mission and vision. Changes are measured and results are reviewed and communicated to the stakeholders; thus, the assessment process continues within the systematic structured feedback loop.

Conclusion

Throughout this self-study report, it is evident that systematic planning and the comprehensive assessment plan has informed and supported the continuous rigor the iSchool employs in providing LIS education to its constituents. Each of the following standards offers a picture of how the iSchool uses a continuous improvement and innovation philosophy to enact a strategic planning process that aligns and meets the American Library Association Accreditation Standards.

STANDARD II: CURRICULUM

Overview

Introduction

The Master's of Library and Information Science degree offered by the School of Information (iSchool) at Kent State University is a 37-credit hour program, consisting of 16 hours of core offerings and 21 hours of elective coursework and offering 13 specializations and one concentration in K-12 School Library Media. The MLIS curriculum undergoes regular, systematic review and evolves in response to collaborative deliberation and innovation among stakeholders, which include full- and part-time faculty, current students, alumni of the School, members of our Advisory Board, and employers of our graduates. Structured planning and decision-making ensure the curriculum is regularly changing to meet the demands of the field. The curriculum focuses on providing an authentic and diverse array of educational experiences for our students. Coursework provides a variety of ways for students to acquire sound understanding of the theory and research underpinning the standards and values of the profession. The curriculum also emphasizes the integration of practical application and experience in real-world settings through internships, practicums,

and project-based learning. A complete list of all current LIS courses can be found in Appendices I-G (Courses), I-H (Workshops), and I-I (Special Topics Courses).

In addition to the MLIS degree, the School of Information offers multiple programs at the Bachelor's, post-Baccalaureate, and Master's levels, while it also participates in an interdisciplinary Doctoral program through the College of Communication and Information. These programs are described briefly below:

Master's of Science Degrees

The School of Information offers three additional Masters'-level programs (all are 36 credit hours, or 12 courses):

- ▪ Master's of Science (MS) in Health Informatics
- ▪ Master's of Science (MS) in Knowledge Management
- ▪ Master's of Science (MS) in User Experience Design

Formerly, each of the MS degrees was a concentration offered as part of a Master's of Science in Information Architecture and Knowledge Management (MS in IAKM); the three concentrations became separate degrees as of Fall 2017. Currently, MLIS students have the option to complete the MLIS and one of these MS degrees as part of an informal dual degree program. MLIS students may also take Master's level courses offered by these degree programs[3].

Post-Baccalaureate Graduate Certificates in Health Informatics and Knowledge Management

In the health informatics and knowledge management areas, students with a Bachelor's degree may also pursue a post-Bachelor's certificate. Each certificate is 18 credit hours (six courses) and may be completed within one calendar year. While these are stand-alone programs, they often become conduits for students into our MS and MLIS degree programs.

Undergraduate Coursework

The School offers a limited number of undergraduate courses, with the most heavily subscribed being LIS 30010, Information Fluency in the Workplace and Beyond. LIS 30010 is one of four courses identified as a CCI Literacy by the College of Communication and Information, as well as a required elective for all CCI

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[3] The School allows students to apply up to 12 credits toward MLIS degree requirements.

undergraduates. Future plans of the School to increase undergraduate offerings include providing opportunities for undergraduate honors students to take select graduate courses in a face-to-face classroom environment. Also included is the opportunity to develop a data sciences undergraduate major in conjunction with the School of Digital Sciences, which is also in the College of Communication and Information.

Doctoral Study Options

The School of Information participates in the interdisciplinary PhD program offered by the College of Communication and Information. The CCI PhD program provides students with broad preparation in communication and information theory and research and allows them to specialize in a number of LIS-related areas, including human information behavior, cultural heritage informatics, and knowledge organization. For more information about the CCI PhD program, please consult the College website at https://www.kent.edu/cci/academics/doctoral.

Sources of Evidence

Figure II-1: Mapping Sources of Evidence to Standard II Substandards

Substandard	Source of Evidence	Location/Additional References within the Self-Study
Overview, II.1	MLIS Courses	Appendix I-G
Overview, II.1	MLIS Workshops	Appendix I-H
Overview, II.1	MLIS Special Topics	Appendix I-I
II.1	Faculty Handbook	Taskstream
II.1, II.5	New Student Survey	Appendix IV-F
II.1	Exit Survey	Appendix IV-G
II.1	Internship/Practicum Surveys	Taskstream
II.1	Current Student Survey	Taskstream
II.1, II.3	Specializations Planning and Guidesheets	Appendix II-A
II.1, II.3	Sample Pathways	Appendix II-B
II.1	MLIS Course Sequencing	Appendix II-C
II.2	Mapping Standard II-2 to MLIS Courses	Appendix II-D
II.2, II.2.3, II.2.4, II.2.5, II.2.6	Exit Survey	Appendix IV-G
II.2.3	MLIS Courses with Focus on Technology	Appendix II-E
II.2.3	MLIS Courses with Focus on Diversity	Appendix II-F
IV.7	LIS Course Rotations 2016-2018	Appendix II-G
II.3	Internship Handbook	Taskstream
II.3	Research Project, Research Paper Handbook	Taskstream
II.3	Thesis Handbook	Taskstream
II.3	Student Advising Center	http://learn.kent.edu
II.3	Faculty Survey	Taskstream
II.3	Alumni Focus Group	Taskstream
II.5	Employer Survey	Appendix I-E
II.5	Advisory Board Focus Group	Taskstream
II.6	Example of a Basic Data Sheet	Appendix II-H
II.6	Recap of MLIS Curriculum Changes, 2011-2018	Appendix II-I
II.6	Section Enrollments for MLIS Core Courses and Electives, 2011-2017	Appendix II-J
II.6	Workshop Enrollments, 2011-2017	Appendix II-K
II.6	End of Program Course Enrollments, 2011-2017	Appendix II-L
II.7	Strategic Plan 2016-2020	Appendix I-D
II.7	Curriculum Annual Objectives	Appendix II-M
II.7	MLIS Courses and Workshops Added or Inactivated from Course Catalog, 2011-2018	Appendix II-N

Standard II.1

> **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.**

Mission, Goals, and Objectives

The MLIS curriculum offered by the School of Information draws directly from its mission, values and goals as well as program learning objectives (i.e., Strategic Principles) of the iSchool, which are detailed in Standard I – Strategic Planning of this self-study. Please refer to Section I.1 of this self-study to see more information about the School's mission, goals, and objectives.

Program Learning Outcomes

The Student Learning Outcomes of the MLIS program are listed in Standard I.1.2. These outcomes were developed by the faculty of the School of Information between 2014 and 2015. The learning outcomes have since informed revisions to the curriculum that have been implemented, including the most recent revision to our core courses, as well as ongoing evaluation and revisions of our electives and specializations.

Systematic Planning Process

The Curriculum Committee (CC), a standing committee of the School of Information, has primary responsibility for guiding the planning process for curriculum matters, and oversight of new course development, assessment of currency and relevance of existing courses, as well as revision and inactivation of courses when needed. Membership in the Curriculum Committee is detailed in the School of Information's Faculty Handbook[4], which states that "the committee is composed of a minimum of three tenured/tenure-track faculty members and one graduate student representative from a SLIS Master's program (per university policy). The Graduate Studies Coordinator, Academic Program Coordinator

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[4] Kent State University School of Information. (2015). Faculty Handbook. This will be made available to the External Review Panel through Taskstream.

responsible for curricular matters and the SLIS Director or the Director's designee (Associate Director), serve as ex officio members" (Taskstream).

As part of its systematic processes, the Curriculum Committee utilizes information and feedback gathered through various assessments conducted by the School, including the New Student Survey (Appendix IV-F), Exit Survey (Appendix IV-G), and internship and practicum surveys of students and supervisors (Taskstream). Through these input channels, the CC gathers suggestions for new courses and workshops as well as identifies problems and concerns with existing courses and workshops that may spark further investigation and remediation.

Stages of Approval for Curricular Proposals

All major curricular changes resulting from review, planning, and constituency feedback are reviewed by the CC, approved by the Faculty Advisory Council (FAC), and then submitted for approval to College and University approving bodies.

Figure II-2 below details the steps taken to approve or revise a course at the Curriculum, FAC, and College levels.

Figure II-2: Sequence of Steps for Approval of New Courses or Substantial Revisions to Existing Courses

School of Information
Curriculum Committee (CC)

Faculty member submits proposal for new or revised course, including a Basic Data Sheet and a full syllabus.

Committee reviews proposal and make recommendation for approval or rejection. Faculty member may be asked to make changes as needed to the proposal to meet requirements for content and quality.

School of Information
Faculty Advisory Committee (FAC)

CC Chair presents CC-approved proposals to the SI FAC for a general faculty vote to add the new course to the curriculum or accept major revisions to the existing course.

SI FAC members vote to approve or reject the new or revised course.

College of Communication and Information (CCI)

Upon approval by FAC, School of Information's Academic Program Coordinator submits all required documentation to the College of Communication and Information's Curriculum Services Director.

CCI Curriculum Services Director sends proposals to the CCI Graduate Curriculum Commitee for next level of review. CCI CS Director will shepherd proposal through this and any other required levels of approval (Graduate Studies, Provost, and Educational Policies Council of the University).

After passing through the review processes at the School and College level, the proposal will then be shepherded through additional levels of review at the University level. The stages of approval depicted in Figure II-3 below are applicable for most curricular changes initiated by the iSchool, such as additions, revisions, and inactivation of courses. Additional levels of approval at the University level are required to establish new programs of study (including the establishment of new majors or degrees, new certificates, etc.), make major revisions to programs, and deactivate existing programs.[5]

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[5] For a complete description of the process of approving curricular proposals at all levels of review, please see Kent State University's Curriculum Guidelines, particularly pp. 12-13. The most recent version of this document may be found at http://provostdata.kent.edu/roadmapweb/06/curriculum-guidelines-2015.pdf.

Figure II-3: Stages of Approval for Curricular Proposals at Kent State University
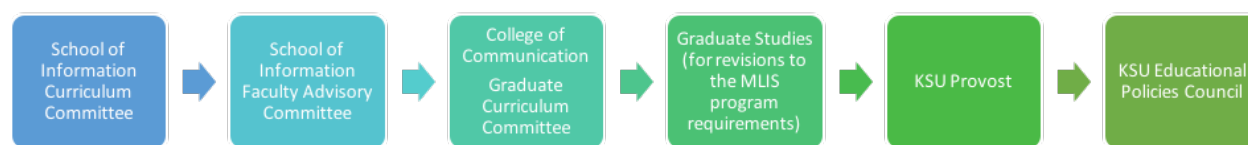
Structure of the MLIS Curriculum

The MLIS degree requires a minimum of 37 credit hours, which includes 12 credit hours of core courses (15 from Fall 2018 onward), 18-21 credit hours of elective courses (depending upon catalog year), and final requirement[6] coursework totaling one to seven credit hour(s). As part of elective options, students may count up to four credit hours of workshops toward program requirements, and up to six credit hours of graduate coursework from other iSchool Master's programs (the MS degrees in User Experience Design, Knowledge Management, and Health Informatics). Other graduate courses outside of the iSchool can also be applied to MLIS requirements with advisor approval (no more than 12 credits total from non-LIS courses can be applied to the MLIS degree requirements).

<u>Core Courses</u>

The core curriculum for the MLIS program includes the following courses. The course descriptions are available in the University Catalog at http://catalog.kent.edu/coursesaz/lis/.

- ▪ LIS 60010, The Information Landscape (two credit hours, Fall 2016-Summer 2018; three credit hours, Fall 2018 forward)[7]
- ▪ LIS 60020, Information Organization (two credit hours, Fall 2016-Summer 2018; three credit hours, Fall 2018 forward)
- ▪ LIS 60030, People in the Information Ecology (two credit hours, Fall 2016-Summer 2018; three credit hours, Fall 2018 forward)
- ▪ LIS 60040, Information Institutions and Professions (three credit hours)
- ▪ LIS 60050, Research and Assessment in Library and Information Science (three credit hours)
- ▪ LIS 60280, Master's Portfolio in Library and Information Science (one credit hour)

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[6] Final requirement choice of master's internship, paper, project, or thesis, plus a portfolio course; only the portfolio course is required from Fall 2018 onward. Students may still opt to do a Master's thesis. See II.1, "Final Requirements" for additional detail.

[7] For students beginning their program in Fall 2018 or later, LIS 60010, 60020, and 60030 will be three credits, rather than two, which will increase the total credits for the core curriculum to 15.

All MLIS students take the six core courses listed above, and also complete a minimum of 21 elective credits (18 if completing thesis).[8] The sole exceptions are those MLIS students enrolled in the K-12 School Library Media concentration; they have different requirements due to curricular mandates of the Ohio Department of Education (see below for additional details on their curricular requirements).

Electives

MLIS students have a wide variety of elective courses and workshops from which to choose (see Appendices I-G (Courses), I-H (Workshops), and I-I (Special Topics Courses) for a complete list of all current LIS courses and workshops offered at the Master's level). Most elective courses are three credit hours, while workshops and some special topics courses are one credit. Workshops and short courses provide in-depth focus on particular topics, which are regularly evaluated for currency and relevance to program specializations. They offer our MLIS students the opportunity to gain practical skills and knowledge in new areas and topics that may not merit a full three-credit course treatment, while they also offer faculty the opportunity to test out new curricula that may later be expanded into more in-depth three-credit courses at a later date. Workshops and special topics courses are similar, in that they are offered under a single course number (LIS 50693 and LIS 61095, respectively) and are not permanent additions to the catalog.[9]

According to data gathered from surveys of current students between 2011 and 2015, a majority of our MLIS students agreed (49.1%) or strongly agreed (17.5%) with this statement: "There is sufficient flexibility in the program to pursue individual interests." (Taskstream). The faculty consider the curriculum to be sufficiently broad to cover a variety of interests and particularly well-developed in certain specializations/cluster areas detailed below.

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[8] Beginning in Fall 2018, School Library concentration students will take a modified set of core courses, which reflect licensure requirements by the State of Ohio. In 2019 (pending approval by the Higher Learning Commission of the State of Ohio), the School Library concentration will become a separate major within the MLIS, and core requirements will be as follows: LIS 60020 (Information Organization), 60030 (People and the Information Ecology), 60050 (Research and Assessment in Library and Information Science), LIS 60607 (School Library Management), and LIS 60624 (Cataloging for School Libraries).

[9] In April 2018, the faculty voted to inactivate existing workshops, which were offered to non-degree students as well as our current MLIS and College of Arts and Sciences (CAS) students. This decision to inactivate all workshops reflects changing realities about the demand for continuing education opportunities and competition from other providers such as regional and national professional associations, nonprofit organizations like state and regional library consortia, and for profit agencies such as Library Juice. As we are no longer drawing significant interest from working professionals for our workshop offerings, our focus going forward will be on offering courses that meet the needs of our MLIS and CAS students. A limited number of inactivated workshops that are more academic in nature will be offered as one-credit special topics courses under the LIS 61095 number. This allows our students the flexibility and opportunity to take shorter samplings of topics that interest them from across the curriculum. Any new topics that may have been offered as workshops in the past will be considered as special topics courses instead.

Specializations and K-12 School Library Concentration

As previously explained in Standard II.1 between 2011 and 2017 the MLIS program offered 13 specializations and one concentration to its students, including the following areas:

- Academic Librarianship
- Archives/Special Collections Librarianship
- Cataloging/Metadata
- Digital Librarianship/Digital Initiatives
- Digital Preservation
- Information Technology and Information Science
- K-12 School Librarianship (Concentration)
- Library Management
- Museum Studies
- Public Librarianship
- Reference Librarianship
- Special Librarianship
- Youth Services: Children's Librarianship; Teen Librarianship

For the purpose of student advising, each specialization description includes planning and advising as well as aids (planning sheets, previously called guide sheets), which were used extensively by students and faculty in creating a coherent program of study. Please see Appendix II-A to examine these planning and guide sheets further, which include lists of recommended courses and can be used to identify key skill sets for each specialization.

Cluster Areas and Associated Road Maps (2018-onward)

In 2017-2018, as part of the review of MLIS electives, the School of Information faculty has been rethinking and reorganizing our specializations. In 2018, the MLIS program will feature a number of new and redesigned specializations, which we are now calling "cluster areas," with numerous career pathways developed as new advising aids for those areas.

These new cluster areas are deliberately broader than previously defined specializations and aim to cut across information institutions and specialties, with the understanding that particular knowledge bases and skill sets may be applicable in a variety of contexts. The seven cluster areas, with potential pathways within each focus group, include:

Figure II-4: Proposed Cluster Areas, with Established Pathways

Cluster Area	Potential Pathways
Cultural Heritage Informatics & Stewardship	Archival Studies Museum Studies Special Collections
Data, Information, and Technology (D/I/T)	Data Analytics Research Data Management Digital Libraries Digital Preservation User-Centered Evaluation
Information Access & Discovery	
Information Organization	Archival Description Cataloging & Metadata Professional Indexing and Abstracting Professional Metadata Designer and Architect Museum Documentation and Cultural Object Cataloging Professional Taxonomist/Ontologist/Semantic Analyst
Management, Leadership, and Innovation	Management of Information Institutions
UX (User Experience) in Information Organizations	User Experience Librarianship

Youth Engagement: Information, Culture, Community	Children's Librarianship
	Teen Librarianship
	K-12 School Librarianship
	    MLIS + K-12 licensure (concentration)
	    K-12 licensure
	    MLIS/M.Ed. joint degree with K-12 licensure

These newly developed pathways will provide additional guidance to our students, beyond course selection, to include information about potential job titles, skill sets, as well as important educational and professional resources for the field. Sample pathways for archival studies, special collections, metadata designer/creator, and user experience librarianship are provided in Appendix II-B.

It is our intent to increase the flexibility and currency of our curriculum via the establishment of these cluster areas and associated pathways. The School can become more responsive to changes in the LIS field and work in ways to break down the silos that currently exist in many specialty areas through the revision of specializations. We are looking to find points of common interests and concerns, as well as show our students how similar problems are often approached differently due to the factors of culture, environment, and institutional constraints.

Moving forward, we aim to make frequent adjustments to our new advising documents as needed, including adding new pathways and deleting those no longer relevant as the LIS field evolves. In addition to providing guidance for our students, we hope they will use the cluster areas and pathways to understand how the MLIS curriculum has value and relevance in many types of information institutions and employment opportunities.

<u>Final Requirements</u>

University guidelines describe Master's-level program requirements as follows: "The basic components of the degree may vary in emphasis, but generally include a *common core in the discipline*; an *integrative experience* such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a *summative experience* to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination."[10]

To provide integrative and summative experiences, the MLIS program has required that students must complete two final requirement courses:

- ▪ LIS 60280, Master's Portfolio in Library and Information Science (one credit), and,
- ▪ Choice of one of the following courses:
    - ▪ LIS 60092, Master's Internship in Library and Information Science (three credits)
    - ▪ LIS 60098, Master's Project in Library and Information Science (three credits)
    - ▪ LIS 60198, Master's Paper in Library and Information Science (three credits)
    - ▪ LIS 60199, Thesis (six credits)

Beginning in Fall 2018, MLIS students (except K-12 School Library Media students) will only be required to take LIS 60280, but will be strongly encouraged to take other courses that provide integrative experiences. Internships and practicums are the most common examples of integrative experiences, but we have also identified other courses that may provide such experiences. These include a study abroad course (LIS 60705, Museum Origins; LIS 61095, International Children's Literature and Librarianship); student-led individual investigations and research projects (LIS 60098, 60198, 61096); and courses with significant experiential learning (e.g., LIS 60627, Art and Story: The Study of Children's Picturebooks) or applied aspects such as designing and building digital libraries, or developing ontologies in particular knowledge domains (e.g., LIS 60636, Knowledge Organization Structures, Systems and Services; LIS 60637, Metadata Architecture and Implementation; LIS 60639, Implementation of Digital Libraries).

<u>Master's Degree Program Options</u>

The MLIS may be earned as a stand-alone degree, or combined with the K-12 School Library concentration to prepare students for licensure examinations in School Library Media:

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[10] Kent State University *Curriculum Guidelines*, p. 28, http://provostdata.kent.edu/roadmapweb/06/curriculum-guidelines-2015.pdf.

STANDARD II: CURRICULUM

- Master's of Library and Information Science (MLIS)
- MLIS + K-12 School Library Licensure (to become a separate MLIS major in 2019, pending approval by the State of Ohio)

Dual Master's Degree Program Options

MLIS students may also work concurrently toward another Master's degree; the School offers several formal joint degree options within the School, as well as with the College of Education, Health and Human Services, and College of Business Administration:

- Master's of Library and Information Science + Master's of Business Administration (MLIS/MBA); minimum of 61-64 credit hour requirement
- Master's of Library and Information Science + Master's of Education (MLIS/M.Ed.) + K-12 School Library Media Licensure; minimum of 57 credit hour requirement
- Master's of Library and Information Science + Master's of Science in Information Architecture and Knowledge Management (MLIS/IAKM); minimum of 57-60-hour requirement
  - This degree program was discontinued as of fall 2017, when students could pursue a new MS in either Health Informatics, Knowledge Management, or User Experience Design instead.[11]

The School of Information also offers non-degree options for students wishing to obtain school library licensure only, or a post-Master's certificate of advanced study.

Certificate and Licensure Options

- K-12 School Library Media Licensure (non-degree); 29 credit hours required
- Post-Master's Certificate of Advanced Study in Library and Information Science, Digital Preservation, or Digital Libraries (non-degree; must have an MLIS); 18 credit hours required

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[11] In 2017, this formal joint degree program was discontinued due to the development of MS degrees in User Experience Design, Health Informatics, and Knowledge Management (each was formerly a separate concentration of the IAKM MS degree). Students may still complete the MLIS and one of the MS degrees, but there are no formal credit sharing agreements between the two degree programs at this time. According to University policy, "Students may simultaneously pursue two degrees at the same level from different programs through an informal dual degree program (those that have not received official university approval). Informal dual degree programs offer students the flexibility to double-count some coursework, given that the two programs in question approve the arrangements. A minimum of 60 percent of total hours required for each degree must be unique to that degree, after which some courses may be double-counted." http://catalog.kent.edu/academic-policies/dual-degrees-double-majors/

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- ▪ Note: all Certificates of Advanced Study (CAS) were discontinued in 2017; students already enrolled in CAS programs continue to make progress toward these credentials and will be allowed to complete their programs)[12]

Figure II-5 depicts the various components of the MLIS curriculum.

Figure II-5: Components of the MLIS Curriculum
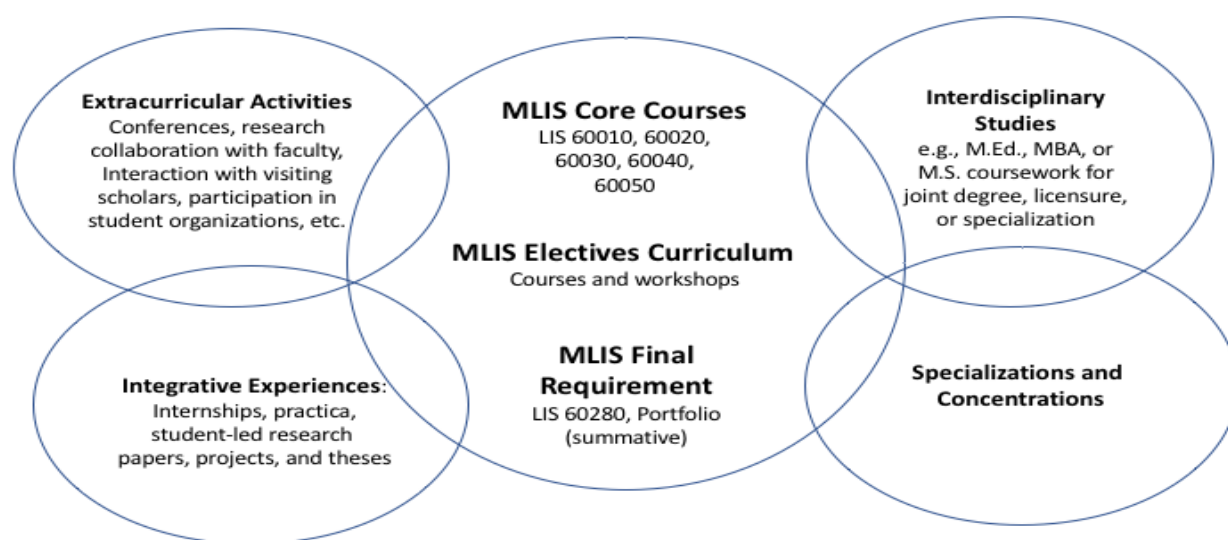
Delivery Format

Courses for the MLIS degree are primarily offered in the online format (asynchronous delivery), with a select number of courses and workshops continuing to be offered face-to-face or as a hybrid of online and face-to-face components.[13]

History of MLIS Curricular Revision and Development at Kent State University, 2011-2017

In the last seven years, the MLIS curriculum offered by the iSchool has undergone significant revisions, including the design and launch of a new core curriculum as well as the enhancement of offerings in many

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[12] The Certificate of Advanced Study in Library and Information Science was discontinued in 2017. The School is preparing to launch a CAS in management and leadership by Fall 2020.

[13] Courses that continue to have in-person components include LIS 60702, Museum Communication; LIS 60705, Museum Origins; LIS 60627, Art and Story: The Study of Children's Picturebooks, and LIS 61095 (special topics: International Children's Literature and Librarianship). Workshops that are offered in-person include Introduction to Audiovisual Archiving, Developing Memorable Museum Tours, and White Gloves and Red Paint: Handling and Labeling Museum Collections.

areas including digital technologies and data sciences; information access, discovery, and literacies; cultural heritage informatics and stewardship; youth services; and, K-12 School Library Media.

Revised Core Curriculum

For the majority of the period under review (Spring 2012-Fall 2017), the MLIS degree program featured a core curriculum that consisted of foundational courses covering the history and ethics of the LIS profession (LIS 60600), information access (LIS 60001), information technologies (LIS 60003), information organization (LIS 60002), and management in libraries and information centers (LIS 60610). This core curriculum was rated highly by our MLIS students. During 2011-2015, our current students' survey results revealed that a high percentage of our students either strongly agreed (19.7%) or agreed (54.6%) with the statement, "Core courses provide a good overall background for electives."

In 2014-2015, seven years after the last major revision of the core curriculum, the faculty of the School of Information developed a new set of student learning outcomes (SLOs) and determined that the core curriculum should derive from those SLOs. Thus, the Curriculum Committee of the School of Information evaluated the existing core courses and recommended that a new set of core courses be developed to better reflect the SLOs of the MLIS degree (see Standard II.1 for the complete list of SLOs). In its executive summary of core curriculum revisions, the Curriculum Committee noted that it was guided by several goals:

- The revised curriculum should include all material that is essential to a degree in LIS;
- The revised curriculum should be broadly conceived to prepare graduates for work in a diverse range of industries, fields, and job positions;
- The revised curriculum should be sufficiently focused to meet ALA requirements for accreditation;
- The revised curriculum should be coherent and integrated, with complimentary but not duplicative treatment of the material;
- The revised core should prepare students for elective courses. [14]

Between 2015 and 2017, numerous faculty members contributed to the development of new core courses as part of an ad hoc committee. As part of the work of this committee, multiple sets of competencies were

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[14] Student and instructor feedback on the old core from survey results and faculty discussions indicated that in the old core curriculum there was significant overlap in coverage of certain content. The faculty resolved to minimize overlap with the new core curriculum and reviewed course outlines of each course at the time of approval to ensure that course content was complementary but not duplicative. Thus far, feedback about new core courses does not include any expressions of concern about duplication among the courses.

consulted, including the American Library Association's *Core Competences in Librarianship* (2009)[15], although faculty did not restrict themselves only to knowledge and skills identified in competency documents. After much deliberation and analysis of the scope and competencies of the LIS field as identified by ALA and other professional/disciplinary groups in related areas of specialization, the ad hoc committee on core curriculum development recommended that the new core include offerings in the following key areas:

- Technology and the information landscape
- People in the information ecology
- Information organization and retrieval
- Information professions, environments, and institutions
- Research and assessment in library and information science

The new core courses feature numerous changes in content and structure; key differences between the old and new core include:

- Placement of libraries and users in the larger context of the information field and information professions (The Information Landscape, LIS 60010; People in the Information Ecology, LIS 60030; Information Institutions and Professions, LIS 60040)
- Expansion of information organization to include aspects of information systems (Information Organization, LIS 60020)
- Merging of professional/ethical foundations with management and organizational behavior in a single course (Information Institutions and Professions, LIS 60040)
- Reintroduction of research methods into the core curriculum (Research and Assessment in Library and Information Science, LIS 60050)

The Committee also recommended that a new portfolio class be added as a final requirement to provide a summative component and help prepare students for professional employment after graduation.

Current Core Curriculum, from 2016 onward

The new core courses were launched between summer 2016 term and summer 2017 term. They are listed below with the term when each one was first offered to students:

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[15] http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf.

- LIS 60010, The Information Landscape (Summer 2016)
- LIS 60020, Information Organization (Fall 2016)
- LIS 60030, People in the Information Ecology (Summer 2016)
- LIS 60040, Information Institutions and Professions (Fall 2016)
- LIS 60050, Research and Assessment in Library and Information Science (Fall 2016)
- LIS 60280, Master's Portfolio in Library and Information Science (Summer 2017)

As with the previous core courses, the new core is offered multiple times per year, with each course offered at least once each semester (including Summer terms).[16] The new core is fully integrated and connected to electives in the MLIS program; each one, with the exception of LIS 60050 (Research and Assessment in Library and Information Science) and 60280 (Master's Portfolio in Library and Information Science), serves as a prerequisite to more advanced courses in a particular sub-discipline. For example, LIS 60020 (Information Organization) is a prerequisite to eight related courses in cataloging, metadata, digital preservation, and technical services, among others. For a complete list of prerequisites and co-requisites for the MLIS curriculum, please consult Appendix II-C, Course Sequencing for the MLIS Program.

Another important difference between the old and new core curriculum is the adoption of a collaborative model for instruction. For the new core courses, the master version of each course is developed and coordinated by one or two full-time faculty members in conjunction with an instructional designer. All sections of each course draw materials such as readings, lectures, and assignments from this master course. Each core instructor is welcome to enhance the course through additional content to supplement the existing course as designed but is not responsible for designing the course from scratch. The faculty course coordinators take responsibility for communicating with all instructors regarding updates during the term and also manage the process when more substantive revisions are required.[17] This collaborative instructional model aims to provide consistency in terms of coverage of topics and concepts, which is necessary to ensure students have sufficient preparation for more advanced electives in the curriculum.

In 2017-2018, the following faculty members served as course teams:

- LIS 60010, The Information Landscape: Kathleen Campana and Dr. Emad Khazraee
- LIS 60020, Information Organization: Dr. Lala Hajibayova and Dr. Athena Salaba
- LIS 60030, People in the Information Ecology: Dr. Marianne Martens and Dr. Yin Zhang
- LIS 60040, Information Institutions and Professions: Dr. Miriam Matteson and Mary Anne Nichols

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[16] The old core curriculum was phased out in 2016-2017, with the sections of the old core being offered until Spring 2017 to accommodate students completing the program under previous requirements.

[17] In the old core, only LIS 60003 was developed and taught in this manner.

- LIS 60050, Research and Assessment in Library and Information Science: Dr. Karen Gracy (Spring 2018), Dr. Miriam Matteson (Fall 2017), and Dr. Catherine Smith
- LIS 60280: Master's Portfolio in Library and Information Science (Dr. Belinda Boon, Dr. Meghan Harper, and Mary Anne Nichols)

Re-envisioned Specializations

After revision and launch of the core curriculum, in 2017 the faculty began the process of reviewing and revising specializations. As noted above, during the review period (2011-2017) the iSchool supported 13 specializations and one concentration in K-12 School Library Media. At the completion of the review process, these specializations will be phased out and replaced by seven cluster areas, with each cluster area supporting one to five professional pathways (called pathways). These pathways will provide students and advisors with recommended coursework, related professional organizations and publications, as well as other information relating to the area of interest. More information on the process of specializations revision and the resultant cluster areas and associated pathways can be found above in the section titled, "Structure of the MLIS Curriculum" in Standard II.1.

New and Expanded Program Offerings

Digital Technologies and Data Sciences

In the wake of the removal of LIS 60003 (Information Technologies for LIS Professionals) from the core curriculum, a number of faculty who teach in the areas of digital libraries, digital preservation, and information technology identified a gap in preparation for students who wished to take technology-intensive electives. Working as a team, these faculty members proposed a set of three introductory information technology courses, each offered for one credit.

- LIS 60510, Digital Technologies I: Data Fundamentals
- LIS 60511, Digital Technologies II: Internet Fundamentals
- LIS 60512, Digital Technologies III: Information System Fundamentals

These courses, designed to be taken sequentially, provide the essential knowledge and skills to succeed in more advanced courses in the digital libraries, digital preservation, and information technology curriculum. The technology courses were offered for the first time in spring 2017. For a complete list of courses that require LIS 60510, LIS 60511, and LIS 60512 as prerequisites, please see Appendix II-C. In addition to the new foundational courses in digital technologies, the Faculty Advisory Council (FAC) of the School approved a new course in Data Mining and Practical Machine Learning. Data sciences is an area of growth

for the iSchool over the next decade, with approval to hire new faculty and continued interest in working closely with the School of Digital Sciences on this area.

Cultural Heritage Informatics and Stewardship

The area of cultural heritage informatics and stewardship, which encompasses courses in the archival studies, special collections, and museum studies areas, as well as certain information organization and technology topics, has been a focal point for MLIS program growth. The museum studies area continues to develop new educational opportunities since its establishment in 2011. During the review period, the School approved LIS 60704 (The Museum System) and LIS 60705 (Museum Origins), as well as a one-credit workshop (White Gloves and Red Paint? Handling and Labeling Museum Collections). In the archival studies area, two courses were extensively revised, including LIS 60652 (Foundations of Recordkeeping in Society) and LIS 60654 (Preservation and Conservation of Heritage Materials), while another became a permanent part of the catalog after being offered initially as a special topics course (LIS 60657, Theory and Methods of Archival Acquisition, Selection and Appraisal). A course in cultural heritage informatics (LIS 60635) was also offered for the first time in 2013. It offers "a comprehensive, cross-disciplinary approach to supporting the entire lifecycle of cultural information and documentation procedures for the benefit of the preservation, study, and promotion of cultural heritage." This course, which is equally applicable across library, archive, and museum environments, represents the broader approach that also characterizes our core curriculum.

Information Access, Discovery, and Literacies

The iSchool has introduced several new courses in the areas of reference/access and information literacies. These courses are critical and timely topics for preparing new MLIS professionals for work in library settings. New courses include LIS 60618, Information Literacy Initiatives and Instruction; LIS 60653, Reference and Research Methods in Genealogy and Local History (previously Special Topics LIS 61095); and several special topics courses (LIS 61095), including Scholarly Communication, and The Age of Disinformation. To address a growing need for courses addressing service for diverse populations, we recently added courses in the area of critical librarianship, including LIS 61095 ST (Information Services for Diverse Populations), and four new one-credit courses, two of which grew out of a previously offered workshop, LIS 50693, Library Services to Latino and Spanish-Speaking Children and Families:

- LIS 61095 ST, Latinx Children's Literature and Libraries,
- LIS 61095 ST, Public Library Services to Latinx Immigrant Communities,
- LIS 61095 ST, Gender and Sexual Identity in Children's Literature,

- ▪ LIS 61095 ST, Critical Theory and Children's Literature (offered as a one-credit course in Spring 2018 and developed into a 3-credit course for future offerings).

Youth Services

The well-regarded youth services curriculum at the iSchool is a particularly important asset of the MLIS program. This area has grown and expanded significantly since 2011 due to new course development as well as revision of current courses to reflect current trends and cutting-edge research.

The School's youth services classes focus on serving diverse populations and providing inclusive service to all children and their families. Students can choose from our "core" courses in the area of youth librarianship, including: LIS 60625, Library Materials and Services for Young Children; LIS 60629, Library Materials and Services for the School Age Child; and LIS 60626, Issues and Strategies for Serving Teens in Public Libraries. Taken together, these classes cover library service to young people from ages zero to 18.

We also offer two hybrid courses (in which there are significant face-to-face components combined with online learning). One is LIS 61095, International Children's Literature and Librarianship, a study abroad class that travelled to Denmark in 2014 and 2016. The other course is LIS 60627, Art and Story: The Study of Children's Picturebooks, where students spend a day in the Reinberger Children's Library Center using the resources of the center, including having conversations with our author or illustrator-in-residence. Thus far, we have had two author/illustrators in residence. The first, MacArthur Genius Fellow Angela Johnson, was our author-in-residence from 2013-2016. As author-in-residence, Ms. Johnson gave guest lectures, participated in author events at the center, and spoke at our conferences. Our current author/illustrator-in-residence, Will Hillenbrand, is well-known for his beloved children's picture books. Hillenbrand gives lectures on children's book illustration in LIS 60627, and participates in our youth conferences such as the annual Virginia Hamilton Conference, and biannual Marantz Picturebook Research Symposium.

Our youth program is also concerned with evolving reading technologies. LIS 60675 (Youth Literature in the Digital Realm), which is taken both by our public and school library students, addresses the latest research in digital reading technologies, as well as how students can be prepared to be "media mentors" in the workplace. The youth courses offer a mix of research and practice that will enable students to be prepared for their first jobs or help for those already working take their practice to new levels. The importance of advocacy on both state and national levels is stressed, as is the importance of outreach.

K-12 School Libraries

The current school librarianship program includes three pathways to school library media licensure: Master's of Library and Information Science and K-12 School Library Media Licensure (MLIS+K-12), K-12 School Library Media Licensure Only, as well as Master's of Library and Information Science and Master's of Education with K-12 School Media Licensure (MLIS/M.Ed. + K-12).

Over the review period, the K-12 School Library Media programs experienced several transitions. In 2011, the K-12 School Library Media Licensure Only program was moved to the School of Library and Information Science (now the School of Information) from the College of Education, Health and Human Services. The shift gave oversight of the program to those historically engaged in preparing school library personnel and eliminated duplication in the university offerings. Second, the dual degree program M.Ed./MLIS + K-12 was created. Following the program changes, the iSchool now has primary responsibility for these programs, including maintenance of continuous outcome data for their School Library Media majors as part of the accreditation expectations for both the American Library Association and Council for the Accreditation of Educator Preparation, as well as meeting Ohio Department of Education guidelines.

In 2018, the iSchool proposed changing the area of Master's of Library and Information Science and K-12 School Library Media Licensure (also known as the K-12 School Library concentration) to a separate major, which will be called the Master's of Library and Information Science in K-12 Librarianship. If approved, the new major would begin accepting students in Fall 2019. This change is prompted by state licensure curricular and testing requirements, which necessitate the School to offer a different set of core requirements and also entails a series of mandatory electives. A concentration is no longer an option for the K-12 programs, as the number of required electives exceeded the maximum number of required courses allowed by the University for concentrations.[18] Beginning in Fall 2019, the curricular needs of each of the three K-12 School Library Licensure programs (MLIS/K-12, MLIS/M.Ed.+K-12, and K-12 Licensure Only) will share the same set of required electives. The coursework of each pathway will remain mostly the same. The K-12 Librarianship MLIS degree program will remove two core courses from the current MLIS curriculum and replace them with two courses currently listed as concentration requirements, allowing for more options for electives. The proposed MLIS in K-12 Librarianship includes minor curricular changes, retaining the minimum requirement for completion of 37 credit hours. Establishing a new major in MLIS K-12 Librarianship will allow the program to determine its own core courses and electives, which will empower it to respond to future changes in state licensure requirements as they occur.

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[18] Number of elective hours exceeded number of core curriculum hours, which is not allowed by the University.

Standard II.2

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 curriculum:

II.2.1 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;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Graduate programs generally provide broadly conceived foundational courses in critical areas for a discipline. For the MLIS, as described in Standard II, "information resources and the services and technologies to facilitate their management and use" is the overarching aim of programs educating future information professionals. The iSchool courses provide varying levels of treatment of 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 across both core and electives.

Figure II-6 presents an overview of how iSchool core courses align with the Standard II.2. The courses written in blue (60010, 60020, 60030, 60040, and 60050) reflect current, required core classes, as of 2016-2017. Those in black reflect required core classes prior to the 2016-2017 academic year.

Figure II-6: Mapping Standard II.2 to the iSchool MLIS Core Curriculum

Standard II.2 Statement	Course Number	Core Course Title
A, C, F	60010	The Information Landscape (2 credits)
A, C, D, F, H. I.	60020	Information Organization (2 credits)
B, F	60030	People in the Information Ecology (2 credits)
B, I	60040	Information Institutions and Professions (3 credits)
A, F, G	60050	Research and Assessment in Library and Information Science (3 credits)
A, B, G	60000	Tools for MLIS success (1 credit)
A, C, D, F, H, I	60001	Access to Information (3 credits)
A, C, D, F, H, I	60002	Organization of Information (3 credits)
A, B, D, E, F, H, I	60003	Information Technology for Library and Information Professionals (3 credits)
A, C, F, H	60600	Foundations of Library and Information Science (3 credits)
A, B, C, D, G, H, I	60610	Management for Library and Information Professionals (3 credits)
*NOTE: Standard II.2 is analyzed using the following codes:		
A. information and knowledge creation		
B. communication		
C. identification, selection, acquisition, organization, and description		
D. storage and retrieval		
E. preservation and curation		
F. analysis, interpretation, evaluation, synthesis		
G. dissemination		
H. use and users		
I. management of human and information resources		

The next figure (Figure II-7) provides an overview of how our current core (required) classes map to II.2 Standards.

Figure II-7: Curriculum Requirements (Core Classes) that Address the Learning Objectives of Standards II.2.1–II.2.6

II.2 Standard Components (The curriculum . . .)	Connections to our Required Curriculum (Core Classes)
II.2.1 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;	LIS 60030: People in the Information Ecology LIS 60040: Information Institutions and Professions
II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;	LIS 60050: Research and Assessment in LIS
II.2.3 Integrates technology and the theories that underpin its design, application, and use;	LIS 60010: Information Landscape; LIS 60020: Information Organization; LIS 60040: Information Institutions and Professions
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;	LIS 60030: People in the Information Ecology LIS 60040: Information Institutions and Professions
II.2.5 Provides direction for future development of a rapidly changing field;	LIS 60010: Information Landscape; LIS 60030: People in the Information Ecology LIS 60040: Information Institutions and Professions
II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.	LIS 60040: Information Institutions and Professions LIS 60050: Research and Assessment in LIS

While many of the core classes reflect multiple standards, in Figure II-7 above, we highlight the core courses for which the curriculum most closely aligns with the standards indicated. For a complete list of how our MLIS core courses, elective courses, and workshops align with Standard II.2 and related sub-standards, please consult Appendix II-D.

Learning Outcomes of the MLIS Curriculum

The iSchool's MLIS learning outcomes provide a framework for assessment and evaluation of our success in preparing our students with the tools to embody the qualities and skills that are addressed in substandards II.2.1 – II.2.6 to become well-rounded and forward-looking leaders in the profession. Our learning outcomes are also implicit in our school's objectives. Across the curriculum, our courses foster leadership, emphasize the latest research, integrate technology on multiple levels, respond to the needs of a diverse and global society, provide direction for a rapidly changing field, and promote commitment to continuous professional development and lifelong learning.

Discussions of learning outcomes involve assessments of evidences of learning. Have the learning objectives been achieved? What evidence exists that students have learned new skills? New attitudes? Learning outcomes may be measured directly or indirectly. At the iSchool, assessments include written exams, licensure exams (for school librarians), oral and digital presentations, projects, case studies (which, for example, are used in management courses), simulation (for example when students model service as

found in reference courses, or storytelling and programming as in youth services courses), and portfolios (including the final electronic Portfolio, required as of 2016-2017 academic year).

Student Satisfaction

Through our Student Exit Survey, we have found that overall, our students are pleased with their experience in the iSchool (Appendix IV-G). When referring to their experiences in classes, with faculty, and in the online program, students consistently shared positive reviews. They appreciated the accessibility of the faculty, variety of classes, flexibility of the specializations, and "openness to new ideas." Even those students who expressed challenges were positive about their overall experience and would recommend the iSchool to others.

STANDARD II.2.1

II.2.1 **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**

As is expected for a graduate program educating future leaders in a profession, most of the courses in the MLIS curriculum have some component that addresses leadership. Each specialization, and now cluster area, provides leadership and management content.

The following core and elective courses in Figure II-8 below are exemplars of how our curriculum emphasizes leadership.

Figure II-8: Courses Focused on Leadership

Leadership-focused Courses
Core Courses
LIS 60040: Information Institutions and Professions ▪ Identify professional associations and professional standards relevant to their career interests. ▪ Has modules specifically on leadership.
Elective Courses
LIS 61095 (Special Topics): Leadership in Libraries and Information Centers ▪ Understand various leadership styles and the effect each has on the library and information center environment. ▪ Appreciate the role mentors have in the leadership development process. ▪ Comprehend the role leadership plays in successful team building efforts. ▪ Use leadership skills to effect change and manage the change process in library and information related environments. ▪ Identify major areas of moral and ethical responsibility in the leadership dynamic.
LIS 61095 (Special Topics): Issues and Strategies for Serving Teens in Public Libraries: ▪ Identify areas, policies, and issues that may prohibit effective, equal, and developmentally appropriate collections and services and apply tactics to overcome these obstacles. ▪ Prioritize areas of funding, leadership, and management in order to successfully advocate for teen library services
LIS 60616: The Special Library ▪ Define and describe several management tools used in planning and evaluation. ▪ Articulate the importance of marketing, promotion, public relations, and advocacy. ▪ Articulate the value of special libraries and the information professional and discuss how you can demonstrate value to others.
Final Requirements
LIS 60280: Master's Portfolio in Library and Information Science ▪ Document academic success in relation to personal and professional goals. ▪ Reflect and assess academic accomplishments and acquired knowledge in relation to MLIS program learning outcomes. ▪ Demonstrate preparedness in resume/CV creation and job search skills.
LIS 60092: Master's Internship in Library and Information Science ▪ To apply knowledge and skills acquired in program coursework to the professional work setting. ▪ To summarize how the internship impacts the changing cultural, educational, and social roles and responsibilities of the library and information profession. ▪ To identify personal strengths and weaknesses with regard to future contributions to the profession.

In addition, LIS 60280, the required Master's Portfolio class, is designed to showcase students' work to prospective employers. The following sections highlight course learning objectives that refer or allude to leadership.

Fostering Professionalism and Leadership Through Various Modes of Interaction with Students

Our program seeks to develop LIS professionals who will assume a leadership role in providing services and collections appropriate for the communities they serve. A recent survey of our faculty indicates that they foster leadership via instruction, student advising (academic or professional), by advising student organizations, and through other activities.

In addition to recommending some of the leadership-focused courses above, faculty indicated that across many courses, the common course requirements such as readings and discussions with their peers provide a foundation to the student leadership development process. Some classes provide more opportunities such as assignments that offer a chance to practice activities and responsibilities required for their careers like

developing programs and evaluating resources. Students also have opportunities to observe and interact with practicing professionals.

Interactions with institutions, professionals and the community are among the experiences students gain in the curriculum. One class requires students to perform community service by identifying an institution as a client and creating a work product to benefit that institution, including a grant application. This assignment highlights the importance of community service in addition to the foundational principles in the content area.

The Digital Curation course (LIS 60633) has a strong orientation towards communities of practice, meaning that students learn how creators and users of information are essential stakeholders in the curation process. Digital curators must take initiative in making these contacts and bringing together the various stakeholders as part of the decision-making process. This is an essential part of leadership in the digital preservation/curation area.

In Digital Image Processing and Collection Management (LIS 60651) and Website Development, Design, and Management (LIS 60648), there is an emphasis on creating and using digital content. Librarians entering the workforce must be well-versed in how these online resources impact the profession, and must be leaders in their use, creation, and functionality/operation. Library professionals must exhibit leadership in navigating, creating, understanding, and explaining the benefits and potential disadvantages in using these resources to the public in ways that are accessible and intuitive for use.

Students are encouraged to join and become active in professional organizations, such as the Association for Information Science and Technology (ASIS&T), American Libraries Association (ALA), Association for Library Service to Children (ALSC), Young Adult Library Services Association (YALSA), and more. By joining and serving in professional organizations, our students join the ranks of those who lead and implement changes in the field.

Our students are members of multiple professional organizations that reflect the different career paths the iSchool curriculum supports, including regional and national organizations such as the American Library Association and its subdivisions, the Society of American Archivists, the American Alliance of Museums, User Experience Professionals Association, Healthcare Information and Management Systems Society, and state library associations. For more information on how students participate in student organizations, please see Standard IV of this self-study.

Faculty members serve as role models in terms of professionalism and leadership. Our students and graduates have garnered multiple professional accomplishments. Faculty advisors were instrumental in fostering professional development through scholarship and service in students such as the following:

- A 2014 graduate, Erica Marks has been elected to serve on the 2020 Caldecott Committee, the most prestigious award given to picture books in the United States.
- Sylvia Chris, current student, has been selected to serve as Student Advisory Board Member for Voices of Youth Advocates (VOYA).
- Celia Emmelhainz, 2014 graduate, recently returned from a Fulbright Specialist Trip to Kazakhstan, funded by the U.S. State Department, where she trained librarians for two weeks.
- Students are encouraged to apply for fellowships. Since 2015, we have had a student successfully apply and participate in the Ambassador Program at the Fay B. Kaigler Children's Book Festival at the University of Southern Mississippi. These students include Adrienne Savoldi (2015); Kristen Zajac (2016); Elizabeth Bracher (2017); and Jacqueline Kociubuk (2018).
- Cindy Kristof, MLS 1995, Munroe Falls, Ohio, and Karen Ronga, MLIS 2014, Niles, Ohio, and current iSchool student Jennifer Rice authored "Across the Stream: Collaboration in the Management of Streaming Video at Kent State University" in Journal of Digital Media Management, 4(4); 2016, 304-310. All are employed by Kent State University Libraries.
- While she was an iSchool student, Cora Slack, MLIS 2017, published a post titled "State Employee Rediscovers Love of Children's Picture Books," on the Association for Library Service to Children (ALSC) blog. Read the full posting at http://www.alsc.ala.org/blog/2017/04/state-employee-rediscovers-love-childrens-picture-books/.

Finally, our students are supported by faculty members' letters of recommendation in their career pursuits, given strategies for interviews, and are encouraged to pursue courses and activities that place them outside their comfort zone to develop new skills and competencies.

STANDARD II.2.2

II.2.2.

Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

Research is infused across the curriculum. The curriculum learning objectives of both our core and elective courses incorporate the values and evolving research knowledge in our field. The following figure details some of the pertinent curriculum learning objectives in core and elective courses that emphasize research.

Figure II-9: Courses Focused on Research

Research-focused Courses
Core Course
LIS 60050: Research and Assessment in Library and Information Science
▪ Evaluate examples of quantitative LIS research in terms of reliability, validity, and significance and qualitative LIS research in terms of credibility, transferability, dependability and confirmability.
▪ Create an effective research proposal for conducting some form of guided research and/or for a financial grant application.
Elective Courses
LIS 60613: Information Needs, Seeking and Use
▪ Apply the theories and results of related research to improve information services.
▪ Survey and review recent literature on information needs, seeking, and use.
LIS 60619: Legal Information Sources and Services
▪ Demonstrate effective use of computer assisted legal research tools.
▪ Formulate a research plan based on legal analyses of issues and the use of relevant, informative information resources.
LIS 60630: Reference Sources and Services for Youth
▪ Develop a core reference collection based on a demographic needs analysis citing supportive research reflective of best practices in providing reference services to youth.
▪ Evaluate online reference resources and provide suggestions of use with youth in school and public libraries that meet national and professional standards and guidelines for the provision of information services in libraries.
LIS 60668: International and Comparative Librarianship
▪ Describe international and comparative librarianship (ICL) basic concepts, research methods, resources and issues.
Final Requirements
LIS 60198: Research Paper in Library and Information Science
▪ Identify a problem or research need in the field of library and information science or other related fields.
▪ Analyze and summarize research related to stated problem or need.
▪ Apply knowledge and skills acquired in program coursework to a research problem or need by conducting research.
▪ Apply research findings to identify possible solutions to stated problems or needs.

The curriculum is continuously updated to reflect the field's evolving body of knowledge, including changes in theory, technology, practice, and services. New courses are added based on feedback from constituents, research, and the teaching interests of newly hired faculty. A recently developed special topics course, Data Mining and Practical Machine Learning, will give students research skills in competitive new areas by teaching them how to use machine learning and computational methods to analyze big data.

Our MLIS student learning outcomes reflect the need and importance of research for future information professionals. One of our learning outcomes is for students to be able to critique and synthesize research as well as identify appropriate research methodologies to solve problems in the field. Our graduates indicated that they are relatively confident in their ability to create research proposals, conduct research, and describe the range of research methods, in the 2016-2017 Exit Survey (Appendix IV-G). Figure II-10 below illustrates their confidence rates. Many of these graduates followed the program requirements in place before Fall 2016. These students were not required to take a research course, so were not necessarily exposed to research concepts.

Figure II-10: MLIS Graduates' Confidence in Research-Related Learning Outcomes
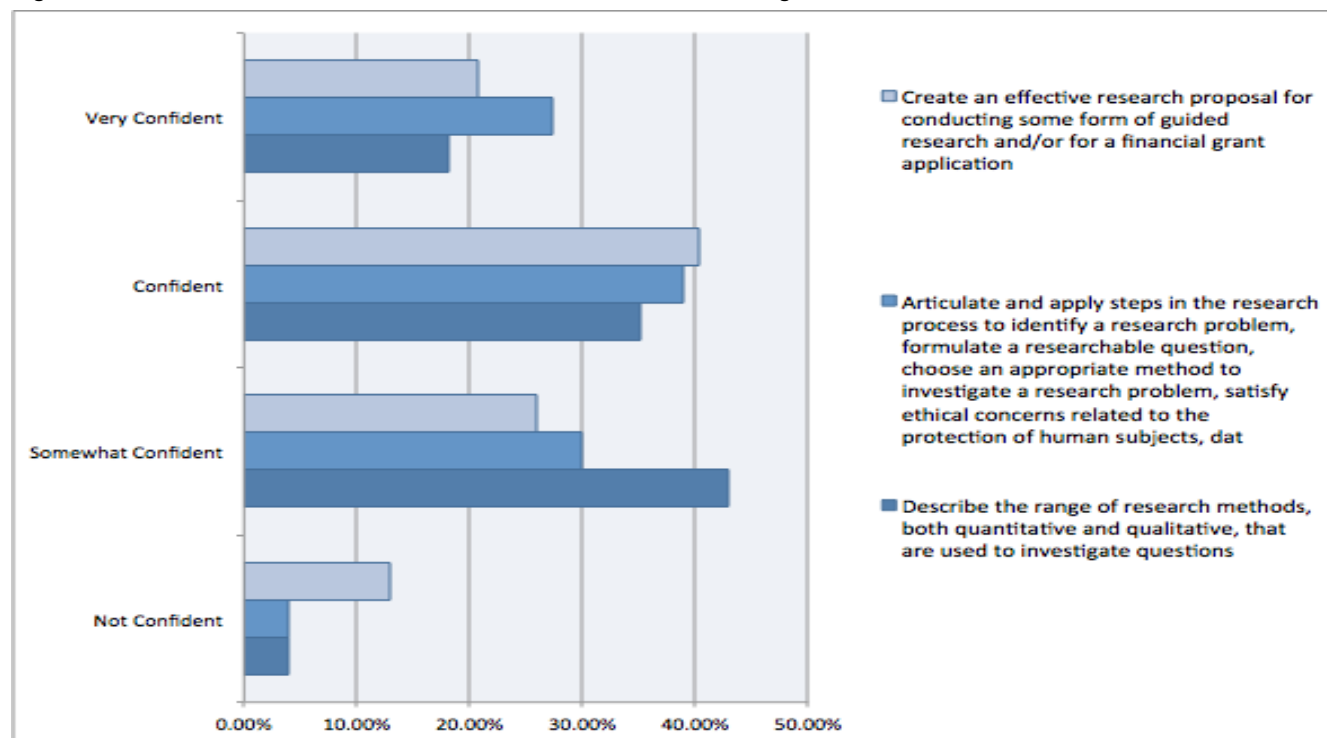
As fewer than 30% of students surveyed felt "very confident" in their overall research skills, we made LIS 60050 (Research and Assessment in LIS) a required course in the new core (which began in 2016), so that all students would graduate with strengthened skills in this area. Creating an effective research proposal is a significant component of this class.

Our faculty are heavily engaged in research in their respective areas, and this research infuses the classes they teach. Students are welcomed in the iSchool's research community and the School is actively working to improve opportunities for student research through our course offerings. Figure II-11 demonstrates how faculty research efforts, student interests, and curriculum intersect and are reflected in our 2016-2017 graduating students.

Figure II-11: 2016-2017 Student Exit Survey Results Relating to Students' Experience and Interest in Research Activities

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Number
Courses I took covered an evolving body of knowledge that reflected the findings of basic and applied research from relevant fields	32.93%	67.07%	0.00%	0.00%	82
I was interested in conducting or otherwise being involved in research	10.98%	45.12%	39.02%	4.88%	82
I knew how to find opportunities to conduct or be involved in research	4.88%	45.12%	36.59%	13.41%	82

Overall, students felt their coursework covered a wide range of research. But students were almost evenly divided about whether or not they wanted to be involved in research, while those who were interested were not necessarily sure how to find opportunities to get involved. These measures indicate that we must work harder to involve students in research while in the MLIS program, so they will feel more confident in their abilities to conduct research as an LIS professional.

In sum, we believe that students need to graduate from our program with the ability to not only read and interpret the latest research in LIS and related fields, but also conduct research and assessment in their practice, as these skills are closely connected to both leadership and advocacy. LIS 60050 (Research Methods in LIS) emphasizes not only fundamental quantitative and qualitative research skills, including coding and categorization of data, but teaches students how to critically read, interpret, and evaluate LIS research in terms of reliability, validity, significance, credibility, transferability, dependability, and confirmability. In addition, students learn how to formulate a research question, develop a study, use appropriate methodology, satisfy ethical concerns, draw conclusions, communicate the results, and create an effective research proposal for either research or a financial grant application.

For those students who have taken 60050, and wish to engage in additional research, they can opt to take LIS 60198 (Research Paper in LIS) or LIS 60098 (Research Project in LIS) as their final requirement. This class allows students to identify a problem, analyze related research, apply knowledge learned in their coursework, and conduct, report, and publish their own research.

For more advanced students, or those planning to continue their studies at the doctoral level, we offer LIS 60199/60299 (Thesis I/Thesis II), which allow students to explore research topics in more depth with the assistance of their advisor and a committee of faculty members. Such work may lead some students to pursue a PhD.

STANDARD II.2.3

II.2.3
Integrates technology and the theories that underpin its design, application, and use.

As an iSchool with a primarily online program, technology is infused throughout the curriculum. The curriculum learning objectives of both our core and elective courses emphasize application of technologies as well as the theories behind its design, application, and use. The following figure details some of the

pertinent curriculum learning objectives relating to technology as found in one of our core courses and five of our elective courses.

Figure II-12: Courses Featuring Technology

Technology-focused Courses
Core Courses
LIS 60010: The Information Landscape   - Distinguish and differentiate among the various types and layers of information systems, including presentation, application, and data tiers;   - Recognize and define key concepts relating to technologies used in the organization, storage and retrieval, distribution, and consumption of information;   - Evaluate the capabilities of technologies to meet the functional requirements of information agencies and needs of various user groups and communities.
Elective Courses
LIS 60510-60512: Digital Technology Series   - Explain principles of binary and encoded representation through manipulation of data. Describe advantages and limitations of various encoding and formatting types.   - Demonstrate understanding of the role of data models and types of data models. Conduct basic data modeling.   - Create dynamic website using scripting and a database.   - Visualize and interpret information patterns using open source tools and methods.
LIS 60631: Introduction to Digital Preservation   - Explain the main functions and structure of the Open Archival Information System (OAIS) functional model for a digital archive.   - Identify and define the main types of metadata required for preservation of digital resources, using the PREMIS (Preservation Metadata Implementation Strategies) metadata schema and other relevant preservation and technical metadata schemas.   - Evaluate the risks to digital collections and suggest potential solutions for reducing risk.
LIS 60637: Metadata Architectures and Implementation   - Describe the principles, concepts and types of metadata.   - Apply selected metadata standards to the creation of metadata records, with or without computer programs.   - Develop metadata application profiles through designing, evaluating, and modifying metadata elements according to local needs.   - Articulate issues in the applications of metadata standards in a larger context of a project, a community, and society, reflecting these understandings in the group project and the individual's final project as well as class discussions.
LIS 60639: Implementation of Digital Libraries   - Explain, evaluate, and analyze existing technologies that make digital libraries work and become aware of emerging technologies for the development and implementation of digital libraries   - Plan the building of a digital library and identify and address the issues and considerations involved in the process   - Define and specify the implementation details in a DL project with an understanding of best practices and practical considerations   - Apply the knowledge and technical skills learned from the class to build a fully functional digital library prototype (small-scale) with open source software

A table which identifies all of the MLIS classes that integrate technology into the curriculum is available in Appendix II-E.

Technology Use in the Classroom

Faculty and students use a range of technology in the classroom, from basic personal productivity software, such as the Microsoft Office Suite, to coding, scripting, website design, assorted applications for machine learning, data mining, data analysis, social media analysis, data visualization, and more, as seen in Figure II-13.

Figure II-13: Faculty-Reported Technology Use Across the MLIS Curriculum

Technology Type
Audio/video file creation and/or editing hardware/software
Cataloging Systems
Coding and scripting
Database software
Digital libraries, digital archives, and/or digital preservation systems
Maker technologies (e.g. MakerSpace)
Personal productivity software (word processing, spreadsheets, presentations)
Social media
Statistical analysis software
Web design

Students also have the opportunity to take an independent study course in order to learn advanced technology skills. For example, one PhD student did an independent study in which she learned how to use Gephi for social network analysis, UCINET for social network analysis, and CiteSpace for Scientometric. Knowledge of such cutting edge technologies will give students an important edge in the job market.

In addition to learning about technology through coursework, graduate assistants and students working on research with certain professors learn to use a range of technology tools including:

- R statistical software for different data science tasks including Text mining, Data mining, network analysis, and statistical analysis
- TCAT (Twitter Capture and Analysis Toolkit) for data collection and analysis form Twitter-
- NodeXL for social media analysis
- Gephi for network analysis and visualization
- Different R package such as TwitteR and RFacebook
- Atlas.ti for qualitative data analysis
- RapidMiner for machine Learning and data mining
- Weka Data Mining Software
- KNIME for data mining and Machine learning

On the 2016-2017 Exit Survey, students reported their satisfaction regarding the integration of technology across the curriculum and their confidence in their preparation to face technology challenges in their professional environment, as shown in the figure below (Appendix IV-G).

Figure II-14: Results from 2016-2017 Exit Survey of Graduating Students Regarding Technology in the Curriculum

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Number
The curriculum helped prepare me to work in a rapidly-changing technological and global environment	29.27%	59.76%	9.76%	1.22%	82
The curriculum effectively integrated technologies and the theories that underpin its design, application, and use.	24.39%	63.41%	10.98%	1.22%	82

The student and faculty surveys also provided additional details about the other digital tools used throughout the curriculum (see below).

Audio/Video File Creation / Social Media

On a regular basis, students and faculty members use tools to make podcasts, videos, and voice-over-slide presentations. Social media tools, including YouTube, Twitter, Facebook, Instagram, Goodreads, Google+, and other emerging tools, have a significant place in our online classrooms, and students' work, whether they are using a Facebook group to communicate in an overseas experience, or YouTube to upload videos to share with their classmates.

Career networking is addressed with LinkedIn, social media sites, and communication via listservs. Students and instructors use Google Hangouts, Zoom, and Skype for group meetings and advising, as well as Google Docs for file sharing.

Database Software

Reference databases, such as Novelist, ReferenceUSA, Legal Forms Database, Ancestry.com, Ebscohost/Gale products are featured in the various information access/reference courses for those students pursuing a career in reference services. In classes that involve database design and creation MySQL (for advanced students), and relational databases, have a regular place in our curriculum.

Cataloging Systems

We teach the use of a number of cataloging systems and tools including MARC Magician (used in LIS 60624: Cataloging in School Libraries), WebDewey, ClassificationWeb, thesauri such the Art and Architecture Thesaurus, OPACs, Dublin Core, and ContentDM.

Digital Libraries, Digital Archives, and/or Digital Preservation Systems

Digital library applications such OverDrive's Libby, Cloud Library, and hoopla, are often featured in coursework, especially in the reference services courses. In LIS 60675: Youth Literature in the Digital Realm, students specifically examine the International Children's Digital Library. The digital preservation and digital curation courses use archival tools such as Archivematica, Archive-IT (web archiving software), Content DM, DSpace, Omeka, among others

Web Design

Students learn basic web design by the time they graduate – in part from the Portfolio course, which requires students to build a website, but also in a number of electives and final requirement courses. In many classes, students use basic web design tools such as Google Sites, Weebly, and Wix. In the web design class (LIS 60648), web design platforms such as Wordpress and Omeka, and software packages such as Coffee Cup and Dreamweaver, are used.

Coding and Scripting

LIS 60511: Digital Technologies – Internet Fundamentals prepares students to create dynamic websites using scripting. This course helps to build experience in PHP, MySQL, JavaScript, HTML, XML, CSS, and SGML. Some of these coding and scripting languages are also used in other digital libraries, digital preservation, and technology courses.

Our Advisory Board focus group expressed appreciation that iSchool graduates are tech savvy and prepared for a broad range of technology tasks and projects. In the future, the Board would like to see more technology requirements for MLIS students such as education in analysis of large groups of data.

STANDARD II.2.4

II.2.4

Responds to the needs of a diverse and global society, including the needs of underserved groups.

At the iSchool, diversity and inclusion are core values. Thus, our curriculum that corresponds to Standard II.2.4 also connects to the School's Diversity and Inclusion Statement. See Figure I-3 for the full statement.

Multiple courses address diverse populations and the needs of diverse groups. As four of the school's five core classes specifically address a variety of diversity issues in the LIS field, students emerge from the program with a sound foundational understanding of the nature and complexity of handling diversity in informational institutions. In addition to the four core courses that include diversity-related topics, multiple elective courses also target various issues of social justice, inclusion and equity, sometimes almost exclusively. LIS 60668: International and Comparative Librarianship, for example, in entirely focused on the global community, with the course designed to prepare students to work in a global society.

Figure II-15 provides a more detailed look at how specific courses in the curriculum weave diversity topics and issues into their course learning objectives.

Figure II-15: MLIS Courses Focused on Diversity

Diversity-focused Courses
Core Courses
LIS 60030: People in the Information Ecology   ▪ Investigate issues related to diversity, ethics and intellectual freedom in the context of the information ecology.
Elective Courses
LIS 50693: Library Services to Latino and Spanish-Speaking Children and Families: ▪ Understand and articulate approaches to providing quality library service to Spanish-speaking children and families, including how these approaches may differ from traditional service.   ▪ Design and present library programs for children and families which are inclusive of Latino families and cultures.
LIS 60675: Youth Literature in the Digital Realm: ▪ Understand the implications of such digital media on libraries in terms of access, including publishers' resistance to lending books in digital formats, the digital divide, and other technological problems which may be encountered by users.
LIS 61095: (Special Topics): International Children's Literature and Librarianship: ▪ Evaluate issues faced by youth services librarians (and others working in children's cultural production) abroad and compare them with those faced by American libraries. Some such issues might include: community integration and fluctuating demographics, serving diverse users in a community, serving users in challenging economic times, managing the shift from print to digital formats.
LIS 61095 (Special Topics): Information Services for Diverse Populations: ▪ Review and reflect on the social, cultural, economic and ethical issues involved in serving diverse populations and marginalized populations.   ▪ Demonstrate knowledge of how to conduct a needs assessment for a diverse population.   ▪ Propose a program or service to meet the information needs of an unserved or underserved user group.   ▪ Analyze the techniques employed by librarians to help individuals of diverse backgrounds and needs, based on ethical guidelines, philosophy, standards and policies.
LIS 61095 (Special Topics): Critical Theory and Children's Literature: ▪ Students will understand concepts in critical theory, such as institutionalized racism, white privilege, and micro-aggressions.   ▪ Become advocates for diversity and inclusion in children's literature and librarianship.   ▪ Students will be able to evaluate the difference between authentic children's literature, and literature that appropriates other cultures.   ▪ Students will apply resources such as the following: #WeNeedDiverseBooks, ReadingWhileWhite, Debbie Reese's blog, and be familiar with children's publishers who are producing quality diverse literature.

Beyond the courses featured above, diversity and inclusion content and experiences are integrated in many other courses in the MLIS curriculum. For example, in LIS 60618: Information Literacy and Instruction students design IL modules and complete a needs assessment of their community, including articulating how their IL module can be adapted in other settings for diverse learners. LIS 60629: Library Materials and

Services for School-Age Children, features diverse guest speakers and readings such as articles on cultural competence (Overall, 2006), cultural authenticity, such as Yoo-Lee, Fowler, Adkins, Kim, & Davis (2013), Martinez-Roldan (2013), Rudine Sims Bishop, The La Raza Experience in Books for Children, Promoting Diversity at Your Library, and the WeNeedDiverseBooks Movement, while reading books by diverse authors and illustrators. LIS 60615: The Academic Library examines how academic librarians provide services to international students and faculty. In LIS 60040, the implications of living in a global information society are emphasized. Students read a collection of industry trend reports and organization annual reports and identify issues indicative of a global information society.

In the 2016-2017 Exit Survey, nearly 84% of students reported that they felt the curriculum prepared them to work with the needs of a diverse society (Appendix IV-G).

Figure II-16: 2016-2017 Exit Survey Results Relating to Student Preparation to Work with the Needs of a Diversity Society
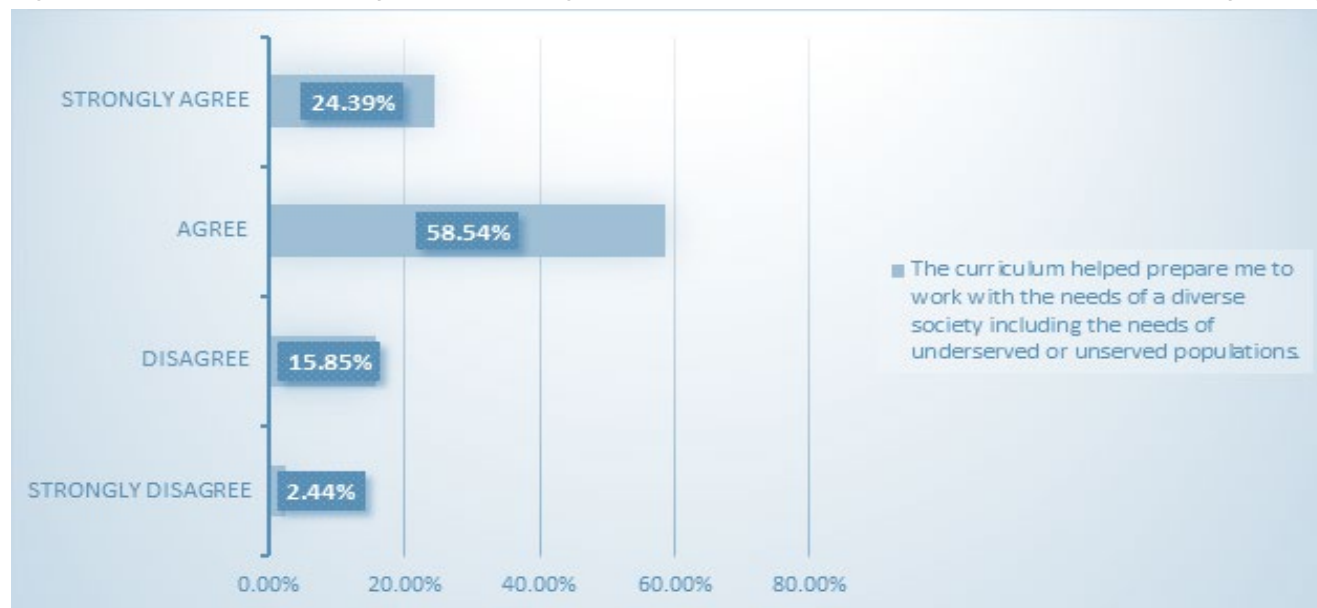
A table of all MLIS courses that cover issues and needs of diverse societies can be found in Appendix II-F.

STANDARD II.2.5

II.2.5

Provides direction for future development of a rapidly changing field.

As previously described, we believe that students need to graduate from our program with the ability to not only read and interpret the latest research in LIS and related fields, but also conduct research and assessment in their practice, as these skills are closely connected to leadership and advocacy. In addition to surveying practice, these skills also give practitioners the ability to pursue funding for research.

Figure II-17: Courses That Prepare Students for a Rapidly Changing Field

Courses That Prepare Students for a Rapidly Changing Field
Core Courses
LIS 60050: Research and Assessment in Library and Information Science
▪ Creating an effective research proposal for conducting some form of guided research and/or for a financial grant application.
Elective Courses
LIS 60645 Database Systems
▪ Explain, evaluate, and analyze existing and emerging technologies for the development and implementation of databases.
▪ Apply the knowledge and technical skills learned from the class to build a fully functional database prototype (small scale).
LIS 50693 Open Source Software for Libraries and Museums
▪ Examine successful practices for adopting open source software in libraries and museums.
▪ Gain hands-on experience in evaluating, selecting, installing, and using open source software
Final Requirements
LIS 60092: Internship in Library and Information Science
▪ An internship allows students to connect theory to practice, allowing them to:
▪ Apply knowledge and skills acquired in program coursework to the professional work setting.
▪ Identify personal strengths and weaknesses with regard to future contributions to the profession.

Our field is constantly changing and rapidly evolving. As shown in the course descriptions above, the iSchool curriculum prepares students with a blend of theoretical and applied coursework, which ensures students are actively involved in authentic problem-based activities, often engaging in the generation of solutions to real world issues in the day-to-day workings of information institutions.

Collaboration is a foundational component of almost all iSchool courses. Students work with their peer colleagues on a variety of different tasks, from projects with real clients, to case studies, and collaborative group work in online environments. This prepares students to work in team settings that are either face-to-face or distributed, just as they will find in the workforce. In-depth online discussions add another collaborative component to most courses and generate connections as well as resources that students can take away from the program.

Students spend much of their time during their course of study involved in activities directly connected to their future careers. They review and develop library frameworks, such as selection and cataloging policies, as well as analyze change management principles and applications. They analyze library collections and use social networking tools to connect with other professionals as well as practice professionalism with both their instructors and peers.

As shown in the figure below, by the time they graduate, a large number of our students have experience working or volunteering within their program of study, which not only prepares them for entering the

workforce, but also gives them a preview of what that work will be like. Many students do have field experience prior to admission and enhance the educational experience for their classmates through discussion of that experience.

Figure II-18: 2016-2017 Exit Survey Results Relating to Student Work Experience During MLIS Program
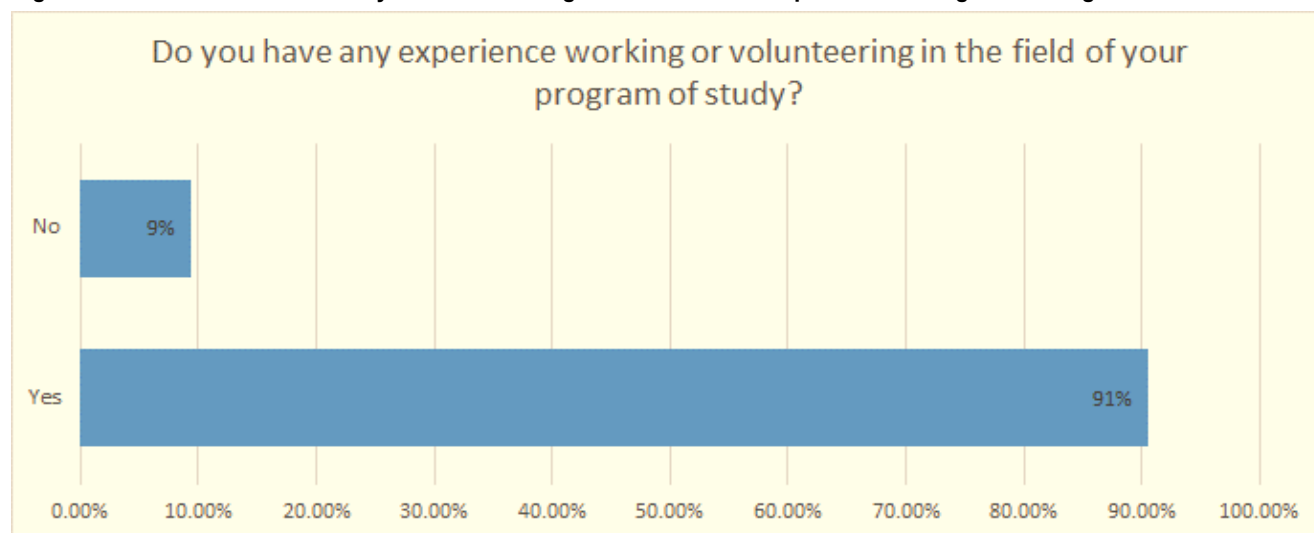
As you can see in Figure II-18 above, 91 percent of our students graduate with hands-on experience from working or volunteering in the field, which allows them to connect their theoretical learning from the classroom, with actual practice (Appendix IV-G).

Faculty indicated in a recent survey that they are mindful of the importance of preparing graduates to remain professionally curious and to improve their knowledge and skills in preparation for inevitable change. Students are also encouraged to challenge the status quo and test new ideas and practices so they can become leaders in the profession. Practitioners serve as guest speakers in classes to bring the students up to date on current and emerging trends in information service.

Many students elect to take a practicum for their final requirement, allowing them to engage in direct professional experiences in the field. Sixty-four percent of recent graduates believed that their practical experience was important to their ability to secure employment. We believe it is important for students to connect the theoretical learning they acquire during studies with actual experience in the field.
One alumnus from the Alumni focus group reported that the increased emphasis in our program on information literacy has been beneficial for graduates. Information literacy is a critical for practitioners who will select, organize, and disseminate information at a time in which content comes from a range of sources, both credible and not. Another said that the program gave her experience with soft skills, which

showed her that she could grow skills in any area and feel confident in her job search. Soft skills, while difficult to define, complement traditional LIS skills. According to Matteson, Anderson, and Boyden (2016), professionals possessing soft skills are "people-based, emotionally aware, perceptive, and interactive" (p. 85).

STANDARD II.2.6

II.2.6 **Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.**

The following exemplary courses show how professional development and lifelong learning are emphasized in our classes.

Figure II-19: Courses That Address Professional Development and Lifelong Learning

Professional Development featured in Courses
Core Courses
LIS 60040 Information Institutions and Professions
▪ Define core values and principles of information professions.
▪ Identify professional associations and professional standards relevant to their career interests.
Elective Courses
LIS 60607 School Library Management
▪ Articulate a philosophy statement describing their role as a school librarian citing relevant national and state standards for school librarianship.
▪ Articulate practices that support collaboration among school librarians and school library stakeholders.
LIS 60625 Library Materials and Services for Very Young Children
▪ Evaluate, discuss and select materials for a children's library collection in a public library setting with particular attention to the interests and developmental needs and of very young children.
▪ Develop and present practices that promote the value of excellent library services to very young children and the communities that support them.
LIS 60612 Library Materials and Services for Adults
▪ Describe a broad range of library services available to a variety of adult customers as well as the variety of ways customers use libraries throughout their lifetimes.
▪ Plan adult programs and services based on customers' needs.
LIS 60703 Museum Users
▪ Investigate the impacts of museums on users through evaluation and research.
▪ Articulate the current and seminal literature about museum users.
LIS 60650 Information Policy
▪ Describe and discuss the major impact of information policies on information itself and the way it is managed.
▪ Discuss the implications of various information policy perspectives for individuals as participants in social and democratic life.

Faculty members promote and strongly encourage continuing professional growth and development, even after students graduate. Students have frequent opportunities to listen to as well as interact with respected guest speakers and leaders from all parts of the library profession. They are exposed to a variety of resources for continuing professional growth and classes are infused with collections of national and

international standards and practices. Students are made aware of relevant professional organizations for their specific fields of study; faculty members frequently coordinate new student memberships in order to help students make the most of opportunities they might otherwise miss. These components are foundational but by no means comprehensive. Figure II-20 below shows which of the iSchool's MLIS courses emphasize professional associations in the field.

Figure II-20: MLIS Courses with Emphasis on Professional Organizations

Courses with Emphasis on Professional Organizations	
Course Number	**Course Title**
50693	Library Services to Latino and Spanish-Speaking Children and Families
50693	Museums and the Law
60020	Information Organization
60040	Information Institutions and Professions
60602	Cataloging and Classification I
60603	Cataloging and Classification II
60604	Research Methods for Libraries and Information Centers
60615	The Academic Library
60624	Cataloging for School Libraries
60625	Library Materials and Services for Very Young Children
60626	Library Materials and Services to Teens
60629	Library Materials and Services for School Age Children
60630	Reference Sources and Services for Youth
60647	Network and Software Resources for Information Systems
60652	Foundations of Recordkeeping in Society
60661	Technical Services
60665	Rare Book Librarianship
60668	International and Comparative Librarianship
60704	The Museum System

One of the skills that the curriculum emphasizes is preparation of MLIS students to be strong advocates for users and their information needs over the course of their professional career. Our MLIS students agree. In the 2016-2017 Exit Survey, 98% of our students indicated that the curriculum prepared them to be strong advocates as information professionals (See Figure II-21 below) (Appendix IV-G). These results provide evidence that we are succeeding in this goal for our students.

Figure II-21: 2016-2017 Exit Survey Results Relating to Student Preparation to be Advocates for Users

2016-2017 Survey of Program Graduates

The curriculum helped prepare me to be a strong advocate in providing information services in the future

■ Strongly Disagree	1.22%
■ Disagree	1.22%
■ Agree	59.76%
■ Strongly Agree	37.80%
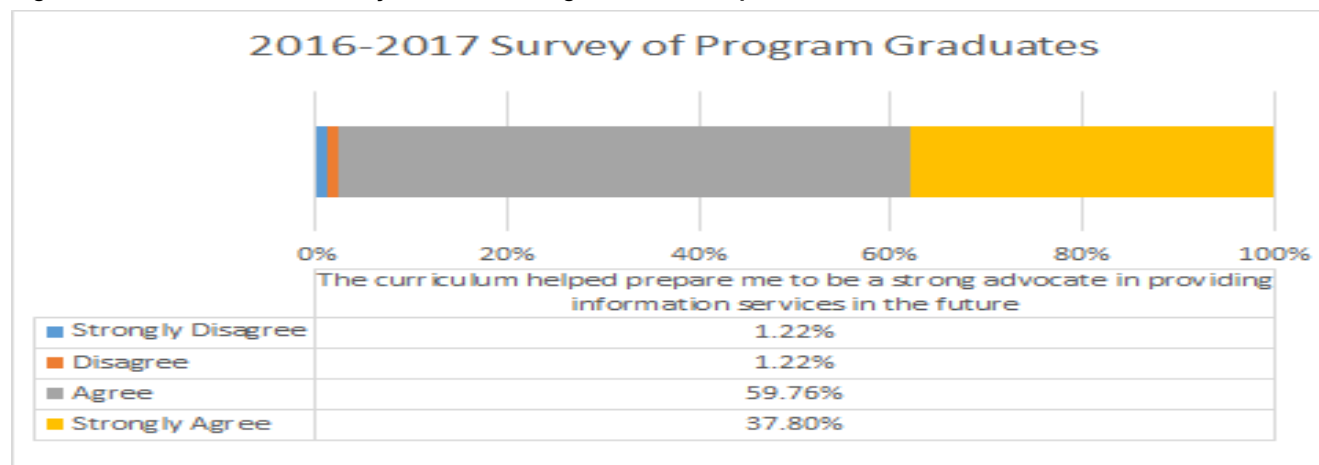
Figure II-21 compares favorably to past exit survey data from the last seven years (Taskstream), which indicates that close to 90% of our students agree or strongly agree that the program has prepared them to be strong advocates.

An alumna from the alumni focus group reported that change management is very important in libraries and that the iSchool should be sure to train students to be able to adapt and make them feel comfortable with innovation (Alumni Focus Group Notes, Taskstream). We agree, and change management is now featured in one of our core courses, LIS 60040 (LIS Information Institutions and Professions), while there are plans to add coursework in this area in our new certificate on management and leadership, which is currently in development. Current students will be able to enroll in courses in this certificate program.

Some alumni described the importance of networking, which is afforded by membership in professional organizations. One was impressed by seeing how professors networked, for example, by asking authors to come to class. Another applied for a deputy director position and was pleased to find out that the library board president had been a classmate in school. Another stressed the importance of joining professional organizations and said that it was because of the encouragement received in the program that she became involved.

Standard II.3

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.*

Constructing Coherent Programs of Study

The iSchool fosters the development of an individualized plan of study by providing multiple resources to students to help them navigate our curriculum.

Academic Advising Tools

Students are also provided with various information resources via our Student Advising Center (SAC), located in Blackboard (our course management system). In the SAC, students will find our program statement form (used to plan out the program), guide sheets for specializations and K-12 School Library Media concentration (with new cluster areas and associated roadmaps to replace current guide sheets in Fall 2018), and a course rotation list to identify in which term particular courses will be offered. Here, our students can also access all needed orientation materials, policies, handbooks and forms. They can also communicate directly with their advisors from within the Center. We strongly encourage students to reach out to their academic advisor as soon as possible after admission to discuss their needs, goals, and aspirations for a career in the LIS field.

In the table below, each curricular planning tool is listed and defined. These tools can be found in the Appendices as listed in Figure II-22.

Figure II-22: Advising Tools Used by MLIS Students and Faculty

Tool	Use	Stage of Program Where Useful/Needed
Specialization Planning Sheets (Appendix II-A)	Advising tool that the student and faculty advisor use to chart and plan required and elective courses, including semester of planned enrollment.	First semester of enrollment in MLIS program (or prior to completing their first 9 credit hours)
Guide sheets (Appendix II-A) Pathway Roadmaps (Appendix II-B)	Advising tools that assist students in choosing coursework within a particular specialization area or areas. Each guide sheet or roadmap lists the core courses, as well as recommended electives (courses and workshops) appropriate to that specialization.	Initial advising session with academic advisor; throughout MLIS program as needed.
Course Rotations (Appendix II-G)	Projection of course offerings to be offered in the next 2-3 years (based on past course offerings; subject to change due to faculty availability and course additions or inactivation)	Throughout MLIS program
Student Handbook (Taskstream)	Contains information on program offerings, degree requirements, and policies on transfer credits, leaves of absence policies, and academic standing review.	Throughout MLIS program (revised annually)
Internship, Practicum, Research Project, Research Paper, and Thesis Handbooks (Taskstream)	These handbooks provide guidance on completion of courses that fulfill the final requirement. Students are encouraged to review requirements as detailed in the appropriate handbook with their academic advisor.	After completion of at least 24 credits toward the MLIS degree.

MLIS students have access to information about the program through multiple communication venues. In addition to the School's website, the Student Advising Center in Blackboard, and their faculty advisor, MLIS students are encouraged to subscribe to the School listserv (ischool@listserv.kent.edu), as well as communicate with the School via email (ischool@kent.edu) and social media accounts, including Facebook, Twitter, LinkedIn, YouTube, and Flickr.

Academic Advising Process

Upon admittance, students are assigned an academic advisor based on their profile form, application essay, and résumé. Should their interests change during their course of study, they are easily able to switch to an advisor whose expertise better matches their interests. Our faculty members make themselves available to students for advising through many communication modes, including face-to-face meetings, email, telephone, or using various videoconferencing tools such as Skype, Google Hangouts, WebEx, and Zoom. Several of our faculty have built web presences for advising to supplement information found on the Student Advising Center (see, for example, the website created by Dr. Karen Gracy at https://sites.google.com/a/kent.edu/dr-karen-gracy-s-advising-site-for-mlis-students/home).

Advising for Specializations

In our recent survey of full- and part-time faculty, we found that every one of our 13 specializations and the K-12 School Library concentration are supported by at least one faculty member, and often by multiple faculty members (nine specialties have two or more faculty supporting them; see Figure II-23 below).

Figure II-23: Number of Faculty Supporting MLIS Specializations

#	Specialization	%	Count
1	Academic Libraries	8.33%	3
2	Archival and Special Collections Librarianship	8.33%	3
3	Cataloging/Metadata	8.33%	3
4	Digital Librarianship/Digital Initiatives	11.11%	4
5	Digital Preservation	5.56%	2
6	Information Technology and Information Science	11.11%	4
7	Library Management	5.56%	2
8	Museum Studies	11.11%	4
9	Public Libraries	8.33%	3
10	Reference Librarianship	11.11%	4
11	K-12 School Librarianship	5.56%	2
12	Special Librarianship	2.78%	1
13	Youth Services: Children's Librarianship	8.33%	3
14	Youth Services: Teen Librarianship	5.56%	2
	Total	100%	

Enrichment through Experiential Learning Opportunities

In addition to providing support for choosing appropriate coursework from our curriculum, the faculty frequently provides educational enhancements by finding/providing experiential learning opportunities for students, including hands-on activities in class, internships and practicums (paid and unpaid), as well as volunteer prospects. Faculty also encourage students to participate in extracurricular enriching activities that will help them apply concepts and test theoretical frameworks in a variety of contexts. The following table summarizes various enriching activities offered to MLIS students by iSchool faculty (data drawn from the recent Faculty Survey, Taskstream).

Figure II-24: Activities Offered to Students That Enrich Their Educational Experience

#	Enriching Activities	%	Count
1	Interdisciplinary coursework	25.81%	8
2	Research collaboration on faculty-led projects	16.13%	5
3	Experiential learning	22.58%	7
4	Supervision of individual investigation and/or thesis	25.81%	8
5	Other enriching activities (joint authorship on publications, conference planning)	9.68%	3
	Total	100%	

Faculty provided numerous examples of ways in which they help students go beyond coursework to get the most out of their time in the MLIS program. From collaborating with students on research projects, to

encouraging them to attend professional conferences, engage in experiential learning opportunities, or to pursue individual investigations in order to gain individualized and in-depth knowledge about a particular interest in the field, our faculty are committed to guiding students onto their professional pathway. Students are encouraged to apply for fellowships and other funding opportunities to attend conferences, consider study-abroad opportunities, and push their perceived boundaries on their limits.

In a recent focus group session with members of our alumni group, we found that they particularly valued those experiential components of our curriculum, including opportunities to be creative via hands-on projects in courses, as well as through their internship and practicum experiences (Alumni Focus Group, [Taskstream](#)).

Course Content and Sequence Relationships

MLIS courses are graduate-level professional courses, and thus, most course numbers begin with the prefixes "5" or "6" (e.g., LIS 60010, The Information Landscape). Attempts are made by the Curriculum Committee to use sequential numbering and group courses with related topics together where possible; for example, our core courses are numbered 60010, 60020, 60030, 60040, and 60050, while most youth services courses can be found in the range of 60624-60630.

Students can easily access course information online via the University's website (http://catalog.kent.edu/coursesaz/lis/). At this location, they find a complete list of courses; entries for each course include its title, descriptions, type of course, number of contact hours, pre- or co-requisites, and mode of grading. See the following example below:

> **LIS 60010 THE INFORMATION LANDSCAPE 3 Credit Hours**
> Exploration of the nature of information and technology in information-intensive environments. Topics to be addressed include information lifecycle processes such as production, storage, sharing, and consumption; social, cultural, economic, legal, and technological contexts for understanding information processes; the roles of information professionals and agencies, and their place in the larger information marketplace; current and emerging information technologies that shape the information economy.
> **Prerequisite:** Graduate standing.
> **Schedule Type:** Lecture
> **Contact Hours:** 3 lecture
> **Grade Mode:** Standard Letter

For special topics courses and workshops, students may find course descriptions on the School website: https://www.kent.edu/iSchool/special-topics-courses-library-information-science, and https://www.kent.edu/iSchool/library-and-information-science-workshops.

Students can easily discover the order in which introductory and more advanced courses in a particular area must be taken by reviewing course prerequisites in the catalog. Specialization guide sheets and roadmaps, found in our Student Advising Center, also point out these sequential relationships for particular curricular pathways.

Standard II.4

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

As part of its systematic, rigorous review of the curriculum, the iSchool references several statements of knowledge and competencies, including the American Library Association's *Core Competences of Librarianship*.[19] School of Information faculty with expertise and responsibility for certain areas of specialization also review the competency statements from other relevant professional organizations to guide curriculum development and revision. According to our survey of full- and part-time faculty, they reference over one dozen competency statements of related professional organizations (see Figure II-25 below) (Faculty Survey, Taskstream).

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[19] http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf

Figure II-25: Organizations that Faculty Consult for Professional Competency Guidelines for Curricular Purposes

#	Professional Organization	%	Count
1	American Association of School Librarians[20]	8.51%	4
2	American Library Association	14.89%	7
3	American Society for Information Science and Technology[21]	6.38%	3
4	Association for Library Service to Children22	10.64%	5
5	Association of College and Research Libraries (Special Collections)[23]	8.51%	4
6	Association of College and Research Libraries (Instruction)[24]	12.77%	6
7	Library Leadership and Management Association[25]	0.00%	0
8	Medical Library Association[26]	4.26%	2
9	Reference and User Services Association[27]	12.77%	6
10	Society of American Archivists[28]	6.38%	3
11	Young Adult Library Services Association[29]	8.51%	4
12	Other (International Society for Knowledge Organization, Ohio Library Council Competencies, W3C guidelines for accessibility)	6.38%	3
	Total	100%	

For example, faculty supporting the youth services area consult the Association of Library Services to Children and Young Adult Library Services Association competencies to shape learning outcomes and activities for courses such LIS 60625, Library Materials and Services for Young Children, LIS 60626, Library Materials and Services for Teens, LIS 60629, Library Materials and Services for the School-Age Child, and internships in youth services departments.

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[20] ALA/AASL Standards for Initial Preparation of School Librarians (2010), http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

[21] ASIST Educational Guidelines (2001), http://www.asis.org/Board/educational_guidelines.html

[22] ALSC Competencies for Librarians Serving Children in Public Libraries (2015), http://www.ala.org/alsc/edcareeers/alsccorecomps.

[23] ACRL Guidelines: Competencies for Special Collections Professionals (2017), http://www.ala.org/acrl/standards/comp4specollect.

[24] ACRL Roles and Strengths of Teaching Librarians (2017), http://www.ala.org/acrl/standards/teachinglibrarians.

[25] LLAMA, Developing Core Leadership Competencies for the Library Profession (2009), https://docs.lib.purdue.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1027&context=lib_fsdocs.

[26] MLA Competencies for Lifelong Learning and Professional Success (2007), http://www.mlanet.org/education/policy/.

[27] RUSA Professional Competencies for Reference and User Services Librarians (2017), http://www.ala.org/rusa/resources/guidelines/professional.

[28] SAA Guidelines for a Graduate Program in Archival Studies (2016), https://www2.archivists.org/prof-education/graduate/gpas.

[29] YALSA Teen Services Competencies for Library Staff (2017), http://www.ala.org/yalsa/guidelines/yacompetencies.

Standard II.5

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.*

Procedures for Continual Evaluation of the Curriculum

The Curriculum Committee solicits input from various stakeholders during evaluation of current curriculum and development of new offerings, including full-time and adjunct faculty, current students, alumni, and employers.

Upon the development of the new core curriculum, which was introduced in the Summer and Fall semesters of 2016, the faculty responsible for each core course formed working groups to share information about issues and concerns that arose during the course of each semester. The working groups also take responsibility for the revisions of the core courses each semester, and work with instructional designers to implement major content as well as structure revisions occurring during the summer semester each year. In Spring 2018, the Curriculum Committee plans to conduct an assessment of each core course to determine if each course is addressing student learning outcomes. Depending upon the results of that assessment, which is based in student perception of achievement of course learning objectives, the Curriculum Committee may recommend additional revisions to the courses or program itself.

Students provide essential feedback at every stage of the program and through course evaluation. In addition to their input to individual instructors responsible for executing and revising courses (as needed) each semester, students also provide information to the faculty via our exit surveys about how they value the curriculum, concerns, and their perceived achievement of student learning outcomes (Taskstream and Appendix IV-G). Additionally, students report courses and learning opportunities preferences and can suggest any opportunities that that are not currently offered.

The iSchool also consults a variety of stakeholders to generate suggestions for new courses and workshops, including our alumni, Advisory Board members (Appendix I-A), and employers of our graduates. Recently,

a focus group with alumni revealed that management and administration are areas where additional coursework is desired to focus on topics such as leadership and budgeting (Alumni Focus Group, Taskstream). During the core curriculum revision, selected management content originally located in LIS 60610 (Management in Libraries and Information Agencies) was transferred to the new core LIS 60040 (Information Institutions and Professions). Additional electives in this area are planned for the future such as the following special topics course (LIS 61095), titled Leadership in Libraries. Additional electives in this area are planned for the future. Development of coursework in the management/administration area for a new Certificate of Advanced Study in Managerial Leadership in Libraries, to be introduced in 2020 (pending approvals from the University and the State of Ohio) is currently underway. These courses will also be available to MLIS students as part of the new cluster area in Management, Leadership, and Innovation.

The School's 2018 survey of employers (70 respondents) generated a cornucopia of ideas for new curriculum offerings (Appendix I-E). Technology is a key area for future growth, with participants indicating the following areas to be extremely important for future professionals:

- Design for user experience (42.86%)
- Emerging information technologies (37.14%)
- Impact of technological change to the institution, user, practices, etc. (35.71%)
- Web technologies, applications, and design (44.29%)

Data gathered from a recent focus group with the School's Advisory Board also emphasized the critical importance of technology for our graduates (Taskstream). MLIS graduates must be "tech savvy" and comfortable with data analysis. One advisory board member emphasized how important it was for her to be able to gather and analyze large groups of data and use those results to make decisions on a day-to-day basis. Another takeaway from the focus group was the need to "figure out each student's passion" as well as create opportunities that will allow students to personalize their learning experiences in courses and internships. Finally, Advisory Board members encouraged the School to continue to seek nontraditional settings for students to learn how information skills are applicable more broadly to diverse types of organizations; project-based learning is one way to help students see beyond particular institutions.

Faculty remain committed to the development of students' soft skills. Likewise, respondents to the employer survey (Appendix I-E) identified soft skills such as the following to be extremely important:

- Adaptability (78.26%)
- Critical thinking (75.36%)
- Initiative (76.81%)
- Interpersonal communication (76.81%)

▪ Problem-solving (76.81%)

Data drawn from these sources confirms the School's development of content-oriented learning objectives, including a need for those that focus on soft skills. The School provides a variety of learning experiences to its MLIS students that address student's interpersonal people skills, which are key for Kent State students to obtain and maintain employment in the LIS field. Within specific courses, students

Curricular Evaluation

Assessing Impact and Efficacy

While the School has feedback from its alumni (via recent focus groups, Taskstream) that found MLIS core courses to be valuable preparation for advanced electives and entry into the field, faculty are also seeking additional evidence that MLIS program goals are being achieved. One area of the curriculum of particular concern is the connection of the new core curriculum to student learning outcomes (SLOs).

In the School's New Student Survey (Appendix IV-F), which is sent to students in their first semester in the MLIS program (the survey was first implemented in Fall 2016), they are asked several questions related to these SLOs. The first concerns their awareness of the SLOs. In the first year that the new core was offered, approximately 82% of our new students indicated that they agreed or strongly agreed with the statement, "I am aware of the five MLIS Student Learning Outcomes." Even more impressively, 87% of those same new students indicated that they agreed or strongly agreed with the statement, "I have started taking program core courses, and can see the connections between the core courses' learning outcomes and the student learning outcomes." This data is strong evidence that students are recognizing how core courses stem directly from SLOs at the beginning of their program.

Assessment of Students' Achievement

The iSchool gathers student confidence ratings for each program learning outcome at their time of entry into the program (via the New Student Survey, Appendix IV-F) and the end of their program (Exit Survey, Appendix IV-G) to determine if student confidence increases over their time in the program. This data, combined with assessment data gathered through internship surveys sent to site supervisors (in which the School asks them to rate student mastery of each PLO), will provide faculty with a well-rounded picture of how MLIS students are performing in terms of achieving the goals of the program.

Our most recent data on student confidence ratings regarding achievement of the PLOs is from Summer 2017 - Spring 2018 and can be summarized as follows (each outcome has several learning objectives associated with it). The exit survey measures student mastery via all learning experiences (core and elective courses, experiential learning courses, and portfolio requirement) (Appendix IV-G).

Program Learning Outcome One: Apply the field's foundational theories, principles, values, ethics, and skills to everyday practice.

- Analyze and discuss how environmental context governs and shapes information production, sharing, and management, including social, cultural, economic, and legal aspects of the information society
- Define core values and principles of information professions
- Apply major theories, models and approaches describing how people access and use information to real-life contexts, as well as incorporate information fluency

Figure II-26: Student Confidence Ratings in Achievement of Learning Objectives Associated with Program Learning Outcome One

#	Question	Not Confident	Somewhat Confident	Confident	Very Confident	Total
1	Analyze and discuss ...	(3) 4%	(20) 27%	(33) 45%	(18) 24%	74
2	Define core values ...	(1) 1%	(12) 16%	(34) 46%	(27) 37%	74
3	Apply major theories ...	(3) 4%	(16) 22%	(29) 39%	(26) 35%	74

For each learning objective associated with PLO One, a majority of our MLIS students report being confident or very confident in their achievement of them. (LO1 = 69%; LO2 = 83%; LO3 = 74%) as seen in the figure above. The lower confidence rating for the first objective may indicate that we need to review our coverage of how environmental context shapes the information field to make sure MLIS students grasp the connection between social, cultural, economic, and legal forces as well as information structures and practices.

Program Learning Outcome Two: Critique and synthesize research and identify appropriate research methodologies to solve problems in the field.

- Describe the range of research methods, both quantitative and qualitative, that are used to investigate questions
- Articulate and apply steps in the research process to identify a research problem, formulate a researchable question, choose an appropriate method to investigate a research problem, satisfy ethical concerns related to the protection of human subjects, data gathering, analyzing the data, drawing conclusions, and communicating the results

- Create an effective research proposal for conducting some form of guided research and/or for a financial grant application

Figure II-27: Student Confidence Ratings in Achievement of Learning Objectives Associated with Program Learning Outcome Two

#	Question	Not Confident	Somewhat Confident	Confident	Very Confident	Total
1	Describe the range ...	(11) 15%	(16) 22%	(29) 39%	(18) 24%	74
2	Articulate and apply steps ...	(6) 8%	(16) 22%	(28) 38%	(24) 32%	74
3	Create an effective research proposal ...	(11) 15%	(15) 20%	(32) 52%	(16) 22%	74

For each learning objective associated with PLO Two, a majority of our MLIS students report being confident or very confident in their achievement of them. (LO1 = 63%; LO2 = 70%; LO3 = 65%) as seen above. We expect these confidence ratings to rise as more of our students are exposed to research concepts, theories, and practices via our new research methods core course (LIS 60050).

Program Learning Outcome Three: Analyze and engage in the changing cultural, educational, and social roles and responsibilities of librarians/information professionals and the environments they work in within the global society.

- Give examples of communities in which information institutions may be situated and describe political, social, technological, economic, and cultural forces that influence those communities
- Investigate issues related to diversity, ethics and intellectual freedom in the context of the information ecology
- Explain characteristics of individuals, groups, and the organization that influence behavior and operations in information institutions

Figure II-28: Student Confidence Ratings in Achievement of Learning Objectives Associated with Program Learning Outcome Three

#	Question	Not Confident	Somewhat Confident	Confident	Very Confident	Total
1	Give examples of communities ...	(2) 3%	(8) 11%	(26) 35%	(28) 38%	74
2	Investigate issues related to diversity ...	(3) 4%	(13) 18%	(30) 41%	(28) 39%	74
3	Explain characteristics of individuals ...	(2) 3%	(8) 11%	(36) 49%	(28) 38%	74

For each learning objective associated with PLO Three, a majority of our MLIS students report being confident or very confident in their achievement of them (LO1 = 73%; LO2 = 80%; LO3 = 87%) as seen

above. These figures indicate that the MLIS program has been highly successful in helping MLIS students learn about the roles and responsibilities of information professionals, and we hope to continue to work towards these levels of confidence.

Program Learning Outcome Four: Evaluate systems and technologies in order to implement improvements and innovations relevant to a particular information context.

- Recognize and define key concepts relating to technologies used in the organization, storage and retrieval, distribution, and consumption of information
- Discriminate among information systems using core principles and functions of information organization and retrieval
- Apply information organization concepts as they relate to searching, browsing, and navigating information retrieval systems of any type effectively

Figure II-29: Student Confidence Ratings in Achievement of Learning Objectives Associated with Program Learning Outcome Four

#	Question	Not Confident	Somewhat Confident	Confident	Very Confident	Total
1	Recognize and define key concepts ...	(3) 4%	(13) 18%	(37) 50%	(21) 28%	74
2	Discriminate among information systems ...	(6) 8%	(15) 20%	(33) 45%	(20) 27%	74
3	Apply information organization concepts ...	(4) 6%	(9) 12%	(32) 43%	(29) 39%	74

For each learning objective associated with PLO Four, a majority of our MLIS students report being confident or very confident in their achievement of them (LO1 = 78%; LO2 = 72%; LO3 = 82%) as seen above. Although indicators that we have been largely successful with this PLO, these statistics indicate that we may wish to review our coverage of information systems and technologies to see if we can improve our students' knowledge and understanding of key concepts in this area.

Program Learning Outcome Five: Identify needs and connect individuals and communities with information that engages and empowers them.

- Use different approaches to represent documents for retrieval in different environments at a basic level of proficiency
- Apply major theories, models and approaches describing how people access and use information to real-life contexts, as well as incorporate information fluency
- Distinguish among the different ways of valuing information and how definitions of value shape the ways in which information is created or produced, managed, distributed, and consumed

Figure II-30: Student Confidence Ratings in Achievement of Learning Objectives Associated with Program Learning Outcome Five

#	Question	Not Confident	Somewhat Confident	Confident	Very Confident	Total
1	Use different approaches ...	(0) 0%	(10) 13%	(34) 46%	(30) 41%	74
2	Apply major theories ...	(2) 3%	(11) 15%	(31) 41%	(30) 41%	74
3	Distinguish among ...	(3) 4%	(7) 9%	(37) 50%	(27) 37%	74

For each learning objective associated with PLO Five, a majority of our MLIS students report being confident or very confident in their achievement of them (LO1 = 87%; LO2 = 82%; LO3 = 87%) as seen above. For PLO5, the School has been very successful thus far in helping MLIS students achieve high levels of confidence in this area.

While the percentages of students identifying themselves as confident or very confident is fairly high (only one learning objective saw a combined percentage of confident/very confident lower than 60%), we must be cautious in our interpretation of these numbers. Recent graduates responding to these questions are most likely to have taken the previous set of core courses, not the new courses that debuted in Summer 2016. Thus, we expect that ratings will improve as more of our students who matriculated in the most recent catalog years reach graduation and complete the exit survey (Appendix IV-G). Beginning with Fall 2018 graduates, the majority of our students will have experienced the new core. In anticipation of students' completion, and progression through the new core courses, a subsequent result will be an increased confidence level of students taken those courses that were developed from the new PLOs. Students will be more confident in their achievement of those outcomes. Percentages will be evaluated from semester to semester, and year to year. The latter will be particularly important, as revisions or refinement to core courses on an annual basis, so the fluctuations from year to year may be more important than semester fluctuations.

Standard II.6

II.6

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

Recordkeeping Processes and Practices

The MLIS Program maintains complete records of its ongoing decision-making processes regarding the curriculum. The Curriculum Committee retains all meeting materials, including agendas, minutes, and proposals. The minutes contain records of all discussions, recommendations, and decisions made by the committee. Working documents and data contributing to curriculum decisions are archived by the Committee chairs. Similarly, the Faculty Advisory Committee (FAC), keeps all records of decisions made regarding the curriculum as well, including agendas, minutes, and proposals. Similarly, the College of Communication and Information and the University keep records that document their decisions at upper levels of review. For a graphic illustration of the approval and documentation process, please see Figure II-2 in Section II.1 of this chapter.

The University employs a workflow system, managed by the Office of Curriculum Services, to track these decisions and make sure any course and program updates, additions, or inactivation are reflected in the University catalog. Each course offering in the curriculum is represented in the system by a Basic Data Sheet (BDS); an example of a summary BDS for one of our courses is available as in Appendix II-H (Example of a Basic Data Sheet).

At the end of each academic year, the Curriculum Committee creates a recap document summarizing all program, course, policy, and documentation revisions. This document, which serves as the annual report for the Committee, is shared with the faculty and Director, includes lists of all approved courses and workshops, as well as all deactivated courses and workshops. A master recap document has been generated for this report; it combines all curricular changes made during the current review period (2011-2017) and is available in Appendix II-I.

Data Sources Used in Evaluating the Curriculum

The CC employs various data sources in making its decisions, many of which are generated through the work of the iSchool's Systematic Planning Committee (prior to July 2016, by the School of Library and Information Science's Accreditation and Assessment Committee (including surveys of students, alumni, and employers, as noted previously). All survey instruments and results are available to COA via the online server (Taskstream). The MLIS Curriculum Committee (CC) also generates its own data as needed; an example of such work occurred during the recent core course revision process in which committee members did an environmental scan of other ALA-accredited programs to determine current implementations of the core curriculum across MLIS degrees. These data sources are archived as working documents and available on request.

Another source of information which the CC uses in its decision-making process is enrollment data, which is compiled and provided by the Academic Program Coordinator. This data is often used to determine future scheduling of offerings as well as assess patterns of interest in course and workshop subject matter. Enrollment statistics for the review period, including raw data (headcount) and averages for each course and workshop, are available in Appendices II-J (Section Enrollments for MLIS Core Courses and Electives, 2011-2017), II-K (Workshop Enrollments, 2011-2017), and II-L (End of Program Course Enrollments, 2011-2017).

Standard II.7

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.

Continuous Review

The iSchool engages in a continuous review process. This is in alignment with the School's *Strategic Plan, 2016-2020*, which states that one of its overarching goals is to:

> Develop and Implement a School-wide Systematic Assessment Plan that Involves the Constituencies that Each Program Seeks to Serve.

- ▪ Objective One: Establish a culture of systematic assessment and decision-making based on assessment data throughout all School activities and involving all constituents
- ▪ Objective Two: Make needed data easily accessible to administration, faculty, and staff
- ▪ Objective Three: Close the loop and use findings from surveys, focus groups, and other data points to improve programs, policies, and processes

As part of its review process, the School seeks and considers input from the School's constituencies, including students, alumni, faculty, employers, and the Advisory Board. In addition, annual objectives related to the curriculum are identified by the Director in consultation with the committee each academic year, including actions and outcome measures (see Appendix II-M for a complete list of annual objectives and outcomes). Appendix II-M summarizes the annual curricular objectives since the last accreditation visit and show actions taken for each objective. In addition to being drawn from the School's Strategic Plan, the curricular objectives are also linked to the University's Strategic Plan.

Overview of Decisions and Accomplishments

During the review period of 2011-2017, the iSchool added 33 courses and four workshops and inactivated 19 courses and 47 workshops (please see Appendix II-N for a list of all approved and deactivated courses and workshops during the review period of 2011-2017). Other major changes completed during this period include the revision of core requirements, development of six new core courses, and revisions to the MLIS and MLIS + K-12 program requirements to meet current needs[30]. The review of electives is ongoing and will result in more changes (including deactivations of certain courses and addition of new courses based on assessment of curricular needs). The recap document noted above contains more detail on all decisions made by the CC during the review period.

Conclusion

This section has addressed how the curriculum at Kent State's iSchool addresses Standard II and its subsections II.2.1–II.2.6:

II.2.1 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;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

By compiling data from our stakeholder surveys (students, alumni, faculty, and advisory board members), as well as by analyzing our course syllabi, we have presented innovative ways that our program addresses

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[30] In the case of the K-12 concentration, changes were related to requirements of several accrediting bodies.

this standard. By frequently reviewing and updating our core classes and elective curriculum, we train students to be practitioners of the future by providing an inclusive curriculum for a constantly changing field. By encouraging our students to do internships and research projects while in school, we provide opportunities for them to connect the theoretical learnings from the classroom with the skills that will be needed in the workplace. While a large part of this preparation occurs during the program, it is equally important that our students pursue professional development opportunities and participate in the organizations that govern our field.

STANDARD III: FACULTY

Overview

The faculty of the School of Information (iSchool) blend a wide range of research and teaching expertise to fulfill the mission, goals, and objectives as laid out in Standard I. The faculty are diverse in ethnicity and come from a variety of educational backgrounds and areas of expertise to provide our students with a rich learning experience.

The iSchool faculty have demonstrated a continuing success in generating meaningful and quality research that contributes to the overall knowledge building, professional growth as well as development of the field. The faculty have demonstrated a sustained record of accomplishment in successfully seeking and securing grants, significantly contributing to research and literature, contributing through fellowships and visiting scholar appointments, as well as widely disseminating scholarship via presentations.

The faculty are committed to providing quality teaching in an online environment by constantly incorporating and employing new and innovative teaching techniques and technologies, while also applying accessibility standards to online courses (e.g. Quality Matters, Universal Design). Based on student survey

of instruction, the faculty have demonstrated effective teaching experience across the following evaluation criteria:

- students learned valuable information/skills from the courses
- the structure/organization of the course helped them learn
- the assignments and tests allowed students to demonstrate what they learned
- the instructor motivated them to think about the subject
- the instructor demonstrated knowledge of the subject matter

The iSchool faculty have also maintained strong professional commitment with significant contributions to professional organizations through involvement on committees, working groups and boards, as well as participation as speakers, panelists and presenters in local, state, regional, national and international conferences and meetings.

The iSchool's collegial, supportive, and nurturing working environment contributes to our faculty's productivity and success. It ensures our faculty members are able to balance the responsibilities of research, teaching, student advising, mentoring, professional development, and service.

Sources of Evidence

Figure III-1: Mapping Sources of Evidence to Standard III Substandards

Substandard	Source of Evidence	Location/Additional References within the Self-Study
III.1	Current Full-time Faculty Roster	Appendix III-A
III.1	Full-Time Faculty Specialty Areas in Research and Teaching	Appendix III-B
III.1, III.6	School of Information MLIS Program Part-Time Faculty	Appendix III-C
III.2, III.7, III.8	iSchool Faculty Handbook	Taskstream
III.2, III.8	iSchool Online Instructor Handbook	Taskstream
III.2.2	iSchool Adjunct Faculty Handbook	Taskstream
III.5	Extramural Funding/Grants Received by Faculty 2011-2017	Appendix III-D
III.6	Full-Time Faculty Educational Background	Appendix III-E
III.7	Faculty Specialty Areas and Courses Taught	Appendix III-F
III.7, III.8	Kent State University Collective Bargaining Agreement (CBA) for TT and NTT Faculty	https://www.kent.edu/facultyhandbook/collective-bargaining-agreements
III.8	Instruction Observation Form (Peer Evaluation)	Appendix III-G

Standard III.1

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.

iSchool faculty members, full-time (tenured/tenure-track and non-tenure track) and part-time faculty are exemplary professionals who make significant global, national and local contributions well-aligned with the iSchool's mission (below) and strategic principles (Figure III-2).

iSchool Mission
"At the iSchool, we are transforming the global information environment collaboratively through dynamic learning, innovative research, and interdisciplinary synergy."

Figure III-2 iSchool Strategic Principles (2012-2017)

iSchool Strategic Principles	
Strategic Principle 1	To prepare students to be successful information and knowledge professionals.
Strategic Principle 2	To advance the School's role as an exemplary, comprehensive, and professional school of information.
Strategic Principle 3	To foster scholarship and research.
Strategic Principle 4	To contribute to the success of the College of Communication and Information and the University.
Strategic Principle 5	To enrich society through collaboration with diverse communities of practice.
Strategic Principle 6	To respond to the increasingly information-based global workforce and reflect workforce trends in degree programs and course offerings.

The iSchool is home to 23.5 full-time faculty (including the Director), of whom nine are tenured, six are tenure-track, and 7.5 are non-tenure track. There currently is a search in process to fill one vacancy for the Goodyear Professor for Knowledge Management; an offer has been extended which, at the time of this

writing, has not yet been answered. There are two additional new tenure-track faculty positions in data sciences as part of the eight faculty positions in the College under the University's strategic hiring plan. The two new faculty positions, slated for a search in 2019-2020, will have their administrative home at iSchool with 25% of their appointment allocated to School of Digital Sciences. The School has one part-time (0.5), non-tenure track faculty who is jointly appointed with the School of Visual Communication Design.

Listed below are the iSchool full-time faculty for **2017-18**, indicating rank and tenure status (T=Tenured; TT=Tenure Track; NTT=Non-Tenure Track) and location. Faculty members are grouped by program.

Director: School of Information
(1 FTE)

▪ Dr. Kendra Albright, Professor and Director (T, Kent)

Faculty: Master's in Library and Information Science Program
(Accredited Program) (16 FTE)

▪ Dr. Belinda Boon, Associate Professor (NTT, Kent)
▪ Kathleen Campana, Lecturer (NTT, Kent)
▪ Dr. Karen Gracy, Associate Professor (T, Kent)
▪ Dr. Lala Hajibayova, Assistant Professor (TT, Kent)
▪ Dr. Meghan Harper, Associate Professor (T, Kent)
▪ Dr. Emad Khazraee, Assistant Professor (TT, Kent)
▪ Dr. Kiersten Latham, Associate Professor (T, Kent)
▪ Nancy Lensenmayer, Associate Lecturer (NTT, Columbus)
▪ Dr. Marianne Martens, Assistant Professor (TT, Kent)
▪ Dr. Miriam Matteson, Associate Professor (T, Columbus)
▪ Mary Anne Nichols, Senior Lecturer (NTT, Kent)
▪ Dr. Athena Salaba, Associate Professor (T, Kent)
▪ Dr. Catherine Smith, Assistant Professor (TT, Kent)
▪ Dr. Heather Soyka, Assistant Professor (TT, Kent)
▪ Dr. Marcia Lei Zeng, Professor (T, Kent)
▪ Dr. Yin Zhang, Professor (T, Kent)

Faculty: Additional Master's of Science Programs, Non-ALA Accredited
MS in Health Informatics, MS in Knowledge Management, MS in User Experience Design
(Non-ALA Accredited Programs) (6.5 FTE)

- ▪ Dr. Christine Hudak, Professor (NTT, Kent) in Health Informatics
- ▪ Dr. Rebecca Meehan, Assistant Professor (TT, Kent) in Health Informatics
- ▪ Dr. David B. Robins, Associate Professor (T, Kent) in User Experience Design
- ▪ David Roll, Assistant Professor (.5, joint appointment with School of Visual Communication and Design) in User Experience Design
- ▪ Dr. Paul Sherman, Assistant Professor (TT, Kent) in User Experience Design
- ▪ Ben Woods, Lecturer (NTT, Kent) in User Experience Design
- ▪ Goodyear Professor (current vacancy; offer extended, waiting for response)

Five faculty members who taught in the MLIS program during the accreditation review timeline (2011-2017) retired. Eight faculty members (five who taught in the MLIS program and three who taught in the non-accredited Master's of Science programs*) resigned and are no longer current faculty. These include:

- ▪ Dr. Denise Bedford, Assistant Professor (TT, Kent), resigned 2015*
- ▪ Michael Bice, Professor (NTT, Kent), retired 2012*
- ▪ Dr. Carolyn Brodie, Professor (T, Kent), retired 2014
- ▪ Dr. Greg Byerly, Associate Professor Emeritus (NTT, Kent), retired 2015
- ▪ Dr. Rosemary Du Mont, Professor (T, Kent), retired 2012
- ▪ Dr. Thomas Froehlich, Professor (T, Kent), retired 2015
- ▪ Dr. Leisa Gibbons, Assistant Professor (TT, Kent), hired 2015, resigned 2017
- ▪ Dr. Karl Fast, Assistant Professor (TT, Kent), resigned 2014*
- ▪ Dr. Jodi Kearns, Assistant Professor (NTT, Kent), resigned 2011
- ▪ Dr. Frank Lambert, Assistant Professor (TT, Kent), resigned 2015
- ▪ Dr. Tomas Lipinski, Director and Professor (director one year, faculty one semester), hired in January 2013, resigned 2014
- ▪ Dr. Daniel Roland, Assistant Professor (TT, Kent), resigned 2015
- ▪ Dr. Donald Wicks, Associate Professor (T, Kent), retired 2015

Appointment to the Graduate Faculty

iSchool full-time faculty members are all qualified for appointment to the Graduate Faculty of Kent State University, as either Associate Members or Full Members. Associate Members may teach graduate courses, serve on Master's committees, direct Master's theses, serve on doctoral committees, and (with department

approval) co-direct doctoral dissertations with a member who is approved to direct doctoral dissertations. Full Members may do all the aforementioned tasks as well as direct doctoral dissertations. During the 2017–2018 academic year, all 23 full-time faculty members were appointed to the Graduate Faculty; 16 are Full Members and seven are Associate Members.

Faculty Overview

Appendix III-A lists all iSchool current full-time faculty members, as well as their rank, program location, number of years as full-time faculty at the iSchool and changes (appointments, promotions, Faculty Professional Improvement Leaves/sabbaticals) that occurred during the 2011-2017 review period. Appendix III-B lists the specialty research and teaching areas for faculty currently teaching in the Master's of Library and Information Science (accredited) program. iSchool faculty members are located at two sites – Kent and Columbus – and there is a concentrated effort to ensure operation as one facility. All faculty members attend and participate as members of the Faculty Advisory Council (FAC) and serve on faculty committees. Sixteen full-time faculty teach in the MLIS program and six full-time faculty teach in the Master's of Science (Health Informatics, Knowledge Management and User Experience Design) programs. Two faculty who primarily teach in the MLIS program also teach in the Master's of Science programs. Additionally, three faculty who primarily teach in the MLIS program also teach in the College of Communication and Information doctoral program.

Sufficient in Number

During the 2017–2018 academic year, the iSchool full-time faculty included four full professors, seven associate professors, eight assistant professors, one senior lecturer, one associate lecturer and two lecturers. MLIS program faculty included three full professors, six associate professors, five assistant professors, one senior lecturer, one associate lecturer and one lecturer. MLIS program faculty included 13 individuals tenured or on a tenure track and four individuals on a non-tenure track.

The ratio of total FTE student enrollment by full-time iSchool faculty in 2017 was 26.7. This moderately low ratio enables all students to have access to full-time faculty members for classes, advising, and practicum supervision. See Standard IV: Students for further analysis of these data.

Figure III-3: Faculty to Student Ratio 2011-2017

Year	FT Faculty	PT Faculty	Students Enrolled (FTE – 8+ Credit Hours)	Ratio of FT Faculty to FTE Students
2011	18	16	599 (454)	25.2
2012	18	24	546 (415)	23.1
2013	18	29	613 (472)	26.2
2014	15	30	628 (487)	27.0
2015	16	31	620 (513)	34.2
2016	16	30	572 (432)	27.0
2017	16	32	540 (427)	26.7

Sufficient in Specialty

There has been growth in the complexion of specialties possessed by iSchool faculty members over the last seven years. The iSchool has recruited a strong complement of scholars for program specializations that we were unable to offer in the past to potential and current students (e.g. museum studies and cultural informatics) while also continuing the strong traditions of the field. These specialties allow continuous support and growth in curriculum areas with a history of strength in the iSchool, such as youth and K-12 school librarianship, public libraries, and organization of information. It also allows growth in new areas needed for the future library and information professionals, including data sciences. The breadth of specialties represented across the current faculty (Appendices III-A and III-B*)* contributes to meeting program objectives.

In addition to the core LIS content areas, iSchool faculty members have developed and expanded a number of specializations. For example, Dr. Gracy has brought rich experience in teaching and research into the expansion of the curriculum in digital preservation and digital curation. Drs. Smith, Zeng, Zhang, Gracy, and Salaba have strengthened a specialization for digital librarianship. Dr. Latham has developed a strong curriculum related to museum studies. Dr. Martens and Dr. Harper have further strengthened the youth services curriculum, expanding it into the Digital Realm, as well as developed and leading study-abroad classes.

Part-Time Faculty

The School is particularly proud of the background and experience of its part-time faculty members. Appendix III-C lists part-time faculty teaching since 2014 with academic degrees, positions and courses taught. Many of these individuals have substantial experience as practitioners and are professionally active. Part-time faculty members are recruited to teach in the areas of their own professional expertise, which also complement the teaching areas of the full-time faculty. Among the specialties of part-time faculty are preservation, archives administration, cataloging, special libraries, history of the book, intellectual freedom, public library administration, youth services, adult services, and rare books. These specialties provide

balance and reinforcement to the program, ensuring that our students receive the outstanding education that has made so many of our graduates' successful professionals.

The commitment and consistency of our part-time faculty are a particular strength of our program. Many of our part-time instructors have been with the program for much of their professional careers. Our part-time faculty members participate in school events, such as careers night and student recognition events, while also providing support to our students through participating in local chapters of professional associations. This strong connection to the program results in their forming close ties with students during their time in the program and after they have graduated. Part-time faculty members provide additional support as students identify internship host sites and seek employment.

Standard III.2

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.**

Appointment and Promotions

Guidelines for Appointment and Promotion: Tenure Track

The School's *Faculty Handbook* (Taskstream), which was updated and approved on September 15, 2015, states the process by which the teaching, research, and services of Tenure-Track Faculty will be assessed, i.e. through effective scholarship, effective teaching, as well as professional and university service.

Scholarship

Scholarship is defined in the handbook as (School's Faculty Handbook, 2015, p. 23, Taskstream):

> *The process of creating and disseminating new research-based knowledge within the field information sciences, and in extensions beyond the traditional boundaries of the field. It also*

involves rethinking current knowledge in order to present new understandings or interpretations of theoretical and practical information.

In accordance with definitions of scholarship adopted by the College of Communication and Information (CCI) (CCI Handbook, 2014, p. 20), the evaluation of an individual's body of scholarly work is guided by the principles of *Quality Scholarship* (School's Handbook, 2015, p. 24, Taskstream):

Evidence of scholarship encompasses multiple types of scholarly productivity and is documented in the School's Faculty Handbook, 2015, pp. 24-25, Taskstream):

Teaching

We define teaching as (School's Faculty Handbook, 2015, p. 28, Taskstream):

> *Activities that promote the development of effective strategies to impart knowledge or skills and effectively communicate information to students. Teaching involves the investigation, planning and examination of pedagogical techniques, dissemination of such information in peer-reviewed contexts (e.g., publications in refereed journals, juried papers or conference presentations, juried proceedings, and/or abstracts), as well as the act and practices of teaching.*

The following statements, based on the College of Communication and Information (CCI Handbook, 2014, p. 21), guide the School of Information assessment of teaching (School's Faculty Handbook, 2015, p. 28). The evaluation of an individual's teaching is guided by the principles of *Quality Teaching* in the faculty handbook (Taskstream).

Evidence of effective teaching encompasses more than course instruction and is documented in the (School's Faculty Handbook, 2015, pp. 28-29, Taskstream).

University and Professional Service

University and Professional Service are defined as (School's Faculty Handbook, 2015, p. 31):

> *Administrative service to the university, professional service to the faculty member's discipline, and the provision of professional expertise to public and private entities beyond the university, serving on national and international organizations.*

The School of Information is guided by the following points (School's Faculty Handbook, 2015, p. 32,

Taskstream): The evaluation of an individual's University and Professional Service is guided by the principles of *Quality Service* as documented in the Faculty Handbook (Taskstream).

Indices in *Service* include but are not limited to (School's Faculty Handbook, 2015, p. 32, Taskstream):

- ▪ Service to the university, college, and school;
- ▪ Participation, leadership and/or election on university, college, and school committees and boards;
- ▪ Presenting or organizing university fora and exhibits;
- ▪ Serving as an advisor to student groups;
- ▪ Service to the professional community and professional associations at international, national, state, and local levels;
- ▪ Active participation or leadership in professional committees and working groups at international, national, state, and local levels;
- ▪ Secured professionally reviewed grants, especially external awards, related to one's service as defined above;
- ▪ Peer review activities for journals, conferences, publication proposals, and funding agencies;
- ▪ Journal or monograph editorial activities;

Presentations related to one's service as defined above.

Appointment and Promotion Outcomes: Tenure Track

Since the previous accreditation visit the following appointments, promotions, and other changes occurred:

Figure III-4: Tenure-Track Faculty Changes Since Previous Accreditation

Appointments	Dr. Albright, New iSchool Director, Fall 2016 Five iSchool faculty members received full-time tenure-track appointments: Drs. Martens (NTT 2012, moved to TT in 2013), Meehan, Hajibayova, Khazraee, and Soyka. Dr. David Robins accepted appointment of VCD Interim Director, Fall 2016.
Promotions	Three iSchool faculty received tenure and were promoted from Assistant to Associate Professor: Drs. Gracy, Latham and Matteson.
Retirements	Five faculty members retired with Professor Emeritus status: Drs. Brodie, Byerly, Dumont, Froehlich, and Wicks.
Resignations	Five iSchool faculty members resigned Drs. Bedford, Fast, Gibbons, Lambert, and Roland. Dr. Lipinski, appointed as Director in January 2013; assumed faculty status in 2014; resigned in 2014.

Guidelines for Appointment and Promotion: Non-Tenure Track

Reappointment and promotion for non-tenure track (NTT) faculty members are granted based on assessment of teaching and service. The assessment process in the 2015 Faculty Handbook (Taskstream) is described as follows:

> *The criteria for assessing the performance of an NTT depends, in part, on the specific responsibilities assigned to the NTT faculty member in the annual appointment letter and in annual workload statements. In general, the primary responsibilities of NTT faculty are instructional; however, when appropriate, an NTT faculty member may be assigned non-instructional duties as part of an annual workload. Such non-instructional duties may include but are not limited to advising responsibilities; committee responsibilities of the school, college, or at the university level; outreach responsibilities, or other duties to meet programmatic needs.*

Indices of instructional performance reflect the School's view of the scholarship of teaching. These indices include more than the instruction of courses and are documented in the Faculty Handbook.

For administrative or other non-instructional duties, the review will be based on the effective and efficient completion of the assigned duties as established in the annual appointment letter and statement of workload.

Appointment and Promotion Outcomes: Non-Tenure Track

Since the last accreditation visit:

Figure III-5: Non-Tenure Track Faculty Changes Since Previous Accreditation

Appointments	Five faculty members received full-time NTT appointments to the School: Drs. Hudak, Sherman, Roll (shared appointment with the VCD), Ben Woods and Kathleen Campana (TT position upon completion doctoral degree).
Promotions	Dr. Belinda Boon was promoted to Associate Professor (2017) Nancy Lensenmayer was promoted from Lecturer to Associate Lecturer (2016) Mary Anne Nichols was promoted to Associate Lecturer (2012) and promoted to Senior Lecturer (2015)
Retirements	Drs. Michael Bice and Greg Byerly retired (in 2012 and 2015, respectively)
Resignations	Dr. Jody Kearns resigned (2011)

Guidelines for Appointment and Promotion: Part-Time

The Director appoints part-time faculty members according to qualifications listed in the Faculty Handbook.

Part-time faculty members must hold the Ph.D. or Master's degree in a relevant field and be active in their field professionally, as evidenced by any of the following:

- a record of recent publications
- a record of successful teaching in the last three years in the specialty area to be covered by the course
- recent service in professional organizations dealing with the specialty area to be covered by the course
- professional experience in the specialty area to be covered by the course

For initial appointment, evidence of successful teaching experience or successful communication skills should be presented. In addition, the director asks faculty in a particular area to help vet a prospective part-time faculty candidate.

Appointment and Promotion Outcomes: Part-Time

Although part-time faculty members do not go through the same processes of appointment and promotion as full-time faculty members, the iSchool considers the quality of the part-time faculty to be imperative. We are particularly proud to note the high retention rates of many of our stellar part-time faculty. We believe their history with our program contributes to the accomplishment of our program objectives. Guidelines for appointing part-time faculty are included on pp. 15-16 of the *Faculty Handbook* (Taskstream). Expectations for teaching performance and professional responsibilities for all faculty, including those part-time, are included in Sections B and C of the *Online Instructor Handbook*, approved by the FAC in July 2017.

Faculty Encouragement & Support

School Encouragement of Innovation in Teaching, Research, and Service

The School offers encouragement and support of faculty efforts in teaching, research, and service in numerous ways.

Mentoring and development of junior faculty

All new tenure-track and non-tenure track faculty members are part of the faculty mentoring program. Each new faculty member is assigned a mentor who supports the junior faculty member as they build their

teaching portfolios, research agendas, and service opportunities. The mentor answers questions, provides advice, encourages the faculty member, and may include the faculty member in projects.

Since 2005, junior faculty members have typically received initial start-up funds through the (now) office of Research and Sponsored Programs (RASP) that support equipment, travel, materials, and other needs in conjunction with their teaching and research.

The School also supports junior faculty development with careful teaching and committee assignments in the first years of their appointment. All faculty members are encouraged to develop a mentoring plan using the recommended program from the Provost's office[31].

Faculty teaching load

The teaching load of full-time tenured and tenure-track faculty is comprised of a 2-2 load. Typically, any newly hired full-time tenure-track faculty member receives one course release in their first year of appointment to help them establish their research and teaching agenda.

Flexible scheduling

Whenever possible, the School offers faculty members flexible scheduling in terms of course delivery length (ten weeks through 15 weeks, totaling the same required contact hours) and mode of delivery (face-to-face, online, or hybrid). For example, a faculty member may choose to schedule a three-credit hour course for the last ten weeks of a particular semester and meet for three hours and 45 minutes per week, while another faculty member may choose to schedule the same course for the entire 15 weeks and meet for two hours and 50 minutes per session. This flexibility enables faculty members to set the schedules and delivery modes that create the best teaching and learning opportunity for students and faculty. Since 2012 school course offerings have been predominantly online.

Opportunities for collaboration

The School values its close relationship with the sister schools in the College of Communication and Information. One of the motivations that led to the formation of the College was the desire to maximize opportunities for cross-disciplinary collaboration. Examples of such collaboration are dual faculty appointments (e.g., School of Visual Communication Design (VCD) and the iSchool) and the cross-

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[31] A copy of the University proposed mentoring plan can be found online at: https://www.kent.edu/sites/default/files/file/Personal_Mentoring_Map.pdf.

disciplinary PhD program. Another example of support for collaboration is the practice of sharing research funds across schools within the college. Specific examples are provided in Standard III.6.

Faculty Professional Improvement Leaves (FPIL)

After promotion to the associate faculty level, faculty members are eligible to apply for a Professional Improvement Leave, which typically is for one semester. This enables faculty to engage in new or continued opportunities in research and teaching. FPILs were granted to the six iSchool faculty members:

Figure III-6: Faculty Professional Improvement Leaves (FPIL)

Academic Term	Faculty Member
Spring 2018	Drs. Latham and Matteson
Spring 2016	Dr. Gracy
Fall 2015	Dr. Zeng
Spring 2015	Dr. Zhang
Spring 2013	Dr. Salaba

Support from instructional designers

An area of critical support the School provides to its faculty is through the one FTE position of an Educational Technology Designer, which is funded through the University's Office of Continuing and Distance Education (OCDE). Lydia Rogouski, the School's Educational Technology Designer, provides outstanding support to all faculty with their educational technology needs by assisting faculty in building, maintaining and developing online courses. OCDE also provides training and instruction for a host of educational technologies, such as synchronous delivery tools, assessment and accessibility (e.g., Quality Matters), as well as online pedagogy and delivery methods.

Support for part-time faculty

Part-time faculty members receive support from various sources, including the Academic Program Coordinator, iSchool staff, and other full-time and part-time faculty members. All teaching materials are routinely shared among faculty members teaching the same courses, while full-time faculty work closely with adjuncts who teach courses in their areas (e.g., Dr. Harper oversees part-time faculty teaching in the School Media program and Dr. Sherman mentors part-time faculty in the User Experience Design program). Both the *iSchool Adjunct Faculty Handbook* (used until 2017, Taskstream) and *Online Instructor Handbook* (used 2017 to present, Taskstream) serve as guides to school policies and procedures as well as best practices for online teaching.

Additionally, the School has developed an Instructor Orientation site using Blackboard Learn to help onboard part-time faculty. The site includes:

- contact information for iSchool staff and program coordinators
- the *Online Instructor Handbook*
- information about educational technology instruction and design services
- the School's syllabus template
- information about grading deadlines as well as submission and coursework deadlines
- information about University resources (e.g. course reserves, Student Accessibility Services)
- a self-paced tutorial for effective online teaching developed by the Office of Continuing and Distance Education (OCDE) that was modified by the School's Educational Technologies, Lydia Rogouski

Plans for academic year 2018-19 include the development of a communications plan to strengthen our relationship with our part-time faculty.

Provision of a Stimulating Learning and Research Environment

The School Provides a Stimulating Learning Environment

The School is able to create a stimulating learning environment by supporting faculty with technology, equipment, and physical space. The School provides faculty members with new computers on a three-year refresh cycle. Additional computers are made available for special projects, such as servers to support research and teaching. Videoconferencing and communication technologies have been upgraded to support online education and communication among students and faculty.

Centers and Laboratories Supporting Teaching, Research and Learning

The result of the support and encouragement the School has provided its faculty can be seen in the unique learning laboratories developed at the iSchool. Currently there are four research labs and one center.

The Reinberger Children's Library Center

The Reinberger Children's Library Center (RCLC) makes the iSchool distinctive among other accredited American Library Association schools and youth library research centers. The RCLC is a non-circulating collection of special collections with more than 40,000 modern and historical children's books, original and

print picture book art, ephemera, such as posters relating to children's book publishing that date back to 1924, children's puppets and more. The RCLC also has video conferencing capabilities, an Interactive Media Lab where a mobile lab of 17 iPads can be used to peruse preselected K-12 apps and a Makerbot 3D printer that can bring picturebook objects to life.

To bring in scholars, the iSchool offers two annual $1,500 research fellowships to encourage scholars from the United States and around the world to use the RCLC resources in their research. In addition to student-related events, such as hands-on cataloging labs and Mock Caldecott workshops, the iSchool hosts the biannual Marantz Picturebook Research Symposium (next one to be held August 2018), which honors Dr. Ken and Sylvia Marantz's lifelong work and dedication to the art of the picturebook.

There are two systems to search the RCLC collections: INFOhio.org through the NCC Online cataloging system: http://sirsi1.nccohio.org/opac/SLIS/RCLC/ or Kent State University's KentLINK catalogue: http://kentlink.kent.edu/.

Notable collections in the Reinberger Children's Library Center include:

- Alma Flor Ada collection, which contain books and materials related to her life's work and research as an award-winning children's book writer, and international advocate on peace as well as professional books for educators.
- 2000+ publisher posters from renowned illustrators, including framed and autographed posters.
- Margaret Alexander Beatrix Potter Collection, a collection of first edition Beatrix Potter books and figurines.
- Rosemary Wells collection of original art, prints and dummies.
- A substantial collection of books by Maurice Sendak, including two original sketches.
- Books and ephemera that belonged to Virginia Hamilton.
- Writer, children's book critic, and educator May Hill Arbuthnot's personal collection of ephemera, professional and historical children's books.
- The Carol G. Davis Pop-Up Collection featuring nearly 700 pop-ups and movable books which are catalogued and shelved by paper engineer.
- A nearly complete set of Caldecott winners and Caldecott honor books.
- A complete collection of Newbery books from 1922 to present.
- Buckeye Children's Book Award Collection and Archives (a "Children's Choice" Award).
- Original art by artists Kristin Blackwood, Cece Bell, Tomie dePaola, Mordicai Gerstein, Laura Huliska-Beith, Lois Lenski, David Macaulay, Yuyi Morales, Cynthia Rylant, Will Hillenbrand and others.

- A realia collection of toys, models, dioramas, games, manipulatives.
- An extensive puppet collection including Punch and Judy (circa 1876).
- The Marantz historical coloring book and button collection from 1970s to present.
- A special local collection of Ohio children's book authors.
- 900+ folklore books donated by the Cuyahoga County Library and the Dayton Metropolitan Library.
- The Historical Children's Book Collection (HCBC) from Dayton Metropolitan Library[32].

MuseLab

In Fall 2013, the Kent State University's (then) School of Library and Information Science officially opened the MuseLab. This is an experimental space developed in conjunction within the new MLIS specialization in museum studies. The means and genesis to build the lab were provided by a grant from the Reinberger Foundation which is a local foundation that supports education, human service, and the arts (Reinberger Foundation, 2017). The MuseLab is a place for collaboration and creativity around museal issues and inquiries. This space can be used by students, faculty, and practitioners to conduct research, try out exhibit ideas and programs, conduct course projects, teach workshops, as well as generally educate and entertain the local community. Since the second half of 2013, the lab has featured 13 exhibitions developed by Museum Studies students, volunteers, Culminating Experience students, staff, faculty, and outside research partners and museums.

Installations can vary from quick prototyping projects to more traditional gallery exhibitions. The MuseLab is built around Design Thinking principles of observation, collaboration, fast learning, visualization of ideas and prototyping; it is a methodology for innovation and enablement. MuseLab is open to faculty, students, organizations and community groups interested in conducting research, prototyping, staging an exhibit or hosting a workshop or program related to the lab's mission (https://www.kent.edu/iSchool/muselab).

Specific examples of MuseLab activities include:

- Fashion School Partnerships: the School has worked with The Fashion School at Kent State University on several projects, including an exhibition of the work produced by student innovators at the Fashion Tech Hackathon. This "backwards exhibit" was developed with University

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[32] HCBC is a large-scale collection of more than 7,000 volumes, which also includes hundreds of ephemera, posters and magazines related to the study of children's books

Innovation Fellows and resulted in a guest-curated exhibit that explored the meaning of glass in museum exhibits.

▪ Beauty of Data: originally developed as an exhibit, which was crowd-sourced through the submissions of researchers across campus who submitted their Beautiful Data in a multitude of forms. Nine departments across campus were involved.

▪ Mona Lisa X4: for this exhibit, a research project was conducted with Smithsonian and Duquesne University researchers to build an exhibit to test a visitor experience theory. The exhibit was developed by Master's students in the School's Museum Studies program who collaborated with the researchers. Culminating Experience graduate students built the exhibition, while undergraduate students took surveys and experienced the exhibit, allowing the researchers to collect data to test the theory. The resulting study was submitted to a peer-reviewed journal as a journal article.

▪ What's Real? Investigating Multi-modality: this co-creation exhibit was developed by two Schools in the College of Communication and Information. It included students from three courses, and three professors from the Schools of Library and Information Science and Visual Communication Design.

▪ Crash Exhibits: the concept of Crash Exhibits was developed to "untrain" museum professionals, helping to re-energize creative thinking around museum work.

▪ The Document Academy Instantiation: this "pop-up" exhibit was featured in an academic conference and invited participants to send or bring "documents" that represented their talks, which were then included in a fast-built, short-duration exhibit during the conference.

▪ Course integration: exhibition praxis was integrated into two courses that span two semesters and multiple graduate students, both online and in-person.

▪ themuselab.org Blog: in 2016, the MuseLab began a blog site where students and faculty "collect" their efforts in one place, host a blog about museum studies, and provide a centralized online space for museal activities.

Data Science Research Lab

The Data Science Research Lab facilitates computational research on Digital Collectives in the School. This research lab focuses on social interactions that are supported by mediating digital technologies. More specifically, faculty and students investigate how people can engage in collective action using digital technologies. This collective action can include the creation of knowledge, political engagement, civic engagement in smart cities, or organizing massive digital asset collections. Examples of research inquiries at the lab include studying how large multidisciplinary research groups use digital technologies to pursue their collective research goals as well as how groups use social media and online communities for civic engagement and social change. The broader goal of this lab is to work as a hub to synergize collaboration

across the School, College and University around computational social science. The Data Science Research Lab was founded in Fall 2016 with support from the School and College. The computational infrastructure of the lab includes a hybrid cloud computing platform (100 CPU Core, 512 GB RAM, 30 TB of storage) with the capability of extending to Amazon's public cloud. In August 2017, the School received a National Leadership Grant from IMLS ($458,319) for the Library Knowledge Extensions (KNEXT): Data Analytics to Support Innovation Communities project which is an ongoing project utilizing the Data Science Research Lab resources.

Search interaction Lab

The Lab was established by Dr. Catherine Smith using her start-up funding when she joined the School. She has used the lab to complete four major research projects since 2011. The lab uses eye-tracking, semantic priming, and behavioral measures to investigate factors that affect the success and experience of users with different domain expertise, search skills for retrieval systems of different types. A study of query formulation and semantic priming was published in the *Journal of the Association for Information Science and Technology*. More recently, the study of query suggestion and search performance investigated user assistance in retrieval systems and how visual attention and typing skills affect searchers' use of those features. Another major project investigated how domain-independent search expertise is developed during formal education in library and information science. Lastly, the lab investigated methodological questions on privacy, trust, and research participation for search studies that use detailed search logs.

The lab strives to include undergraduate and graduate students in all aspects of research, including planning, data collection, analysis, and publication. Two Masters' theses have been completed by students in the lab. The lab has been supported by a research grant from Google, as well as internal funding from the iSchool and College of Communication and Information.

Usability Lab[33]

The School houses a Usability Lab using state-of-the-art technologies — including eye tracking, multiple camera views and detailed analysis software — to assess user behavior and interaction with software tools and web interfaces. The resulting data is used to guide or improve design and user experience using various products. The lab is used for teaching as well as research and supports the School's User Experience Design program and faculty research projects, including those of Drs. Robins, Smith, Salaba, and Zhang.

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[33] Source: https://www.kent.edu/iSchool/research-centers-facilities

With the completion of the construction in this lab, an observation room will support the research of the youth services faculty.

The Center for the Study of Information and Religion (CSIR)

The CSIR functioned from 2009 to 2016. It was founded with the goal of facilitating research on the various institutions and agents of religion and their effect on social knowledge through the use, dissemination and diffusion of information. The Center closed in 2016 after the supervising faculty members retired (Dr. Don Wicks) and resigned (Dr. Dan Roland).

Standard III.3

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

The iSchool at Kent State recognizes and values diversity and works to recruit and retain faculty from diverse backgrounds. For example, interviews for two full-time faculty positions in 2015 and the Goodyear Chair for Knowledge Management position in 2018 included ethnically and socially diverse candidates; the School also invited a faculty member of color working in Youth Services to campus as part of the University's Strategic Hiring Initiative in 2016. Open faculty and staff positions are also posted in publications included in the University's Diversity Advertising Database[34].

Policies

Several sets of policies impact the School's awareness of, agreement with, and adherence to stated goals within the areas of diversity, equal opportunity, and affirmative action, so as to inform the School's diversity policies and planning, including faculty recruitment and retention. These include:

- State of Ohio Department of Administrative Services. Equal Employment Opportunity and Affirmative Action (AA/EEO)[35]

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[34] https://www.kent.edu/hr/advertising-database

[35] http://das.ohio.gov/Divisions/EqualOpportunity/AffirmativeActionEqualEmploymentOpportunity/tabid/178/Default.aspx

- Kent State University Office of Compliance, Equal Opportunity and Affirmative Action; Affirmative Action Plan[36]
- Kent State University Office of Compliance, Equal Opportunity and Affirmative Action; Affirmative Action Policies[37]
- Kent State University Division of Diversity, Equity, and Inclusion. Equity Action Plan[38]

Diversity Statements

In addition to the above policies, the School adheres to diversity statements developed by the University and College.

Kent State University Division of Diversity, Equity, and Inclusion

Figure III-7: Kent State University Division of Diversity, Equity, and Inclusion

Mission	The Division of Diversity, Equity and Inclusion will lead Kent State community's efforts to increase diverse representation, create and sustain equality of opportunity and intentionally foster an inclusive and equitable environment.
Vision	We envision a Kent State that empowers individuals, expands opportunities and meaningfully honors all voices
Purpose	To cultivate a safe, diverse community and harness its power for change.
Strategic Priorities	**Enhance Climate** – To ensure a climate where all students, faculty and staff can thrive, survive and flourish. **Cultivate Equity** – Cultivate attitudes, systems and structures that promote equitable decisions and practices. **Promote Inclusion** – Engage all members in building an inclusive community where everyone knows that they are valued.

College of Communication and Information (CCI)

Figure III-8: College of Communication and Information (CCI) Diversity Statement

College of Communication and Information (CCI) Diversity Statement	*The goal of the College of Communication and Information (CCI) is to promote and facilitate the teaching, study and criticism of the principles and practices of communication and information, as defined by the four Schools that comprise the college. The faculty and staff of CCI understand that diversity enriches the understanding, analysis, and use of communication and information. Further, the faculty acknowledges that communication and information can be understood and effectively practiced only to the extent that ideas from all spokespersons and perspectives are voiced and valued. Scholarship and learning within CCI demands an appreciation of diversity within and among cultures. CCI commits itself to becoming an academic unit in which all persons may fully participate.*

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[36] https://www.kent.edu/hr/affirmative-action-plan

[37] https://www.kent.edu/hr/affirmative-action-policies

[38] https://www.kent.edu/diversity/equity-action-plan

School of Information

In 2017 the School developed a statement of diversity and inclusion as part of a college-wide initiative. This statement is included in all School course syllabi (see Figure 1.3).

Hiring Initiatives

The School takes the following steps to address diversity goals related to faculty members. In all hiring searches, the School supports and follows guidelines and requirements of the Kent State University Office of Compliance, Equal Opportunity and Affirmative Action (https://www.kent.edu/hr/compliance-eoaa) as well as the Kent State University Division of Human Resources (https://www.kent.edu/hr).

Guidelines and resources consulted in hiring searches include the following:

- Recruiting and Hiring Strategies Tools: https://www.kent.edu/hr/management/recruitinghiring-tools
- Affirmative Action Policies: https://www.kent.edu/hr/affirmative-action-policies
- Search Committee Training: https://www.kent.edu/hr/management/search-committee-training
- Diversity Training[39], particularly as it relates to supporting faculty and staff involvement in community activities, whose goal may also relate to recruiting

Through these and other approaches as specified in the School's handbook, school goals and actions in support of affirmative action and diversity are in full compliance with equal opportunity, affirmative action and diversity policies as well as goals at the School, College and University levels.

The School assesses its progress toward achieving diversity and affirmative action goals in a number of ways, including data collection, meetings, and scholarly activities. The following list of examples highlights these efforts:

- Collecting and reviewing data from faculty searches, hires, and employment records, which are maintained in accordance with University records retention policies. All faculty recruitment records are submitted to the University's Human Resources Department at the conclusion of the search.
- Recording and tracking meetings, events, and other outreach documenting inclusion[40].

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[39] https://www.kent.edu/diversity/training

[40] See the University's Records Retention Schedule at https://www.kent.edu/generalcounsel/record-retention-schedule

Faculty Advisory Committee (FAC) Meetings and Retreats

Discussions on diversity and affirmative action occur at FAC meetings and semi-annual retreats as appropriate. On some occasions, diversity issues are discussed more broadly when university diversity planning is discussed at the school level. For example, one iSchool faculty (Dr. Boon) and one staff member (North Lilly) serve on the College of Communication and Information (CCI) Diversity Team Advisory Board, which assists in the development and implementation of diversity initiatives in the college. Initiatives implemented in 2017-2018 include developing diversity training for faculty and staff within the College.

Search Committee Meetings

As part of the search process, faculty and staff members regularly discuss search guidelines, affirmative action goals, diversity initiatives, and other directives coming from the Kent State University Office of Compliance, Equal Opportunity and Affirmative Action as well as the Office of Diversity, Equity, and Inclusion. All search committee members, as well as hiring managers, are required to go through affirmative action and diversity training through the University's Human Resources Department.

External Recognition

For 33 years, the iSchool has hosted the Virginia Hamilton Conference, the longest-running event in the United States to focus exclusively on multicultural literature for children and youth. The Conference helps to make faculty members across the university aware of why it is important to embrace diversity.

Fellowships

Since 2015, the Kenneth and Sylvia Marantz Fellowship for Picturebook Research has been awarded to university faculty from New Zealand, Brazil and England, as well as a noted diversity scholar from the University of Illinois at Urbana-Champaign.

Diversity Training and Professional Development

Since 2013, the School's Online Education Committee has worked with University offices such as Student Accessibility Services to provide diversity training opportunities for faculty and staff. These include brown-bag events and guest speakers representing Student Accessibility Services and Quality Matters online course certification.

Faculty members also voluntarily participate in a wide variety of diversity trainings, workshops, webinars, and courses offered through Kent State University as well as other institutions. Since 2012, 50% of full-time faculty members have received certificates and badges of completion for the following diversity training activities:

- Beyond Compliance: Cultural Competency
- Building Accessibility into Online Courses
- Cultural Competence for Library Leaders
- Culturally Sensitive Psychosocial Research
- Safe Space Ally Training

Diversity within the School of Information

The School, fully complies with the policies named above and strives to develop a diverse faculty. Currently, 34% of the full-time faculty members are from countries other than the United States, including Azerbaijan, China, Denmark, Greece, and Iran. Another diversity factor is faculty educational background, which is discussed in more detail in Standard III.6. Although the School previously maintained a positive gender balance of 15 female and eight male full-time faculty members, attrition and new hires made since 2015 have resulted in a current ratio of 18 female and four male full-time faculty members.

We look for every opportunity to bring diversity into the School and the classroom. One way in which this is achieved is through inviting outstanding diverse guest speakers to many of our classes. These guests and field experts bring a diverse point of view to the topics covered in the program, representing a variety of information institutions such as the National Network of Libraries of Medicine, the State Library of Ohio, the Ohio Department of Rehabilitation and Correction, well known multicultural authors (e.g. Alma Flor Ada and Angela Johnson), as well as many academic, public, and school libraries across the state.

Other ways we work to bring diversity into the program are through faculty connections with international library professionals and organizations. These relationships are described in more detail in Standard III.4.

Standard III.4

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.

Competence in Teaching Areas

As described in detail in Standard III.1, faculty members in the iSchool have a broad range of teaching areas and through educational preparation, research experience, as well as professional experience are highly competent to teach in the areas to which they are assigned. Further discussion about faculty assignments can be found in Standard III.7. Student evaluation data also indicate that students perceive the faculty to be knowledgeable in their teaching areas with an aggregated average score of 4.54 out of five for the period of evaluation as reported in the teaching effectiveness section below with source materials provided on-site.

Technological Skills and Knowledge

iSchool faculty members continuously develop an awareness of and proficiency in the use of technology to support teaching. Faculty work closely with the instructional designers and educational technology specialists in the Office of Continuing and Distance Education (OCDE) with designing, building, and teaching courses; faculty also participate in many of the workshops and training sessions offered by OCDE. In addition to skill support provided from within the university, iSchool faculty also stay current with teaching technology through attending conference sessions focused on technology and teaching at such conferences as ASIST and ALISE: see Standard III-10 for specific examples of related activities that aim at improving teaching. The iSchool has been a pioneer and leader on campus in the area of online teaching and the faculty are often among the first on campus to incorporate new teaching technologies in their courses.

The iSchool Online Education Committee welcomed dedicated workshops, speakers, and Brown Bags for online teaching and learning, addressed creating an online template for the School, created a unique form for peer review of online teaching, worked on original research related to online learning, as well as provided training and resources for FT and PT faculty. The iSchool is one of the first schools to have embraced Quality Matters (QM); the online courses offered by the iSchool's various programs were designed with QM in mind.

Teaching Effectiveness

One measure of faculty teaching effectiveness comes from the Student Survey of Instruction. This is the course evaluation instrument given to all students at the end of the semester. Figure III-9 below provides the mean scores of selected instrument item responses for all classes across the school.

Figure III-9: Teaching Effectiveness

Teaching Effectiveness: Aggregated Items from the Student Survey of Instruction by Academic Year							
Item	**16-17**	**15-16**	**14-15**	**13-14**	**12-13**	**2012**	**Overall**
I learned valuable information/skills from this course.	4.36	4.34	4.36	4.38	4.38	4.49	**4.39**
The structure/organization of the course helped me learn.	4.11	4.09	4.08	4.13	4.14	4.21	**4.13**
The assignments and tests allowed me to demonstrate what I learned.	4.27	4.26	4.23	4.31	4.27	4.325	**4.28**
The instructor motivated me to think about the subject.	4.29	4.22	4.20	4.27	4.24	4.39	**4.27**
The instructor demonstrated knowledge of the subject matter.	4.52	4.49	4.46	4.56	4.54	4.65	**4.54**
Overall, how would you rate your learning experience in this course?	3.96	3.94	3.92	4.02	4.01	4.15	**4.00**

Note:
- Data reported by academic year starting from Fall, including all three semesters: Fall, Spring, and Summer. The only exception is year 2012 that includes Spring and Summer only.
- The norm scores provided in this figure are the average score (out of a maximum of 5) for a particular evaluation item based on the data obtained from all courses taught in a given semester for the entire department. Data obtained from the KSU Student Survey of Instruction for the given semesters within the academic years included.

In combination, student responses to these items can be used as an indirect measure of the effectiveness of iSchool faculty teaching. These scores show that the combined average of student responses strongly agreed or agreed that:

- they learned valuable information/skills from our courses
- the structure/organization of the course helped them learn
- the assignments and tests allowed them to demonstrate what they learned
- the instructor motivated them to think about the subject
- the instructor demonstrated knowledge of the subject matter

The data also show that for these semesters, the average aggregated student response was that their learning experience was good to excellent.

In addition to positive teaching evaluations from our students, iSchool faculty members have received individual recognition for their excellence in teaching. Dr. Boon, Prof. Lensenmayer, Dr. Matteson, Dr. Martens and Dr. Roll have received one or more Faculty Recognition Awards during the period of evaluation. These awards are based on student nominations of faculty who have "made a difference in their lives." In 2012, Prof. Nichols received the Outstanding Teaching Award and in 2013 Dr. Zeng received the Distinguished Teaching Award, both from the College of Communication and Information.

Teaching is a collaborative activity in the iSchool. From 2015-17, the school reviewed and substantially re-designed the core curriculum. This work was carried out by small groups of faculty members resulting in teams of instructors for each class in the core curriculum. Working so closely in course design and delivery, faculty improve their teaching effectiveness through consistently consulting about course materials such as activities and assignments as well as through shared lectures. Further, classes taught by tenure-track and non-tenure track full-time faculty are also reviewed by senior colleagues once per academic year to evaluate the teaching effectiveness of individual faculty. See Standard III.8 for a description of this process and the instrument used to evaluate teaching.

Active Participation in Organizations

The iSchool faculty are active, engaged members of many associations in LIS and related disciplines. Some of the major national and international organizations faculty are members of include the American Library Association (ALA); Association of College and Research Libraries (ACRL); Public Library Association (PLA); International Federation of Library Associations and Institutions (IFLA); International Society for Knowledge Organization (ISKO); The Document Academy; The American Society for Information Science and Technology (ASIS&T); Academy of Management (AOM); Special Libraries Association (SLA); Association for Library and Information Science Education (ALISE); Association for Library Service to Children (ALSC); Society for the History of Authorship, Reading, and Publishing (SHARP); and Young Adult Library Services Association (YALSA).

Among the many professional activities in which faculty members have been involved, the following are some recent examples representing the breadth of interest and active participation of iSchool faculty in state, national, and international professional organizations:

- Dr. Albright is Co-Chair of the IFLA Standing Committee on Education & Training (2017-2020) and served on the ASIS&T President's Committee (2017).
- Prof. Campana serves on the ALSC Research Agenda Task Force (2017-2018).
- Dr. Hajibayova was the ASIS&T SIG/CR Chair-Elect for 2016-2017, and Chair for 2017-2018.
- Dr. Harper serves on the IFLA Standing Committee on Literacy and Reading.
- Dr. Khazraee is a member of the Leadership Team of the Consortium of Sciences of Sociotechnical Systems (CSST); Chair of the ASIS&T SIG-SI (Social Informatics) for 2017; and ASIS&T Chair-Elect for the SIG-IEP (Information, Ethics, and Policy).
- Dr. Latham is a board member of the International Council for the Training of Museum Professionals (ICTOP-ICOM), 2016-present.
- Dr. Martens is the Association for Library Service to Children's (ALSC) Representative to the IFLA Standing Committee: Section on Libraries for Children and Young Adults, 2017-2021.
- Dr. Matteson served on the Academic Library Association of Ohio (ALAO) Board, 2015-2017.
- Prof Nichols serves on the YALSA Midwinter Paper Presentation Planning Committee (2017-2018).
- Dr. Salaba is a member of the IFLA, Subject Analysis and Access Standing Committee, Member, 2017-present and the Functional Requirements for Bibliographic Records Review Group (FRBR-RG), 2014-present.
- Dr. Soyka serves on the Editorial Board of American Archivist, of the Society of American Archivists (SAA) and is incoming Co-Chair of the SAA Research Forum.
- Dr. Zeng serves on the Executive Board of International Society for Knowledge Organization (ISKO), 2016-2020, 2008-2012; Association of Information Science & Technology (ASIS&T), Directors-at-Large, 2010-2013; the Dublin Core Metadata Initiative (DCMI) Advisory Board Chair 2013-2014.

Such professional activities increase the iSchool faculty teaching effectiveness by building networks with other experts and helping faculty keep current with issues relevant to our teaching areas (See CVs for complete details).

Standard III.5

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.

Publications, Research and Presentations

The iSchool faculty continue to generate meaningful, high quality research that contributes to knowledge building as well as professional growth and development. Scholarship is strongly valued and supported at Kent State which is reflected through faculty scholarly productivity. Figures III-10 and III-11 show faculty publications and presentations during the period of review.

Figure III-10: Full-Time Faculty Publications: 2011-2017

Year	Authored Books	Chapters	Refereed Journal Articles	Refereed Conference Papers	Edited books	Other*
2011	2		2		1	8
2012	2	5	12	2		5
2013	1		17	1		8
2014	1		21	5		11
2015		1	23	4	1	8
2016	3	4	19	8		18
2017		7	22	8	3	12
Accepted		3	7	1		
Total	**9**	**20**	**123**	**29**	**5**	**70**

*The counts are based on faculty reported data as of the end of November 2017 with duplicate co-authored entries by multiple iSchool faculty removed.

** Includes encyclopedia entries, workshop papers, book reviews, reports, columns, blogs, and other types of written publications

As the table shows, iSchool faculty produce a significant quantity of scholarship across both traditional and new modes of scholarly communication. This productivity is facilitated through efforts to develop a culture of research at the iSchool. For example, faculty workloads are monitored to ensure sufficient time for faculty research and writing. Service expectations of tenure-track faculty are reduced to enable ample time for developing a research agenda. Faculty have formed informal writing groups to support the scholarly enterprise and full-time faculty regularly hold informal, lunchtime meetings. The iSchool Research Brown Bag gatherings are a friendly forum to share research projects, seek feedback, and practice conference presentations. See Standard III.10 for examples of brown bag topics and how such a forum has been used to promote and improve research productivity and teaching quality.

Faculty members have received wide recognition for their scholarship. Dr. Zeng's book *Metadata* was chosen as an Outstanding Title by *CHOICE* in 2017. Dr. Zhang received the prestigious Bohdan S. Wynar Research Paper Competition Award from ALISE in 2017. Dr. Gibbons was awarded the Australian Council of Professors and Heads of School in Information Systems (ACPHIS) PhD Medal for her doctoral thesis. Dr. Latham received a Fulbright Scholarship in 2017 as did Dr. Zeng in 2015. Dr. Khazraee was selected as a Fellow at the Berkman-Klein Center for Internet & Society at Harvard University for 2017-18. Dr. Martens was a Research Fellow at the Ezra Jack Keats/Janina Domaska de Grummond Children's Literature Collection in 2014, the 2017-2020 Research Fellow at The Centre for the Study of Journalism, Culture and Community at Bournemouth University, UK; and a Research Fellow at the School of Information Sciences, The iSchool at Illinois for 2017-19. Dr. Salaba was a visiting scholar at the University of Washington iSchool, 2017.

In addition to contributing original research and creative activity through authorship, iSchool faculty are also active in other aspects of scholarly communication. Faculty currently hold positions on the editorial boards of publications including: *Advances in Library Administration and Organization*, *American Archivist*, *Education for Information*, *Information Processing & Management*, *Journal of Chinese Library Science*, *Journal of Data and Information Science*, *Journal of Data Analytics and Knowledge Discovery*, *Journal of the Korean Society for Library and Information Science*, *Libri*, and *Preservation, Digital Technology and Culture*.

Faculty serve as reviewers for such journals as:

- *ACM Transactions on Information Systems*
- *Archival Science*
- *Canadian Journal of Information and Library Science*
- *Children & Libraries: The Journal of the Association for Library Service to Children*
- *Classification and Cataloging Quarterly*
- *College & Research Libraries*
- *Communication and the Public Journal*
- *Convergence: The International Journal of Research into New Media Technologies*
- *IEEE Communication Standards Journal*
- *Information Processing & Management*
- *Information, Communication & Society Journal*
- *International Information and Library Review*
- *International Journal of Information Management*
- *International Journal of Library and Informational Science*

- *International Journal of Metadata, Semantics and Ontologies*
- *International Journal on Digital Libraries*
- *Internet Research*
- *Journal of Biomedical Informatics*
- *Journal of Documentation*
- *Journal of Education for Library and Information Science*
- *Journal of Healthcare Information Management*
- *Journal of Information Science*
- *Journal of Librarianship and Information Science*
- *Journal of Library and Information Studies*
- *Journal of Library Metadata*
- *Journal of Public Health*
- *Journal of Religious and Theological Information*
- *Journal of the Association for Information Science and Technology (JASIST)*
- *Journal of Web Semantics*
- *Journal on Computing and Cultural Heritage*
- *Knowledge Organization*
- *Library and Information Science Research*
- *Library Collections, Acquisitions, and Technical Services*
- *LIBRI: International Journal of Libraries and Information Studies*
- *Literary and Linguistic Computing*
- *Museum and Society*
- *Museum Management & Curatorship*
- *New Media & Society*
- *Records Management Journal*
- *School Libraries Worldwide*
- *Scientometrics*
- *The American Archivist*
- *The Electronic Library*

Faculty members are also active at academic and professional conferences. From 2011-2017, they participated in many conference presentations, panel sessions as well as poster sessions at national and international conferences (Figure III-11). Nine faculty members were invited to give keynote talks at a range of meetings and conferences in LIS both nationally and outside the United States.

Figure III-11: Full-Time Faculty Presentations 2011-2017

Year	Keynote	Paper Presentations	Panels	Posters	Workshops	Other**
2011	1	6	3	1	3	5
2012	1	25	3	3	1	22
2013		25	7	13	2	25
2014	3	36	8	12	6	27
2015	5	20	12	7	5	38
2016	6	20	6	14	11	56
2017	3	30	5	9	12	29
Accepted		3	1	5		
Total	**20**	**165**	**45**	**64**	**40**	**202**

*The counts are based on faculty reported data as of the end of November 2017.

**Other presentations include: Roundtables, Lightning or Short Talks, Guest Lectures, and other presentations

Faculty are also engaged in planning state, national, and international conferences. iSchool faculty have served as organizers and on program and session planning committees for conferences including: the ALISE Conference and Academy, the Archival Education and Research Institute, the ACM SIG CHI, Document Academy, World Information Architecture Day 2016, the Conference on Human Information Interaction and Retrieval (CHIIR), the iConference, the IFLA World Library and Information Congress 2016, the Marantz Picturebook Research Symposium, the Ohio Educational Library Media Association, and the Virginia Hamilton Conference.

Success in Receiving Grants

From 2011-2017, seven faculty members obtained external grants exceeding $1 million from IMLS, The Slovenian Research Foundation, The Reinberger Foundation, Quality Matters, Stanford Archaeology Center, The Islamic Manuscript Association, and the Center for Global Communication Studies (Appendix III-D). Examples include an IMLS award of $219,386 to Drs. Zeng and Gracy for the Metadata Vocabulary Junction Project, connecting metadata resources in linked open data; an award of $180,000 from the Reinberger Center to Drs. Latham, Byerly, and Brodie for the Museology Lab; and more recently, a $458,319 award from IMLS to Dr. Khazraee for the KNEXT Project.

Standard III.6

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.

Diversity in Educational Backgrounds

Faculty members hold PhD, Master's, and Certificates of Advanced Study (CAS) degrees from a wide variety of academic institutions (Figure III-12). Although most of the PhD degrees held by faculty are in Library and Information Science, other doctorate degrees include Communications, Urban Education Administration, Higher Education Administration, Social & Personality Psychology, Medical Sociology/Gerontology, as well as Curriculum & Instruction. In addition to Master's degrees and Certificates of Advanced Study in Library and Information Science, faculty members also hold degrees in a variety of non-LIS disciplines. These include degrees in Cognitive Science, Film & Television (Critical Studies), Counseling Psychology, Sociology, Electromechanical Engineering, Historical Administration & Museum Studies, Business, Architecture & Urban Design, Visual Communication Design, as well as Information Architecture & Knowledge Management.

Figure III-12: Faculty Educational Background

Faculty Educational Background	
Faculty PhD granting institution	**Faculty LIS Master's and CAS granting institution**
Case Western Reserve University	Azerbaijan Civil Engineering Institute
Cleveland State University	Case Western Reserve University
Drexel University	Cleveland State University
Emporia State University	Florida State University
Florida State University	Indiana University
Kent State University	Kent State University
Indiana University Bloomington	Rutgers University
Rutgers University	Simmons College
University of California-Los Angeles	St. John's University
University of Illinois at Urbana-Champaign	University of California-Los Angeles
University of Maryland	University of Kansas
University of North Texas	University of Michigan
University of Pittsburgh	University of North Carolina-Chapel Hill
University of Tennessee	University of North Texas
University of Texas at Austin	University of Tehran
University of Washington	University of Tennessee
University of Wisconsin-Madison	University of Texas at Austin
	Wuhan University (China)

Appendix III-E provides a complete list of the educational background of all current iSchool full-time faculty members.

Ability to Conduct Research

As detailed in Standard III.5, faculty members are highly effective in conducting research and disseminating the results as demonstrated through a sustained record of scholarly publications and presentations.

Specialized Knowledge in Program Content

The faculty's educational background and experience in both academic and non-academic sectors create a specialized knowledge that positively impacts the iSchool program (see Standard III.1 for discussion). The School's faculty expertise also has been recognized from elsewhere within the University. For example, Drs. Boon and Robins were invited to record modules in an online teaching course for university faculty developed by the Office of Distance and Continuing Education in 2013, while Dr. Martens was selected as a TEDx presenter for Kent State University in 2017.

Skill in Academic Planning and Assessment

Faculty develop skill in planning and assessment through formal participation on university and school based assessment committees, professional development opportunities and through active engagement in review of their teaching and the peer review of other faculty and informally through ongoing discussion and review of ISchool activities during committee work.

The University-wide assessment and accreditation committee (ACAA) has representatives from units across the university including governing bodies such as Faculty Senate. The CCI faculty representatives to the ACAA during the accreditation time period have all been ISchool faculty. Additionally, some ISchool faculty have also represented the governing body of Faculty Senate on the ACAA.

During the review period, a College-wide initiative to add learning outcomes to all courses was implemented. The iSchool curriculum committee was the oversight committee for this initiative at the iSchool and all full and part-time faculty were engaged in developing learning outcomes. During FAC meetings, information was presented on developing learning outcomes and how to write outcomes. At the time of this initiative (2012), 139 iSchool courses were reviewed and learning outcomes were developed. Learning outcomes were added to all syllabi and a syllabi template was created to ensure essential and consistent assessment information was included on syllabi. Review of this initiative and activity included discussion at FAC committee meetings.

Additionally, during summer 2012, part-time faculty participated in an iSchool professional development meeting designed to assist them with online teaching. One of the presentations titled: *Planning your course from syllabus to assessment* addressed the connection of learning objectives to student learning outcomes and the design of course assessments. This presentation was created as a sequel to the previous year's professional development that focused on the *Design of a learner-centered syllabus*.

All of the resources created for both of these professional development presentations were made available to full-time faculty as well.
All tenure track faculty are encouraged to seek peer review of their teaching by senior faculty members. Assessment is formally evaluated as part of the peer review process. Tenure track faculty are encouraged to seek multiple peer reviews on all of the courses they teach and to rotate the peer reviews from senior faculty in order to have all courses evaluated by different faculty peers.

The iSchool Accreditation and Assessment committee actively engaged multiple standing committees in its work. Relevant survey and assessment data was routinely disseminated for analysis and feedback to the

respective committees in order to assist the standing committees with developing goals and prioritizing committee work. The new systematic planning committee continues this process and practice.

Relevant Experience

Our faculty members bring years of professional experience to their teaching and research. Many of our current full-time faculty members have extensive professional experience including but not limited to practitioners and administrators within the library/information field prior to joining the faculty. Full-time faculty bios are available on site[41]. Our part-time faculty members have substantial experience as practitioners and bring that relevant expertise to their classroom teaching (Appendix III-C).

Interaction with Faculty Members of Other Disciplines and Institutions

The School also encourages participation with other disciplines. This is evidenced by the School's strong support of the Health Informatics (HI), Knowledge Management (KM), and User Experience Design (UXD) programs, by faculty members who co-author books and grants with faculty members from other disciplines, as well as by the interdisciplinary interactions of iSchool faculty in the area of enhanced teaching methodologies (e.g., the University's Teaching Scholars Program for junior faculty). Faculty members have been asked to serve on the Master's thesis and doctoral dissertation committees of other school departments at Kent State University and universities across the United States and in other countries. They also served as external research project reviewers for national-level programs in other countries.

Below are just a few recent examples of such interdisciplinary collaborations:

- ▪ Dr. Khazraee collaborated with faculty at KSU's department of Computer Science to submit two NSF proposals as well as with a Business Librarian to successfully apply and receive a highly competitive IMLS grant.
- ▪ Drs. Khazraee and Meehan collaborated with faculty members from Communication Studies (Egbert) and VCD (Katila) to develop the STREAM (Smart Translation Enabling and Aiding Multi-cultural populations) project to help non-English speakers, typically refugees or newcomers to the region, seek medical care.
- ▪ Dr. Latham created the What's Real exhibit with Jessica Barness and David Middleton in VCD and multiple MuseLab exhibits with Fashion School at Kent State University.

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[41] Curriculum vitaes for full- and part-time faculty are available upon request.

- Dr. Martens collaborated with Gretchen Rinnert and Aoife Mooney from VCD for CCI Seed Grant to create an animated alphabet app. The collaboration has resulted in articles, posters, a book chapter, and conference presentations.
- Drs. Zeng and Zhang collaborated with a group of faculty across campus to receive funding through a university postdoctoral program to hire the first post-doc fellow in the College. The interdisciplinary project team of researchers collaborated with researchers, inventors, and administrators from the Liquid Crystal Institute (LCI) at Kent State University (KSU) to conduct an in-depth case study of the 50 years of innovation history at the renowned institute. The team has submitted one NEH proposal and two NSF proposals.

iSchool faculty also collaborate with scholars and practitioners state-wide, nationally, and internationally. Below are a few recent examples:

- Professor Campana has been conducting storytime assessment research with researchers at University of Washington, Project LOCAL – an IMLS grant with researchers at University of Washington – as well as storytime research with researchers at University of Kentucky.
- Dr. Gracy has collaborated with Suzanne Stauffer at the School of Library and Information Science, Louisiana State University, Baton Rouge for research, while she also has been part of an international working group interested in developing competency frameworks for moving image archiving education.
- Dr. Hajibayova has collaborated with Dr. Maayan Zhitomirsky-Geffet, Bar Ilan University, Israel and Dr. Alissa Centivany, Western University, Canada for peer-reviewed workshop and panels.
- Dr. Khazraee is providing advice to Internet Policy Observatory on their International research projects around information policy.
- Dr. Khazraee has been collaborating with University of Akron researchers to conduct research and explore opportunities to better serve our community. As a fellow at Berkman-Klein Center for Internet & Society at Harvard, he is co-leading the working group in false news and misinformation with Soroush Vosoughi from MIT Media Lab. In the past year, he developed a collaboration with the College of Information Studies at the University of Maryland around the KNEXT project.
- Dr. Latham has been working on multiple projects with Ohio History Museum and international partners. The Mona Lisa X 4 exhibit is a national collaborative project.
- Drs. Salaba and Zeng have been collaborating with Dr. Maja Žumer for a research travel grant for a 3-year National Science Foundation project of Dr. Žumer and her team in Slovenia. They have been working to develop a general framework for knowledge organization systems.
- Dr. Smith has been working on the Query Suggestion and System Performance (QSSP) project with Jacek Gwizdka at University of Texas at Austin and Dr. Henry Feild in Endicott College. She also

collaborated with Dr. Matteson and Dr. Rieh at University of Michigan for a project on Context Literacy.

▪ Dr. Soyka has ongoing research and publication development with the Records Continuum Research Group (RCRG), based at Monash University in Melbourne, Australia. She also has ongoing research and publications with the DataONE Community Education and Outreach (CEO) Working Group, based at the University of New Mexico and University of California, Santa Barbara.

▪ Dr. Zeng co-authored with Dr. Jian Qin in Syracuse on the Metadata book based on research which won the 2017 CHOICE Outstanding Academic Title. She has also been collaborating with scholars nationally and internationally for research projects and grant proposals, establishing information standards, as well as chairing national and international conferences.

▪ Dr. Zhang has collaborated with researchers from China for several research projects that have resulted an array of high-quality journal publications, including a paper that received the 2017 ALISE Research Paper Award.

The Intellectual Environment

The School of Information maintains an environment in which faculty members are encouraged to exchange ideas, support each other's professional and research activities, and collaborate. There is a strong spirit of collegiality and mutual support.

The positive atmosphere is maintained through a variety of formal and informal ways:

▪ The selection of faculty members who are collegial as well as demonstrate respect for the many aspects of library and information science
▪ The promotion of open and lively discussion at faculty meetings
▪ The use of email, listservs, and a shared drive, as well as face-to-face and virtual gatherings to exchange information and ideas in faculty members' areas of expertise and collaborate on tasks
▪ The recognition of individual achievements of faculty members though publications at several levels:
  ○ the faculty listserv, iSchool's student newsletter, and iSchool website
  ○ the College newsletter, *CCIKent*; and annual reports
  ○ the Kent State University official faculty/staff newsletter *e-Inside* each month
▪ The public recognition of faculty at social functions such as the School's Celebration of Excellence event (formerly the Annual Friends and Alumni Awards Dinner)
▪ The recognition of faculty partnerships in grant-writing activities

- The exchange of drafts of articles for potential publication
- The one-on-one annual meeting between the iSchool Director and faculty members regarding progress, achievements, and needed supports

Liaison with the Field

Local and Regional Participation

Faculty members maintain close ties with the field of library and information science at all levels. The state of Ohio is known for its strong libraries, and iSchool faculty members stay in close touch with colleagues locally as well as around the state and with alums who have moved on to careers in Ohio libraries.

By virtue of sharing a physical location with the State Library of Ohio (SLO), Columbus faculty members interact on a nearly daily basis with various librarians of the State Library and work together on activities that mutually benefit the Ohio library community and the iSchool. For example, Dr. Matteson was a professional mentor in ILEAD USA – Ohio 2015 and 2017, a statewide program that helps librarians work with each other, develop their leadership skills, as well as use participatory and emerging technologies to solve a clear program in their community[42]. Dr. Boon has served on multiple SLO boards and committees including the Library Services and Technology Act (LSTA) Advisory Council from 2008-2015, the Library Support Staff Certification of Ohio working group, the Choose to Read Ohio statewide reading initiative and the Take5! teen services initiative.

Faculty members regularly attend and present in-state library network programs as well as in local chapters of professional associations. For example, several faculty members are active members and serve on committees and boards of the Ohio Library Council (Drs. Boon and Matteson), Ohio Educational Library Media Association (Dr. Harper) and Academic Library Association of Ohio (Dr. Matteson). Others have worked with the Northern and Central Ohio Chapters of the Association for Information Science and Technology (Dr. Smith and Professor Lensenmayer) and the Ohio Library Support Staff Institute (Dr. Matteson and Professor Lensenmayer). Dr. Harper is a member of the Statewide School Library Evaluation Design Team and received the 2013 Presidential Award of the Ohio Educational Library Media Association.

The iSchool is fortunate to be close neighbors with the Online Computer Library Center, Inc. (OCLC), the largest global nonprofit library service and research organization. The KSU iSchool/OCLC relationship is

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[42] The iSchool also supported the program financially.

long-standing and offers opportunities for iSchool faculty and students to participate in symposia and distinguished scholar seminars; host internships at OCLC's Dublin, Ohio facility; and informally network. The School currently has two OCLC leaders serve on our MLIS Advisory Board.

National Participation

iSchool faculty members are also very actively involved with the field at the national level. In addition to presenting as well as serving as panelists and moderators on different professional organizations' conferences, they serve in a variety of leadership roles in the field.

For example, faculty have numerous leadership roles in the Association for Information Science & Technology (ASIS&T): ASIS&T President's Committee (Dr. Albright, 2016-17); Director-at-Large (Dr. Zeng, 2010-2013); SIG-Social Informatics (Dr. Khazraee, Chair 2017); SIG-Information, Ethics and Policy (Dr. Khazraee, Chair-Elect 2017); and SIG/Classification Research (Dr. Hajibayova, Chair-Elect, 2016-2017). Faculty also hold leadership positions in ALA (Dr. Harper, Councilor); YALSA (Professor Nichols); Society of American Archivists (Dr. Soyka), and American Association/Alliance of Museums (Dr. Latham, Peer Reviewer). Dr. Albright received the Distinguished Alumni Award, University of Tennessee School of Information Sciences, 2017.

International Participation

Over the years, the iSchool has had long-standing international connections. The School has hosted Fulbright scholars from Poland, Hungary, China, Swaziland and South America; Edmund Muskie fellows from the Ukraine; and visiting scholars from China and Spain. Faculty members have served on the program and organization committees of many international conferences in related areas.

iSchool faculty have a strong presence in global librarianship. Faculty publish in major international journals, present at major international conferences and hold leadership positions in major organizations that impact the profession on a global level. iSchool Faculty also lead study abroad courses and encourage students to attend international conferences.

iSchool faculty are involved in IFLA. Four faculty are serving 2017-2021 terms on IFLA Section Standing Committees: Dr. Albright (Co-Chair, Education and Training); Dr. Harper (Literacy and Reading); Dr. Martens (Libraries for Children and Young Adults); and Dr. Salaba (Subject Analysis and Access). The IFLA World Library and Information Congress 2016 in Columbus, Ohio, provided opportunities for faculty and students to be actively involved as presenters, local organizers and Congress volunteers. The iSchool

hosted and sponsored the IFLA Satellite Indexing and Classification Meeting, which Dr. Salaba organized and served on the program committee. The iSchool served as a sponsor for the IFLA WLIC 2016 two-day IFLAcamp4 satellite meeting organized by the IFLA Special Interest Group for New Professionals. Professor Lensenmayer coordinated onsite logistics for the IFLAcamp4 satellite meeting and served on the planning committee as well as coordinated onsite logistics for the International Quality Assessment of LIS Education Programs satellite meeting, sponsored by the IFLA Section on Education and Training and IFLA Section on Library Theory and Research. Professor Lensenmayer coordinated local logistics for the Association Internationale Francophone des Bibliothécaires et Documentaliste meeting and reception, held in conjunction with IFLA WLIC 2016.

At the 2014 International ISKO Conference in Krakow, Poland, Drs. Zeng and Gracy presented a research paper, as did Drs. Salaba and Zeng. Dr. Zeng was invited to be on a special panel on the education of knowledge organization. In 2014, the iSchool also hosted the international Document Academy (DOCAM) conference, with participants from 13 countries and 11 U.S. states. In 2016 Dr. Gracy organized the Archival Education and Research Institute (AERI), hosted at Kent State University.

Dr. Albright serves as editor of *Libri*, the international journal of library and information studies, while Dr. Zhang serves on the editorial board.

Dr. Zeng served as a Fulbright Scholar to Taiwan, 2015-2016 and Dr. Latham as a Fulbright Scholar in Croatia, September 2017-January 2018. Dr. Martens will serve as a 2017-2020 Research Fellow at The Centre for the Study of Journalism, Culture and Community at Bournemouth University, UK.

Dr. Zeng served as an invited keynote speaker at the Conference of Knowledge Organization and Cultural Heritages in the Semantic Web (Taiwan, 2016) and Conference of Academic Library Directors (Taiwan, 2016). During the 2011-2018 timeframe she presented papers at conferences in London (UK), Canada, Denmark, Brazil, Portugal, Poland, Germany, Netherlands, Estonia, India and China, and she also led workshops in Japan, Denmark and Korea. She is an invited expert member of the W3C Linked Data Incubator Group, serves on the Executive Board of the International Society for Knowledge Organization, is the inaugural Chair and Advisory Board member of the Dublin Core Metadata Initiative and a member of the ISO 25964 Structured Vocabularies for Information Retrieval Working Group.

Dr. Latham is a Board member, ICTOP-ICOM, International Council for the Training of Museum Professionals, in addition to serving as an editorial Board member of the *Journal of Education for Information* and co-editor (co-founder) of the Proceedings from the Annual Meeting of the Document Academy (DOCAM).

Professor Lensenmayer is actively involved with international librarians' education and professional development as the Program Director of Education and Professional Development of OCLC. She directs the Jay Jordan IFLA/OCLC Early Career Development Fellowship Program, jointly sponsored by IFLA and OCLC. The program provides early career development and continuing education for library and information science professionals from countries with developing economies. The program has hosted national, academic, public, corporate and school librarians from Africa, Asia, Europe, as well as Central and South America.

Standard III.7

| 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. |

Teaching in Areas of Competency and Interest

iSchool faculty teaching assignments are made through a collaborative process that balances the interests and expertise of the faculty with the needs of the program. The process is largely centralized with administration support from Rhonda Filipan (iSchool Academic Program Coordinator) and Dr. Albright, who match faculty knowledge areas with curriculum requirements. Course staffing occurs nearly a year in advance, with a rotation schedule of approximately three years out. Full-time faculty members are invited to indicate their teaching preferences each semester. Faculty members are also encouraged to propose new ideas for courses and workshops that strengthen the program and provide additional opportunities for faculty members to teach in their areas of interest. Appendix III-F shows the alignments of full-time faculty expertise and their teaching assignments.

Assignment Load Balanced with Other Responsibilities

Tenure-track and tenured faculty teaching loads are addressed in the 2015 Faculty Handbook (School's Faculty Handbook, 2015, p. 17, Taskstream).

The tenured and tenure-track faculty load policy of the School of Information is based upon a full-time instructional and research load equivalent to 24 credit hours per academic year, typically 12 hours per semester, as specified in the Full Time, Tenure-Track Collective Bargaining Agreement (2015), Article IX (https://www.kent.edu/facultyhandbook/collective-bargaining-agreements). Teaching and teaching-related load for graduate faculty includes formal class teaching and appropriate teaching credit for advising of individual investigations, seminars, culminating experiences, research projects and papers, theses and dissertations. For tenured/tenure-track faculty, load for formal classroom teaching is typically a 2-2 semester schedule of courses, with the expectation that faculty will have substantial involvement in research, service and graduate student advising. Modification or revision of the basic workload statements (course release or increase of teaching load) and of the specification and/or application of the course load equivalents requires the approval of the director of the academic unit. Revisions of the School's workload expectations require approval by the Dean. Overload teaching assignments are rare and subject to the approval of the Director and the Dean of CCI. Other assignments include scholarship, administrative, faculty professional development and other professional assignments.

Non-tenure-track faculty workloads are higher (15 hours per semester), reflecting the increased teaching responsibility. The 2015 Faculty Handbook states that (School's Faculty Handbook, 2015, p. 18, Taskstream):

> *The NTT load policy of the School of Information is based upon a full-time instructional load equivalent to 30 credit hours per academic year, 15 hours per semester, as specified in the FT-NTT CBA (2016), Article IX. At KSU, teaching load for Instructional or Practitioner NTTs is typically a 4-4 semester schedule of courses, with the expectation that faculty will have substantial involvement in service, curriculum development, graduate student advising, and supervision of culminating experiences, projects, etc.*

Additional factors have an impact on faculty workload. The 2015 School's Faculty Handbook specifies the following activities that may have an impact on faculty workload (School's Faculty Handbook, 2015, p. 18, Taskstream):

- ▪ appointment as Graduate Coordinator;
- ▪ initial year of faculty appointment for establishing research and teaching agendas;
- ▪ development of new curriculum (courses or a program of study);
- ▪ securing an external grant with budgeted load buyout; and
- ▪ other major administrative appointments.

Service, research and instructional activities may qualify faculty members for adjustments in more than one area. Summer teaching is optional, although many faculty members elect to teach additional courses during the summer.

The normal teaching load is designed to permit faculty to be involved in research, publication and professional activities without being unduly burdened. The strengths of the faculty in research, publication, grant activity, and teaching effectiveness are described in more detail in Standards III.4 and III.5 and testify to the appropriateness of this workload.

Student Advising

The iSchool's *Faculty Handbook* (Taskstream) serves as a guide for faculty student advising. The *Faculty Handbook* outlines the importance of consideration of issues "that affect students' availability to have face-to-face and virtual meetings, including work schedules, time zone differences, and technology limitations" as well as timely communication with distance learners.

All students accepted into the program are assigned a faculty advisor based on the student's area of specialization. Students may request a new advisor if they change interest. To help them select an advisor, the listing of faculty expertise and advising areas was implemented in 2008 (available in the School's Student Advising Center on Blackboard Learn). In addition, a student may seek an advisor for their Final Program Requirement (Master's Internship or Master's Research Paper/Project) other than their assigned academic advisor to better serve their needs.

As faculty advising load is updated based on the rolling admission and student-initiated change requests, two snapshots of faculty advising load in August 2016 and in January 2018 are provided in Figure III-13. The School is continuously working to balance advising load through various mechanisms, including partially outsourcing advising for User Experience (UXD) program, providing additional graduate assistants to those with a significant number of advisees, as well as hiring new faculty in the areas in demand. Professor Kathleen Campana, hired in Fall 2017, will be advising in the areas of children and youth librarianship along with Dr. Martens and Professor Mary Anne Nichols. Faculty with higher advising numbers are either the only or one of a two faculty members advising in a particular area, such as Dr. Meghan Harper in K-12 School Libraries. Faculty in the MS degree programs, such as Dr. Sherman and Professor Woods, receive assistance from Everspring (https://www.everspringpartners.com) for online educational support solutions.

Figure III-13: The Advising Load for Each Faculty Member

Faculty Member	Number of Advisees 2016/2017 AY (as of August 30, 2016)	Number of Advisees 2017/2018 AY (as of January 24, 2018)
Belinda Boon	77	81
Kathleen Campana**	--	12
Karen Gracy	62	60
Lala Hajibayova	39	31
Meghan Harper	109	115
Christine Hudak	30	28
Emad Khazraee *	13	36 (88)
Kiersten Latham*	73	0 (52)
Nancy Lensenmayer	29	35
Marianne Martens	71	74
Miriam Matteson	64	65
Rebecca Meehan	21	31
Mary Anne Nichols	114	70
Athena Salaba	32	53
Paul Sherman	126	124
Heather Soyka**	--	28
Catherine Smith	45	34
Daniel Woods	144	114
Marcia Zeng	25	16
Yin Zhang	36	37

* In 2017/2018 AY Dr. Khazraee advised Dr. Latham's advisees because Dr. Latham was a Fulbright fellow in Fall 2017 and on sabbatical leave in spring 2018.

** Professor Campana and Dr. Soyka joined the faculty in Fall 2017.

Standard III.8

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.

Formal ongoing evaluation of instruction is provided from several levels: student, peer and university. For all faculty members, student evaluation of instruction is conducted for every course taught. An invitation to the "Student Survey of Instruction" is sent to all students' university email addresses near the end of the class term. Student evaluations are anonymous and conducted online on a university server with an invitation email from university dedicated staff. Narrative comments, as well as a summary of the evaluation for the course, can be downloaded from the university server by each instructor following an email reminder from university dedicated staff after course final grades are submitted.

The School and the University have mandated additional procedures to guarantee that faculty members are continuously evaluated. Among these procedures are the following:

Annual Untenured, Tenure-track Faculty Evaluation

An annual reappointment review is conducted of all untenured, tenure-track faculty members, including a teaching performance review, as required by University Policy and the School faculty handbook. Each fall, the tenure-track faculty members assemble evidence of research, teaching and service for the previous September–August academic year. This documentation is evaluated by all tenured faculty members in the School level first. Pursuant to the Collective Bargaining Agreement and University Policy, the School creates an ad hoc Faculty Advisory Committee, which usually consists of all tenured faculty members[43]. Each committee member prepares written ballots. The School's Director then provides a summary of the ballots and committee discussion and adds an independent recommendation. The School level assessment is next forwarded to the Dean of the College of Communication and Information along with the documentation and the College Advisory Committee (CAC) for subsequent independent judgments and recommendations. All documentation from the School level and the College level is then forwarded to the Provost and similar University-level committees for tenure and promotion cases for final determinations. The Provost informs the candidate of the final decision. University Policies and Procedures regarding reappointment are found in Addendum C of the Collective Bargaining Agreement (2015).

A formal Peer Evaluation system for non-tenured tenure-track faculty has been established at the School with related details and evaluation form in the faculty handbook. At least once a year, a non-tenured faculty member is observed by a senior faculty member for teaching and provided a written assessment, which is discussed between the two faculty members. The assessment is then included in the faculty member's file for reappointment and tenure decisions. The assessment instrument can be found in Appendix III-G.

Tenure and promotion review

Evaluation for tenure and promotion is governed by University policy and guidelines. Faculty members may apply for tenure after five years of service and for promotion after five years of service at the previous rank, though earlier application may be approved in extraordinary cases. Procedures are similar to those for reappointment and the rules governing such applications can be found in Addendum A (Promotion) and Addendum B (Tenure) of the Collective Bargaining Agreement (dated August 19, 2015)[44]. The School

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[43] In cases of promotion, tenured faculty members below the rank to which the faculty member is aspiring may not be part of the advisory committee
[44] https://www.kent.edu/facultyhandbook/collective-bargaining-agreements

faculty members have routinely been successful in tenure and promotion applications. The general procedure for tenure is very similar to that of reappointment.

Tenured faculty review

Tenured faculty are also subject to annual review. Related procedures can be found in the 2015-2018 Collective Bargaining Agreement, Article IX, Section 2D (https://www.kent.edu/facultyhandbook/collective-bargaining-agreements):

> *Each continuing tenured Faculty member is to prepare and submit an annual workload summary report for the academic year by the end of the spring semester. Kent campus Faculty members shall submit the annual workload summary report to their academic unit administrator; Regional Campus Faculty shall submit the report to the Regional Campus dean. This report is to identify and update the Faculty member's efforts, accomplishments, scholarly contributions, ongoing professional activities, service and interests during that academic year. These reports will become an ongoing record of each Faculty member's professional activities providing information related to grant activities, collaborative scholarship and teaching activities. The purpose of this report is to document the workload, including utilization of the specified workload equivalencies, for the academic year. This report may be used in planning future workload equivalencies. Any other use of the report requires the consent of the Faculty member. To assist the appropriate administrator in this annual workload planning, each academic unit's or regional campus' section of the Faculty Handbook also will include criteria, developed by the FAC and the Chair, or the Regional Campus Dean and the FC as appropriate, for evaluating the use of and productivity resulting from previous workload equivalencies related to release time from instructional assignments.*

> *The annual workload summary report submitted by the Faculty member shall be submitted electronically and will include a brief summary of the previous year's professional activities, the course syllabi for each course or section of course taught by the Faculty member during the previous academic year and a link to the Faculty member's current curriculum vitae as described in Section 3 below. The academic unit administrator or Regional Campus Dean shall add to the report copies of the summaries of course evaluations for each course section taught during the previous academic year. If necessary, the academic unit administrator or Regional Campus Dean may request additional information from the Faculty member to clarify summary information and the Faculty member shall respond in a timely fashion.*

Merit awards

Merit Awards for tenured/tenure-track faculty are guided by the iSchool *Faculty Handbook* IV-P (Taskstream), guidelines established by the Provost's Office and Article XII, Section four of the Collective Bargaining Agreement (https://www.kent.edu/facultyhandbook/collective-bargaining-agreements). Per the 2015-2018 Collective Bargaining Agreement, awards are given for demonstrated productivity and achievement in three categories:

- ▪ documented meritorious performance in research and/or creative activities
- ▪ documented meritorious performance in teaching
- ▪ documented meritorious service to the unit/campus, college, University, and/or academic profession

The eligible faculty members review guidelines for the award cycle in which merit is to be given and recommend the appropriate standards to be used for merit consideration to the Director. Faculty members may submit a separate application for each award category. The eligible faculty are invited to review all merit applications and submit rankings to the Director. These rankings are based on the criteria specified in Section V - Tenure, Promotion, and Reappointment Policies of the *Faculty Handbook* (Taskstream). The Director summarizes these rankings and presents a preliminary composite ranking and recommended dollar amounts to the faculty. A faculty member will have the right to request reconsideration of the preliminary determination. This request will be considered by the faculty who will make an advisory recommendation on the merits of the request to the Director who makes the final determination on the allocation of the merit awards at the School level. The Director then submits merit recommendations along with justifications to the Dean of the College of Communication and Information and to the Provost.

Non-Tenure Track Faculty Review

Evaluations of Full-time Non-Tenure Track (NTT) faculty follow guidelines established by the Provost's Office, the NTT Collective Bargaining Agreement and the iSchool Faculty Handbook (Taskstream). Depending on the length of employment and previous review outcome, NTT faculty are subject to the following reviews:

- ▪ *First Full Performance Review* for faculty who have received appointments for three consecutive academic years, which follows the format, procedures and timelines established by the University, as annually distributed through the Office of Faculty Affairs. The criteria shall be as developed by

the academic unit and based primarily on established instructional and/or professional effectiveness criteria applicable to the unit.

▪ *Three-year Term of Annually-Renewable Appointment Review* for faculty who have successfully completed one Full Performance Review and become eligible for appointment to a three-year term of annually renewable appointments.

▪ *Additional Three-year Terms of Annually Renewable Appointment Review* for faculty in the first two (2) years of a third, fourth, fifth etc. three-year term of annually renewable appointments of employment with the University.

▪ *Simplified Performance Review* for faculty who have completed nine, twelve and fifteen years of consecutive appointments.

▪ *Administrative Performance Review* for faculty who have completed 18 years of consecutive appointments. The review is conducted every three years by the academic unit administrator and follows the format, procedures, and timelines established by the University, as annually distributed through the Office of Faculty Affairs.

NTT faculty hold appointment at one of the following six academic ranks: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor or Professor. Faculty members who have completed five consecutive years of employment and one successful Full Performance Review may apply for promotion concurrent with their second Full Performance Review, or any year thereafter. Guidelines for the submission of materials for promotion review and for the timely conduct of the promotion review process will be issued annually by the Office of Faculty Affairs.

Part-Time Faculty Evaluation

The School Director is responsible for part-time faculty appointments and evaluations. Per current iSchool Director Albright's clarification about the review as of December 2017:

The evaluation of adjuncts has rested solely on student evaluations. The process for this review is that the Special Assistant reviews all evaluations for all tenure track faculty, non-tenure track faculty, and part-time faculty. Those evaluations that fall below the school norms are brought to the attention of the director who contacts the individual instructor whose scores are lower than school norms and discussed. Further, all complaints received by the director are addressed with the individual faculty member and given the opportunity to respond and determine the best course of action. This process has resulted in the removal of several long-standing part-time faculty at the iSchool and improved the quality of new adjuncts.

In addition, the School's *Online Teaching Handbook* (approved July 2017) details the expectations and best practices for online teaching (pp. 5-8), which are communicated with Part-Time faculty.

For all faculty reviews, as needed, the School Director meets with faculty members individually to discuss concerns, review progress, elicit suggestions, and determine need for support and improvement.

Standard III.9

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

As detailed under Standard III.8 above, the program has established procedures and criteria for the systematic evaluation of all faculty within applicable institutional policies and guidelines. Faculty, students and administrators are involved in the faculty evaluation process.

During the faculty evaluation process, explicit, documented evidence and data are provided and archived along with the evaluation outcome. For example, for reappointment, tenure, and promotion evaluation, besides documentation provided by faculty being evaluated, evaluating faculty and administrators also provide ballots detailing the rationale and justifications for a vote or decision. All such evidence and data are recorded and archived in the university-supported system Folioweb. Student Survey of Instruction data and summary reports are hosted and can be downloaded from a secured University server (https://flashsurvey.kent.edu). Additionally, the School has been conducting a program exit survey (Appendix IV-G) to graduating iSchool students at the end of each semester with the survey hosted on Qualtrics and survey results (Taskstream) also downloaded for longitudinal analysis.

Standard III.10

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.**

All faculty members receive written evaluation ballots by peer faculty and recommendation letters from the School Director, College Dean, and Provost/President for reappointment, tenure and promotion reviews. Such annual ballots and letters, which provide confirmation of good performance as well as point out areas of improvement, serve as the primary source of information for progress assessment in a programmatic and systematic manner in the subsequent annual reviews, and for tenure and promotion reviews.

Faculty peer teaching evaluation and Student Survey of Instruction responses are helpful in identifying areas in which faculty are doing well and areas of less-than-positive teaching practices and performances. During the faculty teaching related reviews, faculty use such feedback to reflect on teaching and formulate action plans for improvement in the future. Additionally, teaching review feedback has also been used to plan for teaching workshops, webinars and other targeted training sessions. The School in general, its Online Education Committee in particular, has established a collaborative partnership with the University OCDE (Office of Continuing & Distance Education) to coordinate teaching related training and support for faculty. Examples of such training to address challenges of effective online teaching include but are not limited to the following:

- Online Teaching Orientation and Refresher
- Recipe for Success: baking accessibility into your digital materials, a workshop on preparing online course materials to be more accessible to those with disabilities
- Quality Matters, a workshop on making courses meet a set of established standards and best practices for online teaching
- Applying the Quality Matters Rubric
- How to Design Engaging Assignments
- Various trainings on using the Blackboard Learn course management system effectively

The Office of Continuing & Distance Education (OCDE) also offers one-on-one mentoring for online teaching faculty as well as Quality Matters (QM) reviews of online courses and mentoring in preparation for national QM peer reviews and certification.

In addition, faculty have been encouraged and supported to attend conferences promoting innovative pedagogies, best practices for evidence-based learning outcomes assessment, and curricular and program development. Some examples of such conferences include annual conferences of ALISE, AASL, ALA, OELMA, Association of Academic Museums & Galleries, Cultural Competence for Library Leaders Institute and Lilly Conferences for Evidence-based Teaching and Learning.

Faculty evaluation results have also been used in planning events, seminars, and training to enhance faculty research and secure research funding. The iSchool Research Brown Bag series offers a platform for such

planned activities. For example, for research funding, University Sponsored Program Office staff were invited to come to discuss the support and process submitting external funding proposals; elsewhere the CCI Associate Dean came to discuss college-level research funding opportunities. To enhance faculty productivity in scholarly publication, the brown bag series has also organized internal peer-review sessions of manuscripts for improvements prior to their submission to journals. To facilitate research collaboration, the series has hosted University Libraries faculty and Computer Science faculty for joint sessions to share research and explore opportunities of collaborative research and grant proposals.

Faculty annual reviews have also been the opportunities for improved mentoring and development of junior faculty. Senior faculty not only provide timely, helpful suggestions and constructive feedback in their evaluation ballots, but also discuss such feedback with junior faculty and help them make a concrete plan for improvements. Recognizing the importance of mentoring, iSchool faculty Drs. Meghan Harper and Lala Hajibayova took the initiative to identify the needs for and best practices of mentoring by conducting a college-wide survey. This is still a work in progress and it is expected that the results of this project will help create a mentoring culture and systematic approach in college and the iSchool. The iSchool also offers mentoring and orientation in the area of teaching for new instructors.

In addition to school-level mentoring, there are also college-level mentoring activities such as panel discussion of tenure and promotion related policies and procedures. Faculty can schedule individual meetings with the CCI Dean for related discussion.

Conclusion

The iSchool faculty has grown in size and diversity of specialty areas since our last accreditation. We believe this growth has strengthened our capacity to meet the mission of the MLIS program by contributing to the advancement of knowledge through teaching, scholarship and outreach. The effectiveness of our teaching remains a high priority and the School's support of resources and time ensures quality instruction from full-time and part-time instructors. Faculty members are continuously incorporating the newest technology into their course delivery to enhance student learning. Faculty members have remained active in their scholarship since the last reaccreditation with many new opportunities to increase research productivity through productive interdisciplinary, cross-unit/campus/institution, and state-wide/national/international collaborations, increased School support vis-à-vis teaching loads, ongoing funding support and strong peer mentorship of junior faculty members. We remain connected to the LIS field through our relationships with our highly trained part-time faculty members, maintaining connections with our alumni as well as our active participation with professional associations and organizations. In

conclusion, the iSchool faculty members make a vital contribution to the success of the program and are poised to continue doing so for many years to come.

STANDARD IV: STUDENTS

Overview

Student-related policies and programs at the School of Information (iSchool) are shaped by and consistent with the iSchool's mission and goals (Appendix I-L). Likewise, the iSchool's goals and objectives support the university's Strategic Roadmap to a Distinctive Kent State (http://strategicroadmap.kent.edu/), shared in 2016 by President Beverly Warren. The first priority of this plan is:

Students First: Provide an inclusive and engaged living-learning environment where all students thrive and graduate as informed citizens committed to a life of impact.

It is further explained:

Our top priority is to ensure that students have the education, experiences and support they need to graduate and to live successful, satisfying lives in their work and in their commitment to become engaged citizens. Attention to academic quality and student success is a cornerstone of a students-

first environment. This focus begins with the strategic recruitment of talented and diverse students and continues with the commitment to support students as they learn to thrive in an academically challenging environment.

Through new processes, procedures and restructuring of student services staff as well as a renewed look at faculty advising, the iSchool has attempted to create a "students first" environment. Feedback gathered from various constituents include data and information that fuel decisions on how to improve the student experience.

Sources of Evidence

Figure IV-1: Mapping Sources of Evidence to Standard IV Substandards

Substandard	Source of Evidence	Location/Additional References within the Self-Study
IV.1	Scholarships Awarded 2012-2017	Appendix IV-A
IV.2, IV.4	2013-2015 Current Student Survey	Taskstream
IV.2, IV.4	2013-2016 Exit Survey	Taskstream
IV.2	Student Advisory Board Focus Group	Taskstream
IV.2	2016-2017 Exit Survey	Appendix IV-G
IV.3	Rubric for Unconditional Program Acceptance Applicants	Appendix IV-H
IV.3	Conditional Admission Form	Appendix IV-I
IV.4	Program Planning Form	Appendix IV-D
IV.4	New Student Survey	Appendix IV-F
IV.4	LJ Placements & Salaries Survey Data	Taskstream
IV.5.2	Alignment of Program Learning Outcome 2 to course learning outcomes (CLOs) of all current core courses and two of final requirement research options	Appendix IV-B
IV.5.5	Graduate Student Advisory Council (GSAC)	Appendix I-C
IV.7	iSchool Syllabus Template	Appendix IV-J
IV.7	Post-Graduation Survey	Appendix I-J
IV.7	Rubric for LIS 60280 Master's Portfolio in LIS	Appendix IV-C
IV.7	Internship Handbook	Taskstream

Standard IV.1

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 program's 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.

Recruitment

Like many LIS programs in the U.S., Kent State's iSchool has experienced a decline in the number of MLIS students in the past few years. As a result, we have been working with CCI to develop a recruitment, marketing plan and advertising campaign. Through application review and student discussion the two most common ways prospective students become aware of the iSchool is from the iSchool website and oral communication. Oral communication activities have included attendance at graduate fairs and professional conferences at local, regional, and national levels. Representatives from the iSchool have routinely staffed informational tables at the conferences of the Ohio Library Council and Ohio Educational and Library Media Association. The small yield from these activities has led to a shifting of focus and resources. This past year, resources were allocated to the updating of the iSchool website. A digital marketing firm, Fathom, conducted extensive analysis and redesign of the website, with a planned launched in Fall 2018.

Concurrently, the *iSeed Scholarship*, intended for underrepresented students was initiated. The scholarship first developed in partnership with the Cleveland Public Library (CPL), was created to facilitate the opportunities for (CPL) library staff to pursue MLIS degrees. This Scholarship opportunity was expanded to the national level and promoted at the Black Caucus of the American Library Association's annual meeting in 2017.

Additional details of recruitment initiatives are in our draft recruitment plan in Taskstream.

Academic and Administrative Policies

The iSchool adheres to official university policies and procedures as expressed in the Kent State University Policy Register (https://www.kent.edu/policyreg) and Graduate Catalog (http://catalog.kent.edu/).

Admission Policy and Enrollment

Kent State Graduate Catalog admission policies specify a minimum undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale and allows individual departments and programs to set a higher minimum GPA. Prior to 2013, the minimum undergraduate GPA was 2.75. Letters of recommendation, a writing sample, scores on standardized tests and other indications of ability to complete graduate-level work are considered for admission. Admission standards and procedures for the iSchool's MLIS degree program are consistent with the general university admission policy. *Regular* admission is granted to applicants with an undergraduate GPA of 3.0 or higher or another Master's degree with a graduate GPA of 3.0 or higher (see Appendix IV-H for the full rubric for unconditional admission). Applicants who do not meet these requirements must take the Graduate Record Exam (GRE) to be considered for *conditional* admission (see Appendix IV-I for full conditional admissions decision conditions). iSchool admission standards and procedures are periodically reviewed by the Student Affairs Standing Committee in conjunction with student services staff. Changes in standards or admission requirements must be approved by the Faculty Advisory Committee and the University.

Student Enrollment 2012-2017

The iSchool's enrollment for the MLIS program is among the largest in the United States. Similar to other LIS schools, numbers have been trending down slightly since 2015. Enrollment has remained stable in the past three years (see Figure IV-2). The iSchool's MLIS students originate from across the United States, with a large percentage (71.5%) coming from Ohio. The proportion of students hailing from outside Ohio has grown steadily from 2011 (see Figure IV-3). This trend is attributed to the availability of the MLIS degree as a fully online degree since 2012.

Figure IV-2 Student Enrollment: Enrollment Data for Full time and Part -Time Students: 2015–2017

Fall Semester	iSchool Unique Headcount	iSchool Multiple Program Headcount	iSchool FTE (15 hrs.)	iSchool FTE (8 hrs.)	MLIS Headcount	MLIS FTE (15 hrs.)	MLIS FTE (8 hrs.)	MLIS Headcount % of iSchool Unique	MLIS FTE % of iSchool FTE
2017	625	762	242.4	454.5	540	227.68	427	86.4%	93.9%
2016	804	835	311.15	583.5	572	230.54	432.38	71.1%	74.1%
2015	843	885	351.62	659.13	620	273.42	512.5	73.5%	77.8%

Figure IV-3 Total Student Enrollment Data by Location

	2011	% for 2011	2012	% for 2012	2013	% for 2013	2014	% for 2014	2015	% for 2015	2016	% for 2016	2017	% for 2017
OH	540	90.2%	465	85.8%	484	79.9%	479	76.3%	458	73.9%	405	70.8%	386	71.5%
non-OH	59	9.8%	77	14.2%	122	20.1%	149	23.7%	162	26.1%	167	29.2%	154	28.5%
Total	**599**		**542**		**606**		**628**		**620**		**572**		**540**	

*Catalog year includes enrolled students admitted Fall, Spring, and Summer semester of each academic year; 2017 includes enrolled students admitted in Fall 2017 and Spring 2018 (excludes Summer 2018).

Diversity

The iSchool's faculty and staff pursue strategies to increase diversity in the student body. Among the activities devoted to diversity recruitment are the following:

- One of the 2015-17 iSchool goals was to weave diversity throughout the fabric of the school. To that end, in 2016, the iSchool adopted a Diversity and Inclusion Statement to highlight the school's emphasis on and support of diversity initiatives and advocacy. The statement (Figure I-3) is included in the syllabus template (Appendix IV-J).
- The iSchool developed the iSchool iSeed Scholarship to strengthen our diverse community. This $1,000 scholarship is available to students from underrepresented groups or veterans in their first semester of the MLIS program. Veterans and underrepresented students and veterans include African American, Hispanic and Latino/a, Native American students and mixed race students if their background matches the categories above. Applicants must be admitted to the Kent State University MLIS program to be eligible. Scholarship applications are accepted at any time but will not be reviewed until after the applicant has obtained successful admission to the program. The first iSeed Scholarship (https://www.kent.edu/iSchool/scholarships) was awarded in Fall 2017.
- The iSchool in cooperation with the Friends and Alumni Council has a minority recruitment scholarship fund with a currently endowed amount in excess of $25,000.
- The Petta and Ron Khouw Scholarship has an endowed fund in excess of $63,000, and provides support to underrepresented minority groups who best demonstrate an interest in librarianship or academic reference services.
- The iSchool promotes the ALA Spectrum Scholarship and the OCLC Spectrum Initiative. Seven iSchool students have been named Spectrum scholars since 2012 (2012: Heath Horton and Basheer Kareem; 2015: Stephanie Everett; 2016: Keirsten Flythe and Denisse Solis; 2017: Natalie Jemoila-Wilson and Enrique Caboverde III).

- Director Kendra Albright and CCI Graduate Program Coordinator Nzinga Hart met in 2017 with the Black Caucus of the American Library Association to announce the School of Information "iSeed" grant for underrepresented students and veterans.
- The School supports diversity initiatives within the College (CCI), which are driven by a comprehensive and inclusive definition of diversity and target students who identify with underrepresented or underserved populations. In July, 2016, CCI created and filled a new position of Academic Diversity Outreach Coordinator to spearhead a unified approach to diversity initiatives for all schools and disciplines within the college. The CCI Academic Diversity Outreach Coordinator is supported by a CCI Diversity Team comprised of faculty, staff and students who act in an advisory capacity. The iSchool currently has three faculty/staff representatives on this team: Dr. Belinda Boon and North Lilly as well as MLIS student Katy Tribuzzo. In January, 2017, CCI was awarded the university's Diversity Unity Award recognizing "the contributions of a Kent State University unit that demonstrates significant contributions in the areas of diversity, equity, and/or inclusion."

The total enrollment of students representing diverse backgrounds, which includes African Americans, Hispanics, American Indians, Asians and Pacific Islanders, and International Students, has gradually increased throughout 2011-2017, averaging 8.35% of the total number students in a given year.

Figure IV-4: Overall MLIS Student Diversity

MLIS – Ethnic Groups	2011	2012	2013	2014	2015	2016	2017
Hispanic/Latino of any race	6	3	4	6	8	9	9
American Indian or Alaska Native	11	6	5	1	1	1	1
Asian	7	10	8	4	6	5	4
Black or African American	20	21	28	22	16	22	20
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	514	471	518	523	516	481	465
Two or more races	0	0	6	19	18	24	14
Race and Ethnicity Unknown	34	31	43	45	52	43	25
International	7	4	7	7	2	1	1
TOTAL	599	546	619	627	619	586	539
MINORITY TOTAL	44 (7.35%)	40 (7.33%)	51 (8.24%)	52 (8.29%)	49 (7.92%)	61 (10.41%)	48 (8.91%)

A comparison to the Kent State ALANA students, from the underrepresented African American, Hispanic and/or Latino/a and Native American ethnic groups (Figure IV-4) demonstrates that MLIS diverse student enrollment is consistent with overall university enrollment. The iSchool's underrepresented student distribution is higher than that of the university.

Figure IV-5: Comparison of Underrepresented* Student Distribution

	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**
MLIS	7.30%	8.40%	6.60%	8.80%	8%
iSchool	8.90%	10.70%	9.40%	11.80%	10.90%
Kent Campus (GR)	7.90%	8.50%	8.30%	8.20%	9.00%

*Kent State Statistics; Underrepresented= African American, Hispanic and/or Latino/a, and Native American

The iSchool recognizes the need for increasing the diversity efforts and enrollments, especially for international students. Due to the online delivery of the degree, international students cannot obtain student visa status which has limited attempts to market and retain international students intending to study in the US. The College of Communication and Information (CCI) has initiated multiple programs for international study, in Kent and abroad. CCI appointed a Professional-in-Residence for Global Initiatives Programs to lead the efforts in expanding international opportunities to students (https://www.kent.edu/cci/global). Opportunities to study and research abroad include programs in Florence, China, Lisbon and Prague. A college-wide global initiatives committee, which includes involvement from iSchool faculty, encourages the creation of new courses and experiences to study abroad. The iSchool has offered the Museum Origins course in Florence and London/Oxford with Dr. Kiersten Latham and International Children's Literature and Librarianship in Denmark with Dr. Marianne Martens. As the global initiatives program strengthens, additional opportunities to study abroad can be offered, supporting one of the iSchool's current strategic goals.

Financial Aid Policy and Scholarships

The iSchool follows the KSU Policy 3-01.7 which specifies, "*Financial aid recipients at Kent State University are required to achieve satisfactory academic progress towards a degree in order to continue to receive financial assistance. This policy recognizes the requirements imposed by the federal government concerning satisfactory academic progress and the academic standards of the University for those seeking a degree.*" The policy specifies the course load for various levels of financial aid: "*All financial aid recipients are required to complete at least twenty-four credit hours during the academic year (fall and spring semesters) if awarded aid on a full-time basis. This requirement will be proportionately less for part-time students.*" Financial aid will not be awarded to graduate students enrolled for less than four credit

hours in a semester. This process is managed by the Office of the Provost Student Financial Aid; the iSchool adheres to these university policies and procedures and provides links to the "One Stop," the University's single point of contact for student services that includes links to financial aid (https://www.kent.edu/onestop) and terms and conditions of financial aid (https://www.kent.edu/financialaid/terms).

In addition to the financial aid available to all Kent State University students, the iSchool also provides opportunities for graduate assistantships and scholarships to all MLIS students. Information about scholarships is available on the iSchool's website at https://www.kent.edu/iSchool/scholarships.

Since 2012 one of the School's strategic goals has been to secure additional scholarships for students. Four new scholarships were established since the School's last reaccreditation. These include:

- JW Coffman and Priscilla L. Drach Scholarship, established in October 2013
- Vanita Scholars in Youth Librarianship Scholarship, established in November 2013
- Geauga West Friends of the Library, established in October 2016
- The Thomas A. Szudy Memorial Scholarship, a one-time scholarship, funded from a collection taken among staff and faculty of the iSchool to honor our former colleague, was awarded in 2016 for $500

Please refer to Appendix IV-A for a list of scholarships awarded to MLIS students from 2012-2017, with number of awards and amount of award for each.

In addition to iSchool sponsored scholarships, students are encouraged to apply for funding opportunities from professional organizations; a list of these institutions is provided on the iSchool website. The following is a list of KSU iSchool students winning such scholarships:

- Association of College and Research Libraries (ACRL) Conference Student Scholarship, 2017: Alicia Krzton '17
- Rare Book School Scholarship, Director's Scholarship Fund, 2016: Denisse Solis '17
- American Library Association of Ohio Diversity Scholarship 2015: Stephanie Everett '16
- North American Serials Interest Group (NASIG) Scholarship for Ohio Valley Group Technical Services (OVGTS): Jennifer Rice '17
- A list of ALA Spectrum Scholarships awarded to iSchool students is found above, in the section on Diversity

The iSchool hires graduate assistants (GA) to assist faculty with research, teaching, and projects. Prior to 2016, the Admissions, Awards and Academic Standing committee (now the Student Affairs Committee) coordinated the recruitment, interviewing and selection of graduate assistants. Beginning in 2016, the iSchool director began to manage the GA selection process, in coordination with the Student Affairs Committee. GA skills are matched to a faculty member's stated needs. Typically, two faculty members share one GA working 20 hours a week. The GA receives full tuition plus a stipend and is appointed for one academic year, with a possibility for summer appointment. Faculty can hire an additional GA or hourly student workers to assist with research by request or with grant money.

Standard IV.2

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.

Program Information for Students

Current and accurate information about the iSchool is publicly and easily accessed through multiple informational channels, including the website and iSchool personnel and faculty. Information seekers may telephone or email the iSchool office. The office staff routinely provides referral information to faculty and other university departments. In the 2013 survey of current students (Taskstream), 31% of students indicated iSchool staff members are a primary means of obtaining information. Among the 2013-2016 (Exit Survey, Appendix IV-G) graduating students, 84% agree or strongly agree the office staff is *friendly, knowledgeable and helpful when approached with questions*. The iSchool's Academic Program Director, Academic Program Officer, and faculty members are available for individual appointments to discuss the various aspects of the program.

Information on the admission process, is available on the School's website by Admissions-> Graduate Admissions or Admissions -> online degrees and certificates. This option provides graduate admission information, and browsing of an alphabetical listing of all graduate programs. The "apply now" link begins the application process; students must apply for admission through the web-based interface. International

students must apply with the Office of Global Education and can locate the link by connecting from the main website to Admissions -> International Admissions.

In a 2013 survey of current students (Taskstream):

- 96% agreed or strongly agreed that application information is easy to obtain
- 93% agreed or strongly agreed that the application information is clear and easy to understand
- 94% agreed or strongly agreed that the admission policies are clearly stated
- 92% agreed or strongly agreed that the information materials about the program received prior to admission are adequate

Despite these favorable numbers, comments from a spring 2018 focus group of students (Taskstream) revealed that students sometimes feel overwhelmed with the amount and different types of communication they received throughout the admission process. As a result, the student affairs committee met with the Director of Graduate Admissions to confirm the process and communication during the application process. As a result of this meeting, all communication from graduate studies and iSchool student services staff before, during, and after the admission process will be reviewed by the committee and student services staff for clarity and overlap.

The iSchool website, www.kent.edu/ischool, presents information seekers with an extensive and dynamic resource with the latest news, information, and announcements regarding iSchool students, faculty members, and events. The website serves as the primary information resource for prospective students with detailed information regarding admissions, applications, program options, course schedules, degree planning, contact information for faculty members, and faculty and student research. For those new to the field, there are explanations of the profession, links to career resources and sections including the types of work that can be accomplished with the MLIS degree. Prospective students may also email the iSchool for more information or to request an appointment or tour.

The "about" section of the iSchool's website provides important information about the iSchool. The mission and accreditation page specifically highlights the school's mission as well as strategic principles and learning outcomes. There is also discussion as to how the iSchool systematically reviews and assesses curriculum and student progress.

The "academics" section describes the curriculum requirements. Per university protocol, course descriptions and schedules are linked to the KSU graduate catalog of programs and requirements and schedule page. The "admissions" page provides an FAQ, a list of required application materials, admission

procedures and a direct link to the online application form. There is also a link to the tuition and financial aid, including scholarships (www.kent.edu/ischool/scholarships), page.

The "research" page of the website describes the iSchool's research centers and state of the art research facilities. Faculty research areas are listed along with faculty and student presentations. The "faculty and staff" section of the site provides faculty photos, brief profiles and contact information.

The iSchool utilizes several social media platforms to reach prospective and current students as well as alumni. The main list of social media links can be found on the iSchool website (https://www.kent.edu/iSchool/social-media) and the list is below:

- Twitter https://twitter.com/KentStateSLIS
- Reinberger Children's Library Center https://twitter.com/RCLCkentstate
- MuseLab Twitter https://twitter.com/KSUMuseLab
- Facebook https://www.facebook.com/ksuslis
- MuseLab Facebook https://www.facebook.com/KSUMuseLab/
- Youth Services Facebook https://www.facebook.com/ksuslisYouthServices/
- The Virginia Hamilton Conference on Multicultural Literature for Youth https://www.facebook.com/VirginiaHamiltonConference
- Kent State iSchool Alumni and Friends https://www.facebook.com/groups/KentStateSLISAlumni/
- iSchool Museum Studies Group https://www.facebook.com/groups/236043106438169/
- FLICKR https://www.flickr.com/photos/ksuslis/
- Youtube https://www.youtube.com/user/KentStateSLIS
- LinkedIn https://www.linkedin.com/groups/4564493
- Reinberger Children's Library Center Instagram https://www.instagram.com/reinbergerchildrenslib/?ref=badge
- Pinterest Reinberger Children's Library Center https://www.pinterest.com/RCLCkentstate/pins%2F

The iSchool utilizes a variety of survey instruments to gather feedback from students to improve the overall student experience. Response rates for the 2016-2017 surveys mentioned below are available onsite but ranged from 14-25%. When recent graduates were asked in the 2016-2017 Exit Survey (Appendix IV-G) about the primary areas in which they have had questions during the program they indicated:

- 24% had questions about procedures for enrolling in classes

- ▪ 34.4% had questions about course/workshop descriptions
- ▪ 26% had questions about course schedules prior to enrolling
- ▪ 19.8% had questions about faculty members
- ▪ 87.5% had questions regarding the program's Final Requirement Options (Internship, Project, Research, etc.)
- ▪ 66.7% had questions regarding graduation
- ▪ 28.1% had questions regarding job placement
- ▪ 35.4% had questions about general student services (financial aid, transcripts, etc.)

Figure IV-6 Means of Obtaining Answers to Student Questions

Means of Obtaining Answers to Your Questions (2016-2017 Exit Survey, Appendix IV-G)	Agree/Strongly Agree
iSchool staff members	15.6%
My faculty advisor	77.1%
Other iSchool faculty members who are not my advisors	24%
iSchool website	62.5%
iSchool Advising Center	38.5%
iSchool New Student Orientation	2.1%
Other students	13.5%
I did not know who to contact about my question	2.1%

In a 2013-2015 survey of current students (Taskstream) (response rates for the 2013-2015 surveys mentioned here are available onsite, but range from 24-26%), 75.4% indicated that the iSchool website was a *primary means of obtaining answers to questions*. Furthermore, 76% agreed or strongly agreed that the *iSchool website provides useful information for program-related questions*. In 2015, the content of the website that dealt with student program questions was moved to an advising center: this advising portal is discussed later in the chapter.

In a 2013-2015 survey of current students (Taskstream), 55% indicated their faculty advisor was *a primary means of obtaining information*. Furthermore:

- ▪ 71% agreed or strongly agreed that their advisor is accessible
- ▪ 64.3% agreed or strongly agreed that their advisor understands student needs
- ▪ 60.3% agreed or strongly agreed that their advisor is interested in their academic and professional success
- ▪ 63.4% agreed or strongly agreed that their advisor's guidance is helpful

Faculty advisors, the iSchool website (www.kent.edu/ischool) and advising center (learn.kent.edu) are currently the most sought informational sources. Students indicate these sources are the best resources for program planning, final requirements, internships and jobs. Efforts have been made to support faculty

advisors through the advising center content. Faculty members may direct students to forms as well as general information concerning advising questions and issues.

A dedicated student and alumni email listserv (iSchool@listserv.kent.edu) is utilized to disseminate employment opportunities and internship opportunities.

Standard IV.3

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.

Admissions, Standards, and Procedures

The iSchool applies standards consistently, with adherence to KSU graduate admission policies, and follows well-defined procedures for admission reviews. These admission criteria are clearly stated on the website (https://www.kent.edu/iSchool/library-information-science-admissions) for regular admissions for both domestic and international applicants:

- Regular admission is granted to applicants who have a cumulative GPA of 3.0 or higher in their highest completed degree. In calculating the GPA, all courses from all institutions are included. Applicants who do not meet these requirements must take the Graduate Record Exam General Test to be considered for conditional admission (GRE scores must be no more than five years old) (See Appendix IV-H for admission rubric).
- International students, whose first language is not English, must achieve a TOEFL score of 587 or higher on the paper-based test, 94 or higher on the Internet-based test or a score of 7.0 on the IELTS to be considered for full unconditional admission. Students who have already completed a

degree in a post-secondary institution in the United States may be exempted from this requirement.

The following is a list of required MLIS application materials:

- The university online application.
- An official transcript from all colleges/universities that an applicant attended and completed eight semester hours or more.
- Three letters of recommendation.
- A writing sample to show readiness for graduate level work (writing prompt is provided; a proposal has been made to change this to Application Essay effective Fall 2018).
- Statement of Purpose, a brief form stating goals for the program and used to match with potential faculty advisor (a proposal has been made to change the name to Student Profile Form, effective Fall 2018).
- A Résumé or CV.
- GRE score if overall cumulative GPA from the highest completed degree is less than 3.0.
- A Statement of Exception if overall cumulative GPA from the highest completed degree is less than 3.0. This statement addresses the circumstances that contributed to a low GPA and what measures will be taken to ensure that the graduate GPA will remain at 3.0 or above.
- TOEFL or IELTS scores for international applicants whose native language is not English.
- Application fee.

Applicants to the program upload their materials to the KSU graduate admissions system. The Kent State University Division of Graduate Studies oversees the receipt of the above application materials and then creates an electronic file for every applicant. Once an application is complete, the iSchool's student services staff reviews admission materials for completeness and then determine which program coordinator reviews the file.

Review of applicants who meet the minimum GPA of 3.0 and above

Prior to 2016, the graduate coordinator reviewed each admission file that met the minimum GPA criteria. The admissions process was restructured in 2016 to streamline the process. Student services staff, under the direction of the iSchool Director, currently review applications that meet the criteria for unconditional admission. A rubric (Appendix IV-H) is used to ensure that each unconditional admission application is evaluated in a consistent manner. Emphasis is given to past performance in the classroom as reflected by GPA, currency of undergraduate experience, writing quality of statement, choice of references and strength of recommendations. Admission decisions can be made to (1) admit unconditionally, (2) admit

conditionally, or (3) deny. All applications that require further review are sent to the iSchool Director. All recommendations for admission are sent to the Dean of the College of Communication and Information for final review and approval. Newly admitted students are assigned a faculty advisor based on their career aspirations and stated goals. Faculty teaching and research areas are the basis for this assignment.

Review of applicants who do not meet the minimum GPA of 3.0

Applicants who do not meet the minimum admissions criteria of 3.0 can be considered for conditional admission. Prior to 2016, the Graduate Coordinator and the Admissions, Awards and Academic Standing Committee reviewed applicant files that did not meet the minimum GPA of 3.0. The MLIS Program Coordinator and iSchool director currently review these files, completing a form for conditional admission (Appendix IV-I). Emphasis is placed on Graduate Record Exam (GRE) Scores and the Statement of Exception, along with other application materials. The Program Coordinator makes a recommendation to the Director, who also reviews the file and makes the final recommendation to the Dean of the College of Communication and Information. Admission decisions can be made to (1) admit conditionally or (2) deny. The Student Affairs Committee acts in an advisory capacity to the Program Coordinator with regard to conditional applications and may be asked to review conditional applicants for a second opinion. Appendix IV-I provides the form the committee uses to review applications for conditional admission.

Admission Decisions for the MLIS Program

Recommendations to deny admission or admit the applicant conditionally are documented using the University's online application system and are sent to the Dean of the College of Communication and Information for a final admission decision.

Figure IV-7 below presents data about admission decisions for the past seven years, covering 2011–2018. Overall, most applicants (87.42%) are admitted for regular admission while an additional 9.98% are admitted conditionally. The percentage of students denied admissions over this period is 2.6%. The rate of regular admissions has remained steady, however, the percentage of denied applications has fluctuated over this time period.

Figure IV-7 Admission Decisions for the MLIS Program

Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Fall-Spring 2017-2018	Total/Overall
Regular	322	357	353	364	291	266	201	2,154
% Regular	87.50%	83.80%	90.28%	89.22%	85.59%	88.08%	87.77%	87.42%
Conditional	44	54	33	36	30	23	26	246
% Conditional	11.96%	12.68%	8.44%	8.82%	8.82%	7.62%	11.35%	9.98%
Denied	2	15	5	8	19	13	2	64
% Denied	0.54%	3.52%	1.28%	1.96%	5.59%	4.30%	0.87%	2.60%
Total	368	426	391	408	340	302	229	2464

Students admitted conditionally must select from the five core courses for their first nine hours of enrollment and must receive a B or better in each of these courses. If a conditionally admitted student has met the set criteria, the student's conditional status will be removed.

Additional policies on transfer credit, use of non-degree hours taken prior to official admission and restrictions on hours permitted under guest status are described in the Graduate Catalog (http://catalog.kent.edu/) and iSchool Student Handbook (Taskstream).

Graduation Rates

iSchool students have six years to complete the degree program of study. A one-year extension may be granted through a petition for extension if extra time is needed to complete the degree requirements. A sample of student cohorts who started the program during 2008–2016 is used to report graduation rate. The earliest cohort in the sample includes students who started the program in Fall 2008 because all students would have matriculated from the program no later than Summer 2014 after six years. The latest cohort in the sample includes students who started the program in Fall 2016 to show graduation rates within two full years since their first enrollment.

The MLIS graduation rate for each cohort is summarized in Figure IV-8. A large percentage of students complete their degrees within the 6-year allotted time. Among the first seven cohorts in the sample, the graduate rate is above 75% after six years. Focusing on the "After 3 Years" column, a common standard for time to graduation for graduate students, the data show that iSchool students have been relatively consistent in time to graduation across Fall cohorts. The data demonstrates fall cohort students appear to graduate more quickly than those students who begin their programs in the spring term. It should be noted that the cohorts after Fall 2015 are not included because composition includes recently admitted students, hence there is no graduation data. Most students complete the program within four years.

Figure IV-8 Enrollment and Graduation Figures by Cohort for MLIS

Cohort	Enrollment Count	After 1 Yr.	After 2 Yrs.	After 3 Yrs.	After 4 Yrs.	After 5 Yrs.	After 6 Yrs.
2008 Fall	332	12.65%	55.12%	74.10%	79.52%	81.93%	84.64%
2009 Spring	29	6.90%	27.59%	65.52%	75.86%	79.31%	79.31%
2009 Fall	282	11.35%	50.71%	71.99%	80.14%	81.56%	81.91%
2010 Spring	57	5.26%	54.39%	73.68%	78.95%	78.95%	82.46%
2010 Fall	216	6.48%	50.46%	69.91%	74.54%	76.39%	77.78%
2011 Spring	56	0.00%	35.71%	50.00%	60.71%	71.43%	75.00%
2011 Fall	205	6.34%	50.73%	68.78%	76.59%	79.02%	80.49%
2012 Spring	67	1.49%	35.82%	56.72%	64.18%	67.16%	
2012 Fall	224	5.36%	48.21%	70.98%	75.89%	78.57%	
2013 Spring	83	7.23%	33.73%	65.06%	71.08%		
2013 Fall	207	4.35%	42.51%	69.08%	74.88%		
2014 Spring	83	4.82%	28.92%	61.45%			
2014 Fall	194	1.55%	43.81%	68.56%			
2015 Spring	77	1.30%	29.87%				
2015 Fall	160	2.50%	40.63%				

Standard IV.4

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

Constructing a Coherent and Effective Program of Study

iSchool students use many tools to plan a coherent and effective program of study. The university graduate catalog lists the requirements and responsibilities of students. Upon accepting admission to the program, the new student is enrolled in the iSchool Student Advising Center in Blackboard Learn. This location contains specific resources and sections to assist with program planning, including new student orientation. The advising center's section on "planning your program" walks the student through the initial steps, including in which classes to enroll first and registering for the first time. New students are assigned an academic advisor at the start of their program. Students are encouraged to meet with their advisor and

discuss the program planning form (Appendix IV-D), which provides an outline and plan for coursework. The iSchool curriculum provides for a strong generalist education and facilitates specializations in a variety of areas (Standard II). The structure of prerequisites and core courses provides a coherent and strong foundation for elective coursework and specialization. The iSchool has identified specialization clusters and identified elective courses that support specializations. Course rotation schedules are reviewed and updated annually to aid with course selection. Scheduling staff closely monitor course enrollment each semester to adjust the schedules as necessary. Adequate core course scheduling is offered every semester to accommodate student enrollments. Students work with advisors throughout their degree program to ensure the proper course foundation will contribute to the success of their final requirements.

The university provides an audit tool, the Graduate Planning System (GPS), to assist students in the tracking of their progress toward their degree. This tool can be accessed from the university online portal, FlashLine. The system clearly identifies which courses count toward the degree by using a green check[45] and identifying how many credits are outstanding. The student's GPA is listed as well as application status for graduation among other information. Faculty use this tool when advising students.

Based on the data from the exit survey (Appendix IV-G), it was easy to establish a logical sequence of core and elective courses, with 78.3% of students agreeing or strongly agreeing. An array of tools made available by the iSchool appears to be providing students with the support they need to construct a coherent and effective plan of study. A majority of current students indicated the course rotation (71%, Appendix II-G), the guide sheets[46] (75.4%, Appendix II-A), the website (75.9%, https://www.kent.edu/iSchool/) and the program statement (52.7%, Appendix IV-D) were helpful in planning their program of study.

Figure IV-9 Establishing a Logical Sequence of Courses*

School Program Information (2013-2015 Current Student Survey)	Agree or Strongly Agree	Disagree or Strongly Disagree
Program statement is helpful in planning a program of study	52.7%	9.4%
Course rotation is helpful in planning a program of study	71.0%	6.7%
Guide Sheets are helpful in planning program of study	75.4%	4.0%
Website has helpful information about the program	75.9%	6.7%

*Response rates for the 2013-2015 surveys mentioned above are available onsite, but ranged from 24-26%.

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[45] Versus a red check for those that do not qualify or a blue line for indicating courses in progress.

[46] In 2018 guide sheets will be renamed as Pathways.

In building a plan of study, 27.4% of students (2013-2016 Exit Survey, Taskstream) noted there were opportunities to take courses in other programs, schools or colleges, while 31% of students disagreed there were opportunities to take courses outside the iSchool. Data from the 2016-2017 exit survey (Taskstream) demonstrates that 58.3% of students found opportunities to take courses from other programs, schools, and colleges. Ongoing discussion occurs on how faculty and staff can best advise students of course options from other schools and departments.

Student Survey Data on Program Flexibility and Course Offerings

Data from the student surveys provide insight into students' perceptions regarding a variety of items related to course offerings. Overall, students report a positive perception of the course offerings. The 2013-2015 current student surveys (Taskstream) revealed that 71.4% of students believed sufficient flexibility existed in the program to pursue their individual interests and 75.4% indicated course availability allowed for program completion in a timely manner. These numbers increased in the 2016-2017 exit survey (Taskstream) with 84.4% of students indicating sufficient flexibility in the program to pursue their individual interests and 89.6% indicating the course availability allows for program completion in timely manner. It may be inferred that as students' progress in the program, their satisfaction increases.

Additionally, the 2013-2015 Current Student surveys (Taskstream) revealed that 74% of students felt the core courses provided good background for the elective courses, while the 2016-2017 exit survey (Taskstream) revealed that 77.1% of students were satisfied with the background that the core courses provided for the elective courses.

Figure IV-10 Course Offerings

Course Offerings	Current Student Survey (2013-2015) Agree or Strongly Agree	Exit Survey (2016-2017) Agree or Strongly Agree
There is sufficient flexibility to pursue individual interests	71.4%	84.4%
Course availability allows program completion in timely manner	75.4%	89.6%
Core courses provide a good overall background for electives	74.1%	77.1%%
I have found the workshops to be a valuable part of my program	25.0%	-
Courses in the LIS curriculum are offered in the format that I prefer	67.9%	-

A comparison of the 2013-2015 and 2016-2017 data (Taskstream) shows a positive increase in student satisfaction with the program, possibly attributed to the curricular and communication changes. Data from the 2013-2015 student surveys (Taskstream) revealed that students were mostly satisfied with the format

and length of the courses provided. 68% of students indicated that LIS courses were typically offered in a format they preferred. With regard to the length, most LIS classes are offered as 10 or 15 week courses during the fall and spring semesters, and as five, eight, or 10 week courses during the summer. The School adapted course lengths to those preferred by students in the Fall 2013 current student survey. Forty percent of the 191 students who responded with a preference for courses that run 9-13 weeks. Following that, 26% preferred courses that last 14-16 weeks, and 18% preferred courses 6-8 weeks long.

Student Advising

Student Advising Center

In 2015, in order to address one of the school's strategic goals, student services processes were examined to improve student communication from the time they apply to the time they graduate. As part of this effort, faculty were provided with best practices in active advising to improve student communication with advisors and better meet their needs. Around the same time, user testing and focus groups conducted by a consulting firm suggested that the website content contain only information for prospective students and researchers. Prior to this, the website was a place for current students to find forms and other advising materials. A Blackboard Learn course was developed as an advising center by a student services staff member with input from faculty advisors to provide an accessible place for student forms and program information.

Newly admitted students are given access to the Student Advising Center in Blackboard Learn (BBL) (learn.kent.edu) upon their acceptance to the program. Students are placed in groups with their faculty advisor which allows for ease in contacting advisees using the BBL mail tool. iSchool staff members use the email tool in the Student Advising Center to keep students informed of approaching deadlines, scholarship opportunities, course information, registration and scheduling issues. The availability of the advising center has been an efficient form of communication. Prior to the creation of the advising center, information was posted to the general iSchool listserv and unfortunately the information was lost among the other listserv communication.

The advising center acts as a repository for forms, handbooks, links, resources and information for newly accepted students (including orientation) until graduation. Students may easily download curricular forms and handbooks, as well as receive preliminary advising guidance, such as how to schedule your first semester and register for classes. This one-stop location contains information on registering for classes (including wait listing), planning a program of study, areas of study, financial aid, final requirements and graduation procedures in addition to contacting their advisor. The advising center content is continually

refined and updated; the Student Affairs Committee reviews the content as part of its charge and makes recommendations for improvement to the student services staff.

In a 2016-2017 new student survey (Appendix IV-F) administered during a student's first semester in the program, 69.7% of students indicated they reviewed the materials available in the iSchool Student Advising Center and 64.8% found the materials useful. In a recent graduating student survey (Exit survey, 2016-2017, Appendix IV-G), 83.3% of students indicated they reviewed the materials in the Advising Center and 70.8% found the materials useful. When asked what additional information would be helpful to them, they indicated: samples of other student portfolios; details on the content of classes; professional advice; additional information about professional organizations; job placement; and continuing education opportunities.

A focus group of MLIS students (Taskstream) took place in the spring of 2018. Comments from this group stated that the organization of the information in the Advising Center could be improved. As a result, the Student Affairs committee will consider student feedback (recent surveys and focus groups) to review the organization and presentation of the site and make recommendations for changes. The committee will make recommendations on how to improve the design and usability of the site.

Orientation for New Students

Prior to offering the degree fully online, the iSchool held a face-to-face orientation at the start of the Fall semester. As more classes transitioned online, attendance at the onsite orientation declined. In order to reach online-only students, the online education committee expanded a virtual orientation originally developed in AY 2012-2013 to include links and resources for new students. The online orientation provided students with basic information such as how to register for classes, acquire university IDs, parking permits, etc. and was included as a link from the main iSchool website. The 2014 current student survey showed that 64% of students completed the online orientation and 46% found the orientation informative.

 In 2015, in order to improve upon student satisfaction, a group of faculty members created an online orientation using Blackboard Learn modules. This went live in May 2016.

The Student Orientation in the Student Advising Center (learn.kent.edu) introduces the new student to online graduate learning and culture by discussing workload expectations, how to register for classes, technology requirements, technology skills, Blackboard essentials, skills and resources needed for conducting research and professional communication, KSU student resources (including financial aid) and best practices for learning in terms of goal setting and time management.

The new student survey (2016-2017, Appendix IV-F), shows that 75% of students completed or partially completed the online Student Orientation of which 66% found the information useful. When asked about specific information covered in the orientation materials, 68% of students found the information on program requirements clear, 74% stated that the process for class enrollment is clear, and 72.5% had a clear understanding of the workload expectations.

In the MLIS student focus group conducted in Spring 2018 (Taskstream), insight was provided as to why students partially complete the orientation. In a nutshell, students stated that the information did not seem relevant. As a result, the student affairs committee met with representatives from graduate studies to ask about university wide graduate student orientation and possible overlap. It was learned that the university does not provide online orientation but recognizes this can be a future aspiration. In order to meet one of the strategic goals in this area for 2016-2020 (Appendix I-D), the student affairs committee will review the content of the orientation in 2018 and seek student input in order to make recommendations for content changes. It is hopeful that future orientation resources and endeavors can be collaborative with graduate studies.

Students who are able to travel to campus, may attend a coffee hour held at the start of the Fall semester. This enables new students to come to campus, meet with iSchool administration and faculty as well as attend the university sponsored Graduate Student Orientation (GSO).

Further discussion of resources and services available to all iSchool students, such as library resources and services, Student Accessibility Services (SAS), student ombuds services, is also included in Standard IV.5.4.

The assignment of an advisor by the student services staff is based primarily on matching the specialization interest of the student with the expertise of the faculty member. A list of faculty members' areas of expertise and research is used to aid students who wish to change advisors or consult a specific faculty member (available in the Student Advising Center). FlashLine, the University Portal, assists faculty members in instructing and advising by providing online access to class rosters and information for advising purposes, such as unofficial transcripts.

New students are encouraged to contact their advisors soon after acceptance into the program and before they register for classes. Advisors use a variety of methods to meet with students including email, phone, Skype, Zoom, Webex and Google Hangouts. Although a student has only one faculty advisor, they are encouraged to speak with other faculty members as the need arises. Additionally, students may select a faculty advisor other than their academic advisor to oversee their Final Program Requirement.

Despite the considerable advising loads of faculty members, MLIS students overall are satisfied with their academic advising. The data from the 2013-2015 Current Student Surveys (Taskstream) reveal the following:

- 71% of students strongly agree or agree that their advisor is accessible
- 64.3% of students strongly agree or agree that their advisor understands their need
- 60.3% of students strongly agree or agree that their advisor is interested in their academic and professional success
- 63.4% of students strongly agree or agree that their advisor's guidance is helpful

In addition, data from the 2016-2017 exit survey (Taskstream) of students indicates that students continue to remain satisfied with their academic advising, with students reporting the following:

- 89.6% felt their advisor was interested in academic and professional success
- 77.1% stated that their advisor's guidance was helpful
- 78.1% indicated their faculty advisor understood their needs
- 79.2% reported that their advisor was accessible

Data from the 2016-2017 exit survey (Taskstream) also reveals advisors are taking on many roles in the advisor-student relationship with the students reporting that they turned to their advisor for the following reasons: 1) assistance with planning their final program requirement (90.6%); 2) assistance with planning their program of study, especially elective coursework (61.5%); 3) for mentorship (16.7%); and 4) for career advice (17.7%).

Evaluations of Student Achievement

The iSchool employs a variety of measures to evaluate the performance of our students. Criteria for evaluating student performance is the domain of the instructor and published in his or her syllabus, though the framework is set by the University. Within the classroom environment, faculty members utilize a variety of potential assessment techniques. These include exams and quizzes, online discussion, papers, presentations, peer and self-evaluations, and group and individual projects. There are additional opportunities to evaluate students outside the traditional classroom. For example, students completing an internship option for their Final Requirement are evaluated by the supervisor at the internship site as well as the faculty internship advisor. Additional evaluation is provided by faculty members through the annual scholarship award process for current students, academic awards and faculty nomination to the Beta Phi

Mu International Honor Society granted to recent alumni. Finally, evaluation occurs through letters of reference provided by faculty members to prospective employers or other educational institutions to which a student may apply.

Students are apprised of their ability to stay in the program based on their cumulative average, which must be at least a B average (3.0). At the end of each semester, COGNOS reports (a University-adopted reporting application) listing students in academic peril are generated with students with GPAs below 3.0 and students who received a B- or below in any course or U in any pass/fail course. In addition, a list of students with conditional admission status is also generated for transcript review. The student services staff with oversight from the director review these transcripts and prepare a Student Achievement Evaluation Report at the end of each semester.

Placement

Recent Alumni Survey Data on Placement and Preparation

Placement and salary data are gathered annually. Until 2013 the iSchool administered its own survey to graduates but then switched to using the *LJ Placements & Salaries Survey* along with the additional school-specific questions. This survey is administered every July to graduates from the previous calendar year. The data reported here includes those students who graduated during the time period of 2011-2015 (Taskstream).

The data emerging from the survey regarding employment suggests that graduates from the Kent State School of Information are successful with finding positions in the information field after graduation. Response rates for the post-graduation employment survey are available onsite but range from 21-30%. 84% of students reported being employed with 79% of students employed in the field and 5% of students employed outside of the field while 6% of students reported being unemployed. Of those employed, 73% reported employment in a professional position while 21% reported employment in a paraprofessional position. In addition, 79% reported employment in a full-time position and 19% reported employment in a part-time position. The graduates of our program continue to find a majority of their positions in Ohio, with 64% of respondents employed in Ohio and 27% employed outside of Ohio.

Figure IV-11: Employment Rates of Graduates

Employment at the Time of the Survey (Post-Graduation Employment Survey 2011-2015)	Percentage
Employed (all)	83.8%
Employed in field related to program	78.9%
Employed outside the field	4.9%
Not employed	16.2%
Professional position	73.4%*
Paraprofessional position	21.2%
Full-time employment	79.3%
Part-time employment	19.4%
Employed in Ohio	64.4%
Employed outside Ohio	27.0%
Obtained current position after graduation with MLIS	62.2%
Current Position was obtained before MLIS graduation	36.0%
MLIS changed employment status at same employer	9.9%

*Remaining table indicates % of those employed

The findings suggest that earning the MLIS was helpful to our graduates with 62% reporting that they obtained their current position after receiving the degree. While 36% of students reported obtaining their current position before earning the degree, 10% of those reported a change in their employment status after earning the degree. Finally, various experiences during the degree were perceived by the graduates to be important for finding their first professional position. The data reveals that:

- 64% felt that their fieldwork, practicum, or internship experience was important
- 41% felt that technological skills gained in the program were important
- 33% felt that their subject specialization in the program was important
- 29% felt like the opportunities to network with professionals in the field was important
- 19% felt that the type of information agency in which they specialized was important
- 6% felt that the opportunities to complete additional certifications with their Master's degree was important

Standard IV.5

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

The iSchool provides several opportunities for students to develop leadership qualities through participation in the life of the iSchool and beyond. Representatives from the student body participate in the governance of the iSchool and serve on the Faculty Advisory Committee, and standing faculty committees such as Curriculum, and Student Affairs. Students participated in the core curriculum revision process.

A student representative from the College of Communication and Information represents all schools within the college and is elected to the Graduate Student Senate. The Graduate Student Senate represents the concerns of the graduate student community of Kent State University. The Graduate Student Senate also serves as an allocation body by providing funding to graduate students and graduate organizations for speakers, workshops, social events, capital equipment purchases and professional travel.

STANDARD IV.5.2

IV.5.2 Participate in research;

The iSchool encourages student involvement in research throughout their time in the program. Research is a component of the student learning outcomes. The current MLIS Program Learning Outcome (PLO) addresses research and states graduates of this program will "critique and synthesize research and identify appropriate research methodologies to solve problems in the field" (PLO2, see Appendix IV-B). Students have the opportunity to meet this learning outcome in both core and electives classes. For example, in an assignment found in LIS 60040 Information Institutions and Professions, the student must research a topic in organizational behavior, find a minimum of five scholarly articles and then use the research to write a memo to their supervisor about how the topic can be addressed in their fictional workplace.

Appendix IV-B shows the alignment of PLO2 to course learning outcomes (CLOs) of all current core courses and two of final requirement research options.

The recent core revision made LIS 60050 Research Methods and Assessment a required course. Prior to this, Research Methods (formally LIS 60604) was an elective course and required of anyone who wanted to conduct research as part of the culminating experience. This course provides students with a foundation for research methodology and assessment. The final assignment in this course is the preparation of a research proposal. It introduces the students to Kent State University's Institutional Review Board processes and compliance and allows them to complete the required online training for this. This ensures they are prepared to conduct research at any point in their iSchool program.

MLIS Final Requirement options for students include the selection of one of the following:

- LIS 60092 Master's Internship in LIS (3 credits)
- LIS 60098 Master's Project in LIS (3 credits)
- LIS 60198 Master's Paper in LIS (3 credits)
- LIS 60199 Thesis I (6 credits)

Final requirement option distribution, between Spring 2012 and Spring 2018, shows that:

- 95 students enrolled in a Master's Paper option; 60.5% of all research options; 7.4% of all MLIS final options
- 50 students enrolled in a Master's Project option; 31.8% of all research options; 3.9% of all MLIS final options
- 12 enrolled in a Thesis option; 7.6% of all research options; .09% of all MLIS final requirement options
- 1127 students enrolled in the Internship option; 87.8% of all MLIS final requirement options

Figure IV-12: MLIS Research Options

MLIS Final Requirement Research Option Distribution

	2012	2013	2014	2015	2016	2017	2018
PAPER	68.8%	58.3%	86.2%	66.7%	48.3%	48.3%	50.0%
PROJECT	31.3%	29.2%	10.3%	16.7%	41.4%	51.7%	50.0%
THESIS	0.0%	12.5%	3.4%	16.7%	10.3%	0.0%	0.0%
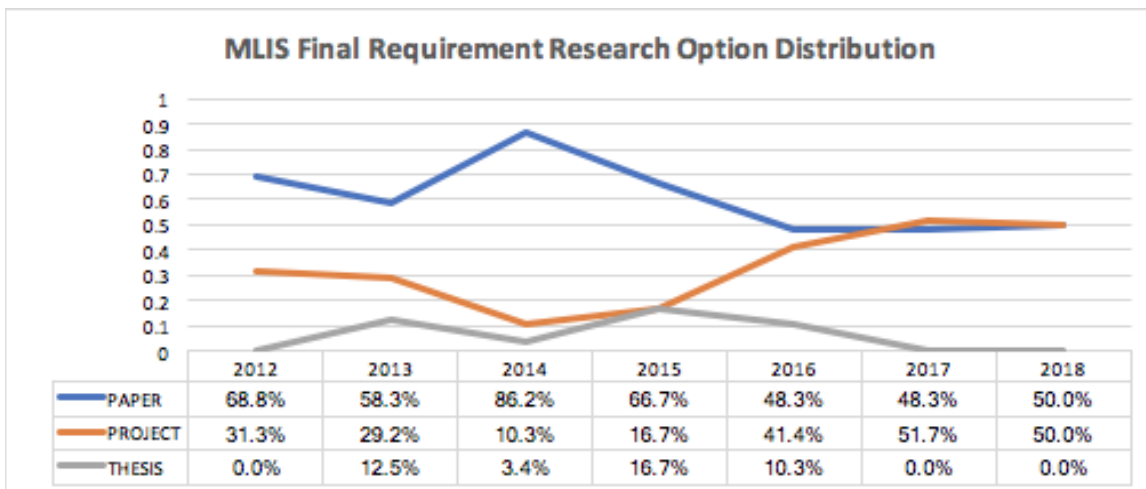
Students who choose either the project, paper or thesis option work with a faculty advisor who oversees the research process and grades the final requirement option. Examples of topics of such student research papers, projects or theses are included in Appendix IV-E, along with a list of students who presented research at conferences and published in journals.

In a 2013-2016 Exit survey (Appendix IV-G), 49.5% agree or strongly agree that there were opportunities to evaluate, explore or conduct research (Taskstream). In a 2016-2017 New Student survey (Appendix IV-F), 48.4% indicated that they are interested in opportunities for research and 23.8% agreed or strongly agreed that they know how to find opportunities and/or conduct research (Taskstream). By the end of their program, 58.3% of graduating students indicated that they were interested in opportunities for research and 51% agreed or strongly agreed that they know how to find opportunities and/or conduct research[47].

STANDARD IV.5.3

IV.5.3

Receive academic and career advisement and consultation;

A discussion of academic advising can be found under Standard IV.4. This section discusses activities related to career advisement and consultation.

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[47] Source: 2016-2017 Exit survey (Appendix IV-G)

Students have indicated an increased interest in career resources. The iSchool has typically provided notices of job opportunities and internships to students via the student/alumni listserv. Other subscribers, including alumni and employers also post directly to the listserv. The iSchool website underwent revision in the Spring 2018 to include new pages listing job or internship opportunities and career resources. A job and internship portal was created so that employers may directly submit job and internship opportunities, which will appear on the iSchool website. This process will keep the list of opportunities current and relevant to the student. A career resources page (http://www.kent.edu/ischool/jobs-internships) was added and will further be expanded in Fall 2018.

The iSchool had a tradition of offering a career fair in the spring for students and alumni. These large-scale networking events were held in the evening in the KSU Ballroom with potential employers and internship sites/supervisors invited to set up vendor style tables. Guest speakers offered advice on interviewing and resume writing, as well as the job search or networking. These were well-attended when the majority of the students were enrolled in face-to-face classes. A similar event was held in Columbus for students geographically located in the central and southern half of the state. Recognizing the similar needs for all communication and information students, the College of Communication and Information began to offer a similar event to its students, both graduate and undergraduate, in 2016. This joint event is meant to expand the number of potential employers and internship sites for students by broadening a student's exposure to other organizations. However, the timing of this event (it is held in the morning) is not conducive for many iSchool students who are currently employed. Additionally, these efforts only reach a limited number of local iSchool students.

The iSchool-only career fair was not held in 2016 or 2017. To address students' interest in receiving career help and guidance, career events and resources that can benefit the entire online iSchool community are being considered. In April 2017, a webinar on Job Search Strategies: Effective Resume Writing and Interviewing was held and attracted over 40 participants. The speaker, an iSchool graduate, currently works for a national library search firm that specializes in executive placements. The hour-long session included time for Q&A. Future webinars are being planned and the new iSchool Alumni Network has expressed an interest in creating future initiatives in this area.

The Kent State University Career Exploration and Development department assists student and alumni with job search strategies (https://www.kent.edu/career). Career Advisors are available to meet one-on-one with students and alumni, either in person or via phone[48]. This department provides extensive resources, including video and web links, for the job seeker. Students can arrange a mock interview with a career

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[48] For online students who live too far from campus

counselor or use the Interview Stream service to videotape themselves in a mock interview and receive feedback. A link to this resource is made available to students via the career page on the iSchool website.

With the re-design of the MLIS curriculum, it was decided to include a module in LIS 60280 Master's Portfolio in LIS on career guidance and resources. Students in this class create a resume or CV to include in their final portfolio using the resources provided. Classmates perform peer review of resumes and cover letters and provide feedback.

STANDARD IV.5.4

IV.5.4
Receive support services as needed;

Kent State University offers students multiple avenues of support from the university. Below is a list of services available to online students:

- Student Accessibility Services https://www.kent.edu/sas
- Tech Support helpdesk https://www.kent.edu/techhelp
- Student Legal Services https://www.kent.edu/sls
- Student Ombuds https://www.kent.edu/studentaffairs/student-ombuds
- Writing Commons https://www.kent.edu/writingcommons
- Library services that range from Libguides, free delivery of library materials to distance learners and personal reference appointments with librarian https://www.library.kent.edu/
- Graduate Student Orientation https://www.kent.edu/graduatestudies/gso
- Amanda Leu, CCI Academic Diversity Outreach Coordinator, aleu@kent.edu or www.kent.edu/cci/diversity is available to meet with students with issues regarding diversity and inclusion. CCI students, including those in the iSchool can seek assistance with issues ranging from financial hardship to sexual misconduct or cultural bias and may be referred by faculty
- LGBTQ Student Center https://www.kent.edu/lgbtq
- Women's Center https://www.kent.edu/womenscenter
- Center for Adult and Veteran Services https://www.kent.edu/cavs
- Sexual and Relationship Violence Support Services https://www.kent.edu/srvss/ask-sart
- University Health Services https://www.kent.edu/uhs

STANDARD IV.5.5

IV.5.5

Form student organizations;

When the degree was offered face-to-face, the iSchool sponsored many active student groups. As the iSchool student population transitioned to online-only students and expanded beyond the state of Ohio, student groups struggled to attract and maintain active members. The Associated Library Science Students of Ohio (ALSSO) was the student-run group associated with the American Library Association (ALA). A regional version of the same group, the Columbus Associated Library Science Students of Ohio (C-ALSSO), consists of Kent State MLIS students in the greater Columbus area. Both groups provided professional development opportunities, social networking activities and pathways for student advocacy. ALSSO was active for many years and organized a few events each year, such as tours of local libraries. Over time membership declined and it could not sustain momentum once student leaders graduated. C-ALLSO has remained active as this small group finds it helpful to have informal networking opportunities with their peers and local librarians. The group holds several events each year as a chance to network with peers and professionals in the area. There is an annual "Back-to-School" Picnic each Fall as well as tours of libraries such as the Billy Ireland Cartoon Library and Museum at The Ohio State University. The group has offered resume writing workshops and hosted a webinar watch party where students gathered in person to jointly watch a webinar the iSchool hosted on career development. In 2017, the students planned and hosted an event called "tacos and technology" which featured a taco dinner followed by a panel discussion with library professionals from Wittenberg University, the State Library of Ohio and OCLC who discussed the technology skills librarians will need in the future.

Unfortunately, student groups associated with a professional association such the award-winning Special Libraries Association (SLA) student chapter and Society of American Archivists (SAA) student group have become inactive as the program moved online.

On a more positive note, student activism has recently enjoyed a resurgence. In 2016, a student-led group created an advisory council. Two students developed and distributed a survey to current students. Survey data was analyzed and an executive summary made recommendations to the iSchool Director. These efforts resulted in the establishment of the iSchool's Graduate Student Advisory Council (GSAC) in 2017. The group was formalized with the election of officers (Appendix I-C) and adoption of a constitution. In March 2018, the group registered as a formal KSU student group. Current officers are located in northeast Ohio and one elected student is a virtual member. Additionally, recruitment has begun for student involvement in an ALA Student Chapter and for a student group associated with NORASIS&T, the Northern Ohio Chapter of the Association of Information Science and Technology. The ALA student chapter also has filled its

leadership roles, been formally registered as a KSU student group, and reactivated with ALA. All three of these groups will work together to provide opportunities for students to network with fellow iSchool students and professionals. Joint events, such as tours of information institutions, service projects, trivia nights and a newsletter have already been planned. These student-led endeavors serve as an example of the iSchool's commitment to the strategic goal of encouraging service outreach and community.

In a 2016-2017 Exit survey (Appendix IV-G), 65.6% of students indicated awareness of the opportunities and benefits to student organization involvement (Taskstream). This is evidence that the positive momentum of student volunteers and the resurgence of student-led groups can involve and engage the student body to a greater extent.

STANDARD IV.5.6

IV.5.6
Participate in professional organizations.

Students are encouraged to join professional state organizations, such as the Academic Library Association of Ohio (ALAO), the Ohio Library Council (OLC) and the Ohio Educational Library Media Association (OELMA) as well as national or international associations such as the American Library Association (ALA), American Society of Information Science and Technology (ASIS&T) and its NORASIS&T chapter (the Northern Ohio chapter), the Special Library Association (SLA), the American Association of Museums and Society of American Archivists (SAA). Students benefit from a reduced membership rate for a joint membership to OLC and ALA.

Figure IV-13 illustrates that the majority of students are aware of the benefits and opportunities to be involved in professional organizations with a slightly higher percentage of recent graduate awareness (76.8%) than new students in their first semester (60.7%). Significant increases in the percentage of graduating students (73.2%) exhibit student awareness of opportunities to attend professional conferences in comparison to new students (52.5%). Response rates for the surveys mentioned below are available onsite and range from 24-41%.

Figure IV-13: Awareness of Benefits and Opportunities for Involvement in Professional Organizations

Professional Involvement	Agree or Strongly Agree	Disagree or Strongly Disagree
2013-2015 Current Students (Taskstream)		
Aware of opportunities to become involved in Professional Organizations	72.8%	10.7%
Aware of opportunities to attend professional conferences	71.0%	10.7%
Involvement in professional orgs enhanced my learning experience	35.3%	5.8%
2015-2016 New Students		
Aware of opportunities and benefits to become involved in Professional Organizations	60.7%	32.0%
Aware of opportunities to attend professional conferences	52.5%	41.8%
2016-2017 Graduating Students (Exit Survey, Appendix IV-G)		
Aware of opportunities and benefits to become involved in Professional Organizations	78.1%	21.9%
Aware of opportunities to attend professional conferences	72.9%	27.1%

Despite faculty encouragement and discussions in core and elective courses of the benefits of engagement in relevant professional organizations, student involvement in professional organizations is minimal. Data gathered from two surveys (Figure IV-14, Taskstream and Appendix IV-G) show that only a small percentage of current students or recent graduates joined professional organizations.

Figure IV-14: Student Membership in Professional Organizations

Membership in Professional Organizations	2013-2015 Current Student Survey	2016-2017 Exit Survey
American Library Association (ALA)	22.8%	35.4%
A division of ALA	0.0%	26%
An ethnic group of librarians specific association	0.0%	2.1%
Other special library association (e.g., Music, Medical, Law)	0.9%	1.0%
Special Libraries Association (SLA)	0.4%	0.0%
Association for Information Science and Technology (ASIS&T)	1.8%	0.0%
A State Specific Library Association (e.g., Ohio Library Council-OLC, Academic Library Association of Ohio-ALAO)	12.5%	20.8%
American Alliance of Museums	0.0%	1%
International Council of Museums	0.0%	0.0%
Society of American Archivists (SAA)	3.9%	3.9%

Faculty encourage students to become involved in leadership opportunities Many students take leadership roles, volunteer for the organizations mentioned, or engage in other professional leadership activities.

- Student Advisory Board Member, Voices of Youth Advocates (VOYA), 2018: Sylvia Chris, student
- Ambassador to Fay B. Kaigler Children's Book Festival, 2018: Jacqueline Kociubuk, student
- Member, ALA Quick Picks for Reluctant Readers Committee, 2017: Lisa Krok '14
- Ambassador to Fay B. Kaigler Children's Book Festival, 2017: Elizabeth Bracher '17
- Member, Cincinnati USA Regional Chamber's Cincy Next Class 4: Sondra Presley '16
- Ambassador to Fay B. Kaigler Children's Book Festival, 2016: Kristen Zajac '16
- Ambassador to Fay B. Kaigler Children's Book Festival, 2015: Adrienne Savoldi '15
- Recipient, Kathryn Venditti Mentoring Award: Jennifer Klunker Donley MS IAKM '14, MLIS '09

In the past two years, the rejuvenation of the student professional groups has been a significant endeavor of the school. For example, when the 2016 IFLA conference was held in Columbus, Ohio, faculty member Nancy Lensenmayer coordinated iSchool student volunteers to fill various duties during the conference.

Standard IV.6

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.

Student Achievement and Program Development

A variety of procedures and practices are in place for systematic evaluation of the effectiveness of the degree. These include, but are not limited to, standing committees of the iSchool, which may include both students and staff[49]. The iSchool conducts several surveys that aim to evaluate student services by faculty and staff members. The surveys include the new student survey and program exit survey of students who have completed the program. A sample of these surveys is available in Appendices IV-F and IV-G. Questions in these surveys focus on advising and orientation.

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[49] E.g. the Curriculum Committee, the Faculty Advisory Council, feedback from the advisory teams, feedback from town hall meetings, student course evaluations, annual reviews of strategic and instructional objectives, annual setting of objectives, actions and outcome measures, and formal and informal feedback from individual students or the student organizations

Further actions demonstrate that the iSchool has made student services a priority. The structure of student services was adjusted in 2015 to better meet the needs of students. A replacement staff member was hired to work with the graduate program coordinator to process admissions, answer student inquiries, and more efficiently address student needs during and at the end of their program. A new faculty standing committee, Student Affairs, was created in 2017. This committee oversees the awarding of student scholarships, monitors the student orientation and advising center content, acts as an advisory board for the admission process, facilitates the nomination of Beta Phi Mu honorees, reviews cases of official student complaints, monitors student needs and recommends how the iSchool can respond to them.

Faculty committees, student services staff and the director review survey data and student comments to determine how best to address student needs. In 2015, a task force of faculty and student services staff was created to improve the student experience from application to graduation. Revisions and clarifications were made to iSchool communications and processes in order to convey information that required student action. Throughout the admission process, student services staff noted that many students asked for a way to verify their newly admitted status and how to register for classes. To avoid giving the student duplicate information, communications were revised and a clear process for accepting admission was implemented.

Orientation information for students, including the core classes taken in the first semester, was included in a newly created Student Advising Center. This orientation was later expanded in 2016 to include online learning modules (learn.kent.edu). A group of faculty members worked with an instructional designer to expand the existing orientation in order to include expectations for graduate study in an online learning environment, including technology and research, as well as effective and professional communication. The content for the advising center was designed with students' needs in mind and is closely aligned with the timeline that they follow to complete their degree (core classes, elective options and final requirements). The center contains forms, links and information for students completing their degree. It also provides an easy way to contact their academic advisor as well a way for the iSchool to email quickly all students in the program with pertinent and timely messages.

In addition, the student services staff with oversight from the director, closely monitors the progress of students, especially those challenged by the program, and makes recommendations regarding policies and practices conducive to student success. The faculty advisors help students identify areas for improvement and formulate strategies for future success.

iSchool course development is directly affected by student evaluations. After final grades are submitted, each faculty member is given the opportunity to view individual course evaluations and data summaries of

those evaluations. These are designed to help instructors make changes to the course, such as improving assignments, communication or readings based on student feedback.

The monitoring of individual student achievement is also an important part of the program and is discussed in Standards IV.2 and IV.4.

Standard IV.7

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.

The iSchool faculty have identified five student learning outcomes which are included in the school's syllabus template (Appendix IV-J):

1. Apply the field's foundational theories, principles, values, ethics and skills to everyday practice.
2. Critique and synthesize research and identify appropriate research methodologies to solve problems in the field.
3. Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians/information professionals and the environments they work in within the global society.
4. Evaluate systems and technologies relevant to a particular information context.
5. Identify needs and connect individuals and communities with information that engages and empowers them.

Assessment data for the learning outcomes are collected in many ways, including, but not limited to, the following:

- New student survey (2016-present) (Appendix IV-F)
- Current student survey (used until 2015) (Taskstream)
- Exit survey (Appendix IV-G)
- Post-graduation survey (Appendix I-J)
- Course evaluations (available upon request)
- Focus groups (Taskstream)
- Internship evaluations (Taskstream)

For a complete list of systematic planning tools, please refer to Standard I.

As addressed in Standard II, since its last accreditation review, the iSchool revised its core curriculum and program learning outcomes. The Curriculum Committee meets regularly during the academic year and reviews course approvals, course revisions and curriculum changes. Evidence of the committee's decision-making is maintained through formal minutes, which are maintained on the iSchool server for record-keeping purposes.

Student Services staff use university-generated reports to assess student progress toward earning the degree. Course grades and feedback on individual assignments provide direct measurement of student learning outcomes. The core revision team specifically addressed the program learning objectives when designing core class content and assignments. A new requirement for students who began their degree in Fall 2016 is LIS 60280 Master's Portfolio in LIS. This final requirement acts as a culmination of the MLIS degree where students create a portfolio of their work, choosing eight projects from any of their coursework. Each project must include a descriptive annotation addressing how the student achieved each of the five stated program learning outcomes. A portfolio checklist is provided to the student to aid in the development of the portfolio while the course grading rubric ensures that each program learning outcomes was met (see Appendix IV-C for a copy of the rubric used). Since this is a new requirement, there has not been significant student data to inform decision-making; as more students matriculate with this requirement, the rubrics and performance in the portfolio class will be reviewed and refined.

Every semester, faculty are able to access course evaluations completed by the students with the Director also privy to these reports. Students completing an internship and their site supervisors must complete an overall evaluation at the end of the experience (Taskstream). This evaluation contains general evaluation questions of the site, supervisor, and experience and was revised to include a better assessment of internship learning outcomes. Students are asked to align their internship learning goals and accomplishments with MLIS program learning objectives, as well as the extent to which their coursework prepared them for the work during the internship. Similarly, supervisors are given the opportunity to assess at what level the student's performance shows mastery of the program learning outcomes. Both the student and the supervisor are asked how the iSchool can improve the internship process and communication; these evaluations are required and are shared with the student's faculty internship advisor. For a copy of the MLIS Internship Handbook please reference Taskstream.

The post-graduation survey (one year-18 months after graduation) provides a reflective view of a graduate's experience while earning the MLIS degree (Appendix I-J). These allow the graduate time to

apply their learning and assess how their education helped them achieve career-related goals. Feedback from Alumni, Advisory Board members and others who employ iSchool graduates provide insight into the graduate's preparedness for entering the profession.

Standard IV.8

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.**

As mentioned in Standard IV.7, the iSchool uses several different direct and indirect measures to evaluate student learning outcomes. Surveys are distributed by student services staff based on the timeline set forth by the systematic planning committee and the Director with the resulting data managed by student services staff. The Systematic Planning committee reviews surveys and makes recommendations to faculty committees and the administration for action that needs to be taken. Data and reports are shared with appropriate faculty committees which directly inform committees whose evaluations and recommendations lead to continuous improvement in program design and student experiences. The Student Affairs committee systematically uses student feedback through surveys and focus groups to review and revise the contents of the student advising center and orientation. A representative from the student services staff regularly attends student affairs committee meetings to keep the committee appraised of new developments and needs regarding students.

Faculty members often use course evaluation feedback from students to improve course content, format, pedagogy and assignments. Assignments are mapped to course and program learning outcomes. Faculty can easily assess a student's completion of a learning outcome and adjustments can be made.

Conclusion

In recent years, the iSchool has made efforts to improve the online student experience. A task force connected student information needs with a timeline that matched communication efforts from the school. Staff and processes in student services have been reviewed and upgraded based on faculty and staff observation as well as results of student survey data; these efforts continue to evolve and have resulted in a new advising center and an online orientation. Renewed recruitment efforts to attract a diverse student body include the iSchool Seed Scholarship; future plans to expand career advisement and internship opportunities to benefit the entire online student body are also being considered while renewed efforts in student organizations are promising.

STANDARD V: ADMINISTRATION, FINANCES, & RESOURCES

Overview

The School of Information has undergone numerous changes over the past six years since the last accreditation. There have been several changes in leadership at both the College and School levels, expansion of programs, and strengthening the "life of the school." The iSchool continues its autonomy within the College of Communications and Information which provides opportunities for its programs, students, and other stakeholders. The iSchool maintains sound financial operations and conforms to the policies of the Collective Bargaining Agreement (CBA, kent.edu/facultyhandbook/collective-bargaining-agreements). Policies and procedures codified in the CBA are used to guide the overall planning of the iSchool and its operations.

Sources of Evidence

Figure V-1: Mapping Sources of Evidence to Standard IV Substandards

Substandard	Source of Evidence	Location/Additional References within the Self-Study
Overview	Kent State University Collective Bargaining Agreement (CBA) for TT and NTT Faculty	https://www.kent.edu/facultyhandbook/collective-bargaining-agreements
V.1	College of Communication and Information Organizational Chart	Appendix V-A
V.1	iSchool Faculty Handbook	Taskstream
V.1	University Policy Register	https://www.kent.edu/policyreg
V.3	Dr. Kendra Albright, CV	Appendix V-B
V.4	MLIS Advisory Board	Appendix I-A
V.4	Alumni Network Board	Appendix I-B
V.4	Graduate Student Advisory Council (GSAC)	Appendix I-C
V.11	List of Software Available to Students & Faculty	Appendix V-C

Standard V.1

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 iSchool as an Integral Part of the College of Communication and Information

The iSchool is one of five schools in the College of Communication and Information (Appendix V-A). The original four schools in the college (Journalism and Mass Communications, Communication Studies, Visual Communication Design and the iSchool) were joined by a fifth school on July 1, 2017, the School of Digital Sciences (DSCI). Such a combination provided a much clearer focus on disciplines that share information as a central concern. Both the previous President and Provost of the University strongly supported this endeavor and the current President and Provost have continued a level of strong support for DSCI. Currently this is evidenced by the fact that DSCI is considered to be a sister school to the iSchool and shares existing courses and those that are being co-developed. Joint hires are underway to expand the areas needed in a modern and forward-looking MLIS and other programs within the iSchool (e.g., data sciences, data visualization).

Dean Amy Reynolds took leadership of CCI in July 2015 with an ambitious agenda to update the College structure and reduce the boundaries between schools in order to create an innovative environment of collaboration and research. SLIS followed suit and joined the iSchools Organization in Spring 2016, and officially renamed itself the School of Information (iSchool) as of July 1, 2017. The iSchool continues to be an active and integral part of college collaboration and is noted for its energy and innovation. The iSchool participates equally on all College committees and in decision-making through participation in the leadership team comprised of the Directors from the five schools.

The iSchool operates autonomously in the creation of its curriculum, policies, and other operational matters. Some oversight is provided at the College level by the Dean and Associate Dean, through appointed college committees, such as the Graduate Curriculum Committee (GCC) and College Advisory Committee, and by University-level administrators. The School is also guided by the University Policy Register (approved by the KSU Board of Trustees) and the Collective Bargaining Agreements (https://www.kent.edu/facultyhandbook/collective-bargaining-agreements).

The iSchool as an Autonomous Unit

The iSchool director and faculty, through its Faculty Advisory Council (FAC), work together to create, implement, maintain, develop, and evaluate the four programs in the school, including the MLIS, and the three other M.S. degrees in Health Informatics, Knowledge Management, and User Experience Design. Oversight of these programs are delegated to the Program Coordinators for each, which include Dr. Christine Hudak for Health Informatics, and Dr. Paul Sherman for User Experience Design, who report to the director of the School. The program coordinator for the MLIS program rotates each year, with Dr. Meghan Harper serving in this capacity during 2017-18. The iSchool is currently interviewing positions for the Program Coordinator and endowed Goodyear Professorship in Knowledge Management. Faculty participation is encouraged and prescribed, primarily by the Collective Bargaining Agreement (CBA, https://www.kent.edu/facultyhandbook/collective-bargaining-agreements). The CBA requires that the FAC, which currently consists of a committee of the whole faculty, consult with the Director on administrative matters. The types of matters for which the FAC may be consulted by the Director, and in which the FAC serves as a consulting body. Some of these activities include appointment of new faculty, tenure and promotion, program development, restructuring, and/or discontinuance, and teaching and advising issues.

The iSchool as a Distinctive Unit of Kent State University

The School of Information was first accredited by the American Library Association in 1963. Over the years, the School has played a vital role in the University and the state. Today, the iSchool is distinctive for many reasons. These reasons include but are not limited to the following:

- It is the only ALA-accredited library and information science Master's program (MLIS) in Ohio.
- It has offered graduate level professional education in library and information science across the state through the development of the Columbus program, currently housed within the State Library of Ohio, an online MLIS program beginning in Fall 2011.
- It continues to develop its strength in public, academic, and school libraries.
- It has launched programs in digital libraries and digital preservation.
- It is building on its courses in data mining, data sciences, and machine learning.
- It has created a Digital Laboratory designed for use with the digital preservation program
- It continues to strengthen the museum studies specialization that was a result of two major Institute for Museum and Library Services grants related to museum resources and youth librarianship.
- It offers a highly specialized program in youth librarianship and school librarianship featuring the Reinberger Children's Library Resource Center (RCLC) and the Marantz Picturebook Collection.
- It directs and cosponsors the Virginia Hamilton Conference on Multicultural Literature for Youth, which will celebrate its 34th anniversary in October 2018 as the longest ongoing multicultural youth literature conference in the country.
- It also offers three additional Master's of Science degrees in User Experience Design, Knowledge Management, and Health Informatics. These programs are not accredited by the ALA but are either currently accredited by other organizations (e.g., UXD is accredited by NASAD) or seeking accreditation (e.g., HI is seeking HIMMS accreditation).

Although there are many formal channels through which faculty members and the Director make decisions, it is not uncommon for the Director to consult with individual or groups of faculty members on matters related to the School; nor is it uncommon for faculty members to seek advice from the Director. The atmosphere of openness and mutual respect among faculty with very different disciplinary perspectives provides a highly productive, creative, innovative, and positive environment for the exchange of ideas.

Autonomy in Selection, Reappointment, Promotion and Tenure of Faculty

The faculty and Director of iSchool exercise considerable discretion in determining the selection, reappointment, promotion, and tenure of faculty. Policies related to these activities are outlined in the *iSchool Faculty Handbook,* and the guidelines for reappointment, promotion, and tenure are located in the

University Policy Register (UR, kent.edu/policyreg) and the Collective Bargaining Agreement (CBA, kent.edu/facultyhandbook/collective-bargaining-agreements). The *iSchool Faculty Handbook* (Taskstream) was most recently revised in 2015, and it will be updated again in the 2018-19 academic year. The Director makes recommendations for reappointment of tenure-track faculty annually to the Dean of CCI with advice from the eligible iSchool FAC and iSchool Ad Hoc Reappointment Committee. The latter committee is comprised of all tenured faculty of the School. Tenure is considered in the sixth year of appointment. Promotion may also be considered in the sixth year but is treated as an entirely separate process. At Kent State University, receiving tenure does not necessitate receiving promotion, which is why two separate processes are followed. The criteria for reappointment, tenure, and promotion are discussed in detail in *Standard III*.

The current roster of iSchool faculty includes 21.5 full-time faculty, excluding the director. Of these, 16 teach in the MLIS program, with the remaining 4.5 faculty teaching in User Experience Design, Health Informatics, and Knowledge Management Master's of Science programs, although courses are available to students across all programs.

Autonomy in Admissions

The School has primary responsibility for student admissions. Decisions are the result of a combined effort of the iSchool Student Services Director, the MLIS Program Coordinator, and the Director. Admission to the MLIS program is based on guidelines published in the KSU Graduate School Catalog. These guidelines state, in part:

> Regular admission is granted to applicants who have a GPA of at least 3.0 in their highest completed degree (Bachelor's, Master's, or professional degree program). All courses from all institutions are included in calculation of the GPA. Applicants who do not meet the GPA requirement must present scores from the Graduate Record Examination (GRE) to be considered for conditional admission. Students whose native language is not English must submit TOEFL scores. TOEFL scores are waived for international applicants who have earned a degree at a U.S. institution.

In some cases, if a student applies with an undergraduate grade point average of less than 3.0, the School will make an exception to these guidelines by granting an admission with conditional status.   This is done in consultation between the Graduate Coordinator and the Director. More information is provided in the discussion on students in Standard IV.

Autonomy in Program Content

The iSchool faculty are autonomous in making curriculum decisions. Proposals for new courses are submitted to the iSchool Curriculum Committee; major curricular changes are discussed in the Curriculum Committee, where, proposals are developed and submitted to the FAC for approval. If approved, they are submitted to the College GCC (Graduate Coordinating Council), where if approved, are sent to the Educational Policies Committee (EPC) of the Faculty Senate for approval and then a final vote by the Faculty Senate. A more detailed description of curricular decisions and changes is provided in Standard II.

Administrative Support

At this particular moment in time, the college is reorganizing and centralizing specific, targeted functions to enable a more agile organization that can respond to the changing climate of higher education, as well as specific trends across the disciplines represented in the college. For example, the iSchool lost its Marketing and Public Relations staff member in Spring 2017, relying instead on college resources available through IdeaBase, a student-powered design agency and university resources offered through the University Communications and Marketing department (UCM).

CCI recently hired a new director for Strategic Communications and Marketing who, once is in place, will look to rehiring the Communications and Marketing staff for the schools in the college. The iSchool and the School of Digital Sciences will share a joint Communication and Marketing staff because of the synergies and commonalities that exist between the two schools. CCI is replicating the same process for our business manager and technology support.

Resources from Parent Institution

As an institution utilizing the Responsibility Centered Management (RCM) budget model, Schools and departments of the University's Colleges, enjoy a large amount of independence in approaching decisions about how to generate revenue and what they spend. After a review of a proposed budget on an annual basis, the Dean approves a final budget. Within the budget, the iSchool maintains a great deal of flexibility in order to respond quickly to opportunities or threats as they arise.

Revenues that comprise the operating budget of the iSchool include Instructional Fees, State Share of Instruction, Program Fees, and Central Pool Support. The State Share of Instruction is the State of Ohio's support for higher education in the State. The amount is calculated according to a performance-based funding formula that incentivizes student course and degree completion along with other performance measures.

The Parent Institution's support for the iSchool is strong. At the University level, divisions are positioned to offer assistance with no expense of resources at the School level. For example, our Procurement Division negotiates contacts with vendors to provide the iSchool with additional cost savings. Our Information Services Division is often able to provide software, subscription services, or data storage at no additional cost to the iSchool. Additionally, human resources are being positioned at the College-level to benefit all the Schools so they are free to focus on student success and research and creative activities.

Grant funds are handled through the Office of Research and Sponsored Projects and administered through a separate Grants Accounting Office. Since both are not responsibility centers, their activity is funded through indirect costs of grant awards and through the allocation of the overhead collected from responsibility centers. Both Offices are well-staffed and offer their assistance to Grant Applicants, Principal Investigators, and School/Department staff members working with grant expenditures throughout the life-cycle of a grant.

At the College level, the Director of Advancement, represents the School's interest in engaging with current donors and cultivating new opportunities for giving. iSchool donors are very generous, allowing us to award tens of thousands of dollars of scholarships to deserving students every year (see Appendix IV-A). In addition, donors have made significant contributions to collections housed in our Reinberger Children's Library Center and in the creation of the space for MuseLab. Other gifts have supported Fellowships, speakers, and events that bring together faculty, staff, students, the University Community and the community at large.
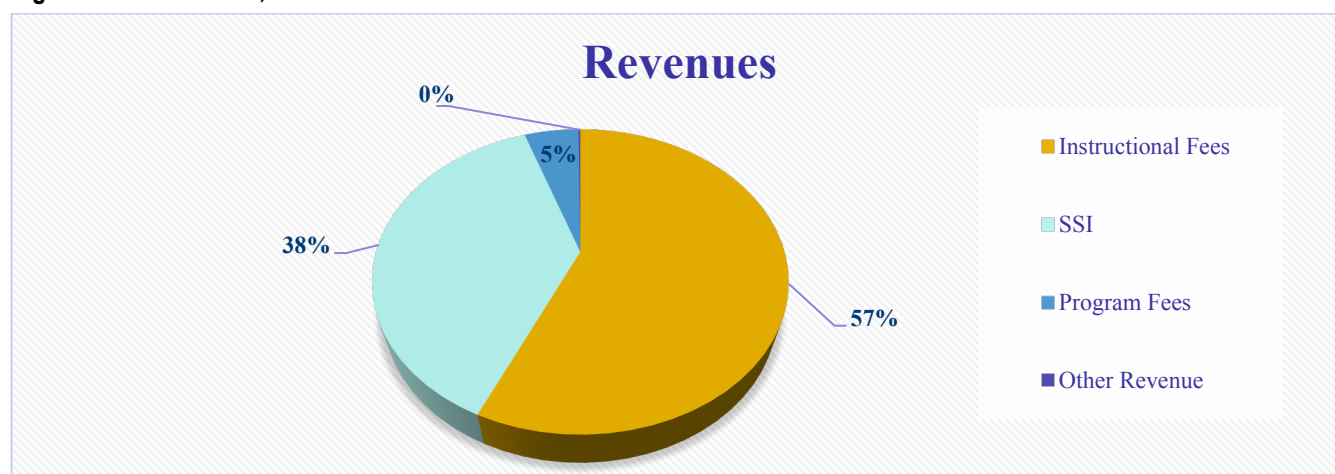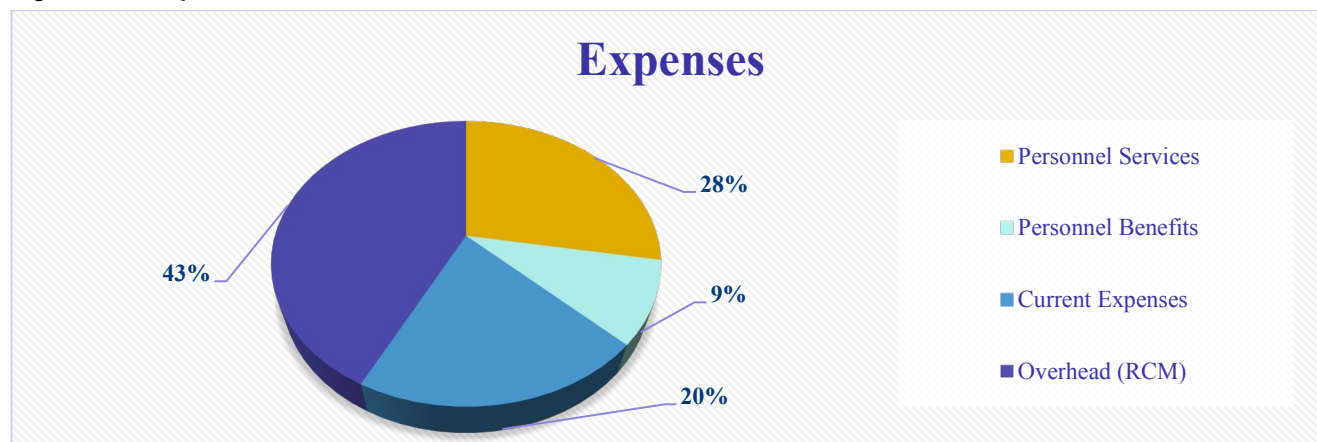
Figure V-2a: Revenues, 2016-2017

Figure V-2b: Expenses, 2016-2017

The audited financial reports for Kent State University are available to the public online[50].

Standard V.2

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.

Faculty Participation in the Life of the University

The iSchool is an integral part of the institutional life of the University, and participation in University- and College-level committees is an important way to contribute. The Director serves as a member of the CCI Leadership Team and on the University-wide Chairs and Director's Council. The CCI Leadership Team consists of the directors of the five schools in CCI and meets monthly with the Dean of CCI. The Chairs and Director's Council meet monthly and consists of all chairs and directors of the Kent campus. The

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[50] See https://www.kent.edu/sites/default/files/file/70804%20Kent%20State%20University%20GPFS%200617%20Final.pdf for the most recent audited financial statement

Provost and an elected representative from among the chairs and directors preside at the meetings. Decisions regarding funding and resource allocation for the program are made by the Provost on the same basis as for comparable academic units within the University, by the Dean on the same basis as for comparable academic units within the College, and by the Director on the same basis as for comparable academic units within the iSchool. For example, course releases that are given to faculty members in one program are equally applied to faculty in other programs, as per the CBA.

Faculty members meet administrative objectives by participating on School-, College-, and University-wide committees. Historically, faculty members have been elected or appointed to committees at the beginning of each academic year, usually during the annual Fall semester retreat. Currently, the Director drafts committee assignments and then meets with individual faculty members, in conjunction with their annual meetings to discuss their goals, objectives, and needed resources, as well as to discuss and revise committee assignments. The Director takes into account the workload of all committee responsibilities at the School-, College-, University-, and professional levels.

All full-time tenure and tenure-track faculty members are expected to serve on iSchool committees either as members or chairs. In addition, iSchool faculty members are encouraged to participate in College-wide and University-wide committees. Figure V-2 lists iSchool faculty representation on various University- and College-level advisory and policy-making bodies since the time of the last accreditation visit (Fall 2011).

The variety of appointments suggest that the members of the School play important participatory and leadership roles involving the operations of the University and College. Dr. Harper's leadership of the Virginia Hamilton Conference is particularly notable for its promotion of diversity and multiculturalism. It is also notable that several of our faculty members, including junior faculty, have been asked to serve on important University committees. Despite high levels of participation among many of our faculty members, these activities have not adversely affected the needed balance of productivity in other areas. (See Faculty activities in Standard III.)

Figure V-3: Faculty Representation on Kent State Advisory or Policy-Making Bodies

Faculty Representation on Kent State Advisory or Policy-Making Bodies	
Name	**Advisory/Policy Making Body**
Dr. Belinda Boon	University Teaching Council iSchool Student Affairs Committee College Diversity Committee
Ms. Katie Campana	iSchool Student Services Committee
Dr. Karen Gracy	iSchool Curriculum Committee (Co-Chair)
Dr. Lala Hajibayova	iSchool Faculty Affairs Committee (Co-Chair)
Dr. Meghan Harper	iSchool Systematic Planning Committee (Co-Chair) SLIS Accreditation and Assessment Committee Virginia Hamilton Multicultural Conference Advisory Board College Curriculum Committee
Dr. Emad Khazraee	iSchool Curriculum Committee
Dr. Kiersten Latham	iSchool Curriculum Committee (Co-Chair)
Ms. Nancy Lensenmayer	Columbus Site Manager
Dr. Marianne Martens	iSchool Curriculum Committee (Co-Chair)
Dr. Miriam Matteson	iSchool Faculty Affairs Committee (Co-Chair)
Ms. Mary Anne Nichols	Virginia Hamilton Advisory Board iSchool Student Services Committee (Co-Chair)
Dr. Athena Salaba	SLIS Accreditation and Assessment Committee AAUP Representative (2017-2019)
Dr. Cathy Smith	iSchool Systematic Planning Committee (Co-Chair)
Dr. Heather Soyka	iSchool Systematic Planning Committee
Dr. Marcia Zeng	Provost's Council for Tenure and Promotion
Dr. Yin Zhang	SLIS Accreditation and Assessment Committee iSchool Faculty Affairs Committee (Co-Chair)

Student Participation in the Life of the University

Students also play an important role in the administrative life of the School. Students are represented on almost all committees within the School that do not involve matters directly related to personnel policies, admissions, or awards. Students are represented on the iSchool FAC, the Student Affairs Committee, and the Curriculum Committee. At the University and College levels, the opportunity for student participation at the graduate level is equal to other graduate students of similar units. The students in the iSchool program interact with students from other programs through participation in the KSU Graduate Student Council.

Relationships with Other Academic Units

Interdepartmental collaboration is highly encouraged at Kent State University, and the iSchool has a strong reputation in establishing cooperative relationships. Such strong relationships exist with the other three Schools of CCI with the encouragement and support of the College Dean through College-wide retreats for collaboration on research and curriculum development. The School also cooperates with the School of

Management in a joint MBA/MLIS program and with the College of Education, Health and Human Services through a joint M.Ed./MLIS + K-12 School Library licensure program.

Individual faculty members are also encouraged to collaborate with faculty of other academic units. In the past few years, iSchool faculty members have collaborated with faculty from the Computer Science Department in the College of Arts and Sciences, the College of Education, University Libraries, the Institute for Applied Linguistics, the School of Nursing, the School of Communication Studies, the School of Journalism and Mass Communication, and the School of Visual Communication Design (see also Standard III).

Funding Decisions

With the adoption of Responsibility Center Management (RCM) by Kent State University in 2009, budget allocation took on a decentralized approach. The College of Communication and Information (CCI) is one such "responsibility center." At the University-level, methods for allocating resources (revenues) to responsibility centers are developed. Each fiscal year, CCI receives its allocation from the University. From there, the Dean of CCI will solicit budgets from the Schools that comprise the College. The iSchool has great flexibility in deciding how to spend its allocation, and at the School-level, the Director works with the Budget Manager to expend the resources in a way that best situates the iSchool for future success.

Standard V.3

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

The Executive Officer

The Executive Officer of the School of Information at Kent State University has the title, salary, status, and authority comparable to heads of similar units in the parent institution. As one of five school directors, the iSchool director meets the level of academic qualifications as other full professors in the school, and brings leadership skills, administrative ability, experience, and understanding of developments in the field and academic environment that are needed to fulfill the responsibilities of this position at Kent State. Since the last accreditation, however, there have been numerous changes in the Executive Officer position, including two Interim Directors and two permanent Directors. These include Dr. Don Wicks (Interim, 2010-2012), Dr. Tomas Lipinski (professor and Director, 2013-2014), Jeff Fruit (Interim, 2014-2016), and Dr. Kendra Albright (professor and current Director, 2016-current). Dr. Albright's Vita can be found in Appendix V-B.

Dr. Albright holds a similar title and status as directors of other LIS programs across North America that are accredited by the American Library Association. Her salary in 2016-17 was commensurate with other LIS directors, and falls above the mean of $160,624, although it is less than the average for male directors (ALISE Statistical Report, 2017, https://ali.memberclicks.net/2017-statistical-report).

Within the iSchool, the Director, who reports to the Dean of the College of Communication and Information, is responsible for the administration, operations, and strategic direction of the academic program. As stated in the *Faculty Handbook* (Taskstream), within the framework of College and University policies and procedures and consistent with the CBA of 2015, the Director's responsibilities include activities related to teaching, research, and service, and management of the iSchool operations and strategic planning.

Standard V.4

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

Dr. Albright has nurtured an intellectual environment to enhance the pursuit of the school's mission, goals, and objectives. Building relationships with other academic units within and across the college and the university provides opportunities for the socialization of students into the profession as well as builds opportunities and partnerships for future growth and innovation. There are several ways in which Dr.

Albright contributes to this process. First, she has an open-door policy that allows faculty, staff, and students ready access to the director for questions, concerns, suggestions, and other points of discussion. Second, Dr. Albright has recommended to the college to hire either a staff or consultant to help with grant writing and management requirements. Third, she also meets with faculty on a regular and individualized basis to discuss their research plans and requirements.

Dr. Albright has also attempted to establish a "life of the school," by resurrecting the MLIS Advisory Board, with Ohio and national members to provide advice and consultation for developments and opportunities in the field (Appendix I-A). This body meets twice a year to discuss changes in curriculum, upcoming plans and directions for the school, and feedback about students and their preparedness for jobs in the field. The faculty are invited to participate in the advisory board meetings, to update the advisory board on their activities, and to participate in discussions with them about changes in the profession, issues facing the field, and future directions of the school.

 Dr. Albright has also established the Alumni Network, which oversees management, communications, and planning with the 7,000+ alumni of the iSchool (Appendix I-B). The first year of the network resulted in the election and establishment of a board of directors to develop planning for the organization, now in its second year. The purpose of the alumni network is to build and foster relationships with our alumni.

A third "life of the school" initiative was the establishment of the iSchool Graduate Student Advisory Council (GSAC) (Appendix I-C). The director held "town hall" talks with the students twice a year in 2016-17, and once in 2017-18. Several students came forward to develop the council, with excellent results, including the establishment of an ALA Student Chapter and the quarterly publication of a quarterly newsletter (three issues to date are available upon request).   Student participation in this organization enhances and reinforces the socialization of students into the field through self-organization and management of information-related activities. In addition, the students were introduced to the Alumni Network for mentorship and networking. The student organization provides opportunities for socialization into the field through leadership and growth opportunities while working under the mentorship of faculty and alumni.

Dr. Albright took initial steps in 2017 to initiate a mentoring program for faculty at all levels, including associate and full professors. While it takes time to establish a formal mentoring program, the faculty have always participated in informal mentoring to each other. Dr. Albright introduced the National Center for

Faculty Development and Diversity's approach to mentoring, and explained how to use their personal mentoring map[51] as a guideline for the process and people each person could identify for their mentors.

Standard V.5

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

Administrative and Other iSchool Staff

The iSchool staff support the Director and faculty members and contribute to the fulfillments of the School's goals and objectives. Since the last accreditation in 2011, sadly, one clerical staff died, and we lost one staff in marketing and communications, one staff in student services, and one staff in educational technology and instructional design. While this decrease in staff has left us with partial coverage in some aspects (e.g., marketing and communications), the College plans to reinstate some of those positions after the college has centralized those activities (i.e., marketing and communications). Some of those positions are no longer necessary because of improvements in automated systems and services at the university level (e.g., additional full-time student services support), and/or because positions have been reorganized to be more effective (see below). Further, as the School of Digital Sciences moves into and shares our administrative space, their existing staff will provide additional resources that will be leveraged across both schools (e.g., part-time student services support; clerical support).

The staff have also reorganized with a new director of student services (2017), a new director of the Reinberger Children's Library Center (2017), and an additional student services staff person. While we are working leaner, we are also working smarter. The university has also implemented a new student-centered graduate application that has led to faster completion for students and the use of scheduled communications about application requirements and admissions decisions. The iSchool is also currently working on a

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[51] https://www.kent.edu/sites/default/files/file/Personal_Mentoring_Map.pdf

complete communications campaign to better connect prospective students and applicants with student services staff and set expectations on the timing of decisions and access to university systems.

Since the arrival of the current iSchool director, the staff have been reorganized for more effective and efficient decision-making processes at the appropriate levels. For example, the coordination of admissions, enrollment management, and scheduling is done collectively so that all are involved in related decision-processes, which has resulted in faster admissions, an extended rotation schedule, and a deeper understanding of the relationship between flucuations in enrollment and budget.

Current Staff

As of August 2017, the School employed 7.5 staff members. Administrative staff members are as follows (listed in alphabetical order):

- **Michelle R. Baldini**, Director, Reinberger Children's Library Center (RCLC) - administrative responsibilities for overseeing and managing the operations and marketing of the RCLC, including the Marantz Collection.
- **Dr. Rhonda S. Filipan**, iSchool Academic Program Coordinator - duties primarily fall in the area of curriculum support and scheduling.
- **Lydia Rogouski**, ET Designer (employed 1/2 time - reports to the Office of Continuing and Distance Education)- instructional technology support provided to faculty (e.g., Blackboard course management system; course design).
- **Janna Korzenko,** Director of Student Services - oversees the processes and procedures for working with students, including the development and implementation of policy; interacts with the Office for Graduate Studies.
- **North Lilly**, Lead IT User Support Analyst - technology support for all faculty, staff, and students.
- **Sarah Molina**, Business Manager - oversees and manages the financial aspects for the iSchool.
- **Cheryl Tennant**, Special Assistant - organizes and manages the director's calendar; maintains and oversees facilities; coordinates communications for the director.
- **Eilona Yrad**, iSchool Academic Program Officer - works with students, primarily admissions; interacts with the Office for Graduate Studies.

In 2016–2017, the School also employed 15 student workers (13 in the Kent office, one in the Columbus office, and one in the Reinberger Children's Library Center) and 13 Graduate Assistants. The normal allocation of GA help is ten hours per week for each faculty member.

Staff members are encouraged to participate in relevant to their work School and University governance and decision-making bodies. Figure V-4 below shows staff members and their involvement in College and University Committees.

Figure V-4: Administrative and Support Staff: College & University Committees

Administrative and Support Staff: College & University Committees	
Staff member	**Committee**
Baldini, Michelle	Virginia Hamilton Advisory Board Reinberger Children's Library Center, Executive Advisory Board Marantz Picturebook Research Symposium Committee Marantz Fellowship Committee Albers Fellowship Committee
Korzenko, Janna	CCI Graduate Coordinator Council
Lilly, North	CCI Diversity Committee
Molina, Sarah	CCI Business Support Group
Yrad, Eilona	CCI Graduate Coordinator Council

Standard V.6

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

Fiscal and Administrative Planning

The School's planning processes are described in detail in Standard I. Fiscal policies and practices as well as administrative issues are discussed annually at the faculty retreat conducted each Fall. The faculty members are provided an overview of the fiscal condition of the iSchool, and areas for "investment" are discussed as it relates to the mission, goals, and objectives of the School, which are also reviewed.

The University adopted Responsibility Centered Management (RCM, https://www.kent.edu/budget/responsibility-centered-management) beginning July 1, 2009 as a means of budgeting and budget planning so that resources flow to areas experiencing growth and encourage entrepreneurial activities, such as new programs and services, enabling us to provide higher quality services. Essentially, under RCM the income the different colleges generate goes to those colleges and, in turn, to the units within them (either departments or schools). For the iSchool, this means that the income the School makes goes to the College and is administered by the College Dean. Each spring, the Dean asks

each Director of the five schools in the College to establish a budget for his or her unit. The Dean receives that information and makes final decisions about elements of the budget. Throughout the year, if modifications are needed, the Dean consults with the School Directors and makes final decisions.

Budgets are based centrally on each School's revenue streams and expenditures. Budgets are planned for each school based on previous budget year experiences and the academic plans and needs for the next. RCM budgeting allows the School to place a premium on program quality and long-term accomplishments rather than short-term financial gains. The School operates very well with this type of budget planning structure. The School makes the majority of the allocation decisions. The School defines its own budget, which is monitored monthly with reports and oversight of expenditures.

The College of Communication and Information's annual planning retreat reviews each of its five schools' RCM budgets for the upcoming year. The Director works with the School's Business Manager and the College's Director of RCM & Business Operations to build a working operations budget for the School for the upcoming fiscal year. The budget is presented to the Dean, and upon approval it is rolled into an overall budget forecasting model for the College, which includes the operating budget for each of the other four Schools. The budgets are completed and sent to the Provost for review and approval, usually by mid-April. The fiscal budget year runs from July 1–June 30. Throughout this fiscal period, the budgets are compared against the actual expenses. This is looked at closely and reviewed at the end of each month. A recalculation of revenues happens twice each year—once after 15-day enrollment numbers are in for the Fall semester and again once 15-day enrollment numbers are in for spring semester. The budgeted expenses are then adjusted at this time to meet any necessary changes needed to the operations due to revenue changes.

Reserve and Donor Funding

The School has substantial funds available in reserve. These funds (e.g., Special Projects Fund) initially were accumulated prior to the introduction of RCM when the Director was able to negotiate with the Vice-President for Finance at the University, a larger-than-usual retention of income generated from previous entrepreneurial efforts. Sums are added to this and other special funds for efforts such as the teaching of for-credit and non-credit workshops in development for this coming fiscal year. The Special Projects and other funds can be used to supplement operating income where needed. The School also receives gifts, which are channeled through the Kent State Foundation and are applied to scholarships and a variety of other defined expenditures.

The College has centralized the advancement/development function in order to leverage potential areas of overlap in pursuing donor relations. The College has hired an advancement officer who has been quite successful in reaching out to donors and acquiring commitments to future legacy funding. The School also has several donor created endowments totaling over $750,000, creating approximately $37,000 in revenue each year, which are channeled through the Kent State University Foundation and are directed to scholarships and programmatic expenditures. The foundation, as well as the college, also provide staff resources to pursue additional funding each year in the form of annual giving, major gifts and estate commitments.

Standard V.7

V.7	Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation of Executive Officer, Faculty, and Staff

Salaries for staff are set either through the Civil Service system or through a similar wage and salary classification system administered by the Office of Human Resources. These systems rely on systematic job evaluation techniques to ensure that education, experience, and responsibilities are taken into account when a wage level is set.

Figure V-4 below reports the 2016–2017 fiscal year (twelve-month) for the Director and academic year (nine-month) mean salaries for the two professors, five associate professors, six assistant professors, and three non-tenure-track lecturers. The mean salaries by rank for School faculty members are below that of mean salaries in the Midwest (data is from the *ALISE Statistical Report for 2017*).

When compared to the 2011–2012 salaries, the Director gained 29%, while Directors in other Midwest schools gained 43%. Full professors at iSchool Kent State gained 10 %, compared similarly to a 10% increase on average for professors in other Midwest schools. Gains for Associate Professors compared less favorably to those for Midwest Associate Professors at 13% versus -8% decrease at Kent State. Assistant professors saw a 5% increase compared to 3% for those in other Midwest Schools. In summary, it appears that the gap in salaries at all levels at Kent State appears to be shrinking compared to its mid-western counterparts.

Figure V-5: Mean Salary Comparison by Rank

Position	Mean Salary Comparison by Rank			
	AY 2016-2017 **Midwest Schools**	AY 2016-2017 **Kent State iSchool**	Comparison to 2011-2012 **Kent State iSchool**	Comparison to 2011-2012 **Midwest Schools**
Professor	181,820	112,823	102,371	165,459
Assoc. Prof.	97,024	88,175	78,067	105,657
Assist. Prof.	78,475	70,188	66,981	76,254
Lecturer	Not available	49,934	Not available	Not available

One reason that Kent State faculty appear lower in mean salary compared to their Midwest colleagues may be based on years of service in rank. The University has recognized the inequity and continues to raise salaries for new hires as they come. The Dean has also recognized the problems with salary compression and has systematically adjusted salaries over the past two years (2016-2018). The School provides additional resources in the form of travel, equipment, and other support for faculty. In addition, faculty members can earn additional income through summer teaching workshops, and individual consulting. Further, the salary of the executive officer (i.e., the Director) is comparable to the salaries of the other four Directors in the College of Communication and Information, where the range of salaries over the four schools is $140,000-$170,000.

The iSchool average for assistant and associate professor salaries is also higher than the other four schools in the College (see Figure V-5 below). At the full Professor rank, the iSchool average is again very high, being exceeded only by the School of Journalism and Mass Communication. It is difficult to pinpoint the exact cause without significant data analysis compared with other units.

Figure V-6: Comparative Staff Salaries across Schools in the College of Communication

School	FY12	Staff	Salary per staff	FY17	Staff	Salary per staff
School of Information	**568,861.00**	**10**	**56,886.10**	**529,346.00**	**8**	**66,168.25**
School of Communication Studies	240,646.00	4	60,161.50	338,252.00	6	56,375.33
School of Journalism and Mass Communication	455,136.00	10	45,513.60	412,944.00	11	37,540.36
School of Visual Communication Design	233,512.00	5	46,702.40	285,619.00	5	57,123.80
School of Digital Sciences	N/A	N/A	N/A	454,302.00	8	56,787.75

The iSchool average staff salary (which includes the Director as administrative staff) has been higher among the College of Communication and Information. As the iSchool's staff levels drop, our average does top the largest School in the College, which added staff over the years since the last

accreditation. Salaries for iSchool staff are competitive to attract and retain the quality of staff needed for a graduate program of our size.

The comparison of Kent State iSchool salaries based on the above data is sufficient to attract, support, and retain the quality of personnel in the iSchool.

Standard V.8

V.8	Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Institutional Funds

Institutional funds are available for iSchool faculty in the same manner they are available for other units at the University. There are a variety of sources at the University level that can provide support for professional development, travel, and research. Below are some of these sources:

University Teaching Council exists to support and encourage outstanding teaching. The Council provides support for travel to workshops, meetings, conferences, and seminars and for projects that will significantly improve teaching methods.

- Dr. Frank Lambert and Dr. Miriam Matteson each received $500 grants in 2015.
- Dr. Kiersten Latham received a $500 grant in 2016.

University Research Council provides funds for a variety of activities, including research travel support, conference travel support, support for research activities research activities that involve undergraduates, and "Summer and Academic Year Research (and Creativity) Appointments." These highly competitive appointments, generally approved for a summer, carry a stipend of $6,500 for the summer and are often intended to encourage tenure-track faculty to conduct research.

- In FY2014, Dr. Karen Gracy and Dr. Kiersten Latham each received a $500 travel grant.
- In FY2015, five faculty members received $500 travel grants each (including Gracy, Martens, Wicks, Zeng, and Zhang). In addition, Dr. Kiersten Latham received a $460 research grant.
- In FY2016, four faculty members (Hajibayova, Latham, Zeng, Zhang) each received a $500 travel grant. In addition, Dr. Emad Khazraee received a $2,500 research grant.

- In FY2017, eight faculty members each received a $750 travel grant (including Gracy, Hajibayova, Harper, Latham, Meehan, Zeng, and Zhang). In addition, Dr. Leisa Gibbons received a $517 research grant. Two faculty members, Dr. Marcia Zeng and Dr. Yin Zhang jointly received a $10,000 research seed grant to help develop proposals for external grants.
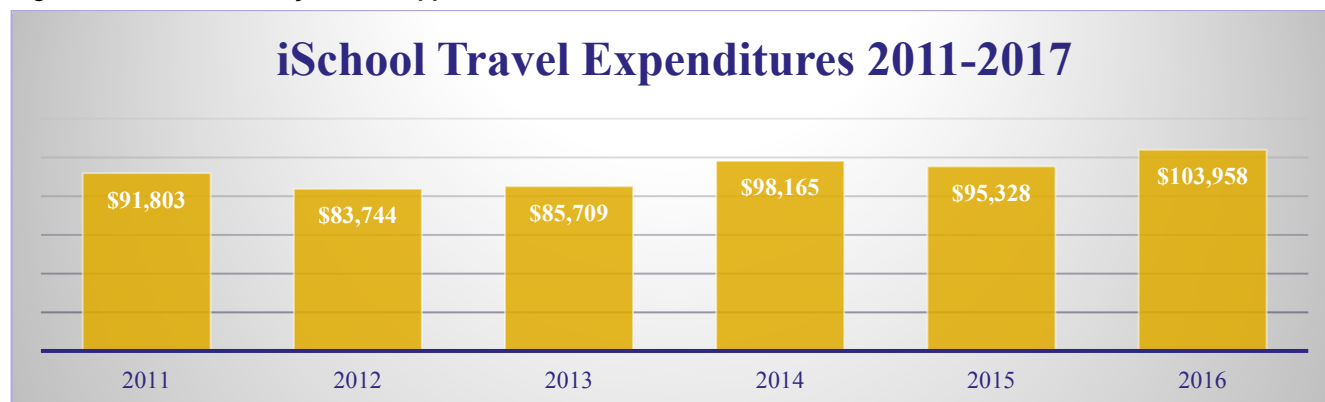
Sabbatical

The Collective Bargaining Agreement and University Policy establishes Faculty Professional Improvement Leaves (FPILs). Otherwise known as a "sabbatical," tenured faculty members may develop an individual proposal for upgrading professional skills, acquiring new skills, or intellectual and professional development that will be of benefit to the individual and the University. The Faculty Advisory Committee, the Director, the College Advisory Committee, and the Dean of the College review FPIL proposals. Approved proposals release faculty from instructional and other official responsibilities for either one semester at full salary or for one academic year at half salary.

FPILs were granted to nine iSchool faculty between 2012-2018, with another application expected in Fall 2018.

Conference Travel

The iSchool also provides support to faculty members pursuing research and professional development. The School generally provides full reimbursement for travel to conferences and professional meetings, with priority given to faculty who are presenting a paper, chairing or serving on a committee, or participating as an organizer. *Figure V-11* details travel support for the years 2011 through 2017. In 2016–2017, travel expenditures were $103,958.90, $76,252 for faculty and $27,706.90 for administrative personnel. In 2016–2017, the latest year for which ALISE data are available, annual faculty travel support at iSchool was substantially more than the $55,821.86 annual average reported by ALA-accredited programs. Additional travel support has been obtained by individual faculty members through external grants listed above.

Figure V-7: iSchool Faculty Travel Support

iSchool Travel Expenditures 2011-2017

$91,803	$83,744	$85,709	$98,165	$95,328	$103,958
2011	2012	2013	2014	2015	2016

Start-up Funds

Since 2005, incoming faculty receive "start-up" funds to assist them in the first three years of their academic careers at Kent State University. New faculty members apply for these funds. Applications consist of a proposal of what money is needed and for what purposes. The expectation is to position the new faculty for pursuing both internal and external grants in the future. From 2011-2017, the average amount awarded for both LIS faculty was $32,700 and the median was $32,600 (Figure V-7).

Figure V-8: iSchool New Faculty Start-up Support Per Capita and Total

iSchool New Faculty Start-up Support Per Capita and Total			
2011–2017			
Year	**Total Support**	**Awardees**	**Per Capita Support**
2011-2012	-	0	-
2012-2013	$54,300	1	$54,300
2013-2014	-	0	-
2014-2015	11,500	1	11,500
2015-2016	70,400	2	35,200
2016-2017	-	0	-
2017-2018	60,000	2	30,000
Total = 7	**Total = $196,200**		**Average = $32,700**

Grants

iSchool faculty members have been successful in seeking and securing federal grants. Figure V-8 reports federal grants secured since the last accreditation visit (2011). The University allocates a portion (12%) of indirect costs accumulated in government grants to the academic unit. The iSchool places indirect allocations from grants to the Technology Fund, which currently has a balance of $113,731.52. These funds may be used for any purpose the School deems appropriate, including research and professional

development. A portion of the indirect allocations (1.5%) goes to individual faculty members who received the grant as Faculty Incentive.

Figure V-9: iSchool Federal Grants and Contracts, 2011–2017

iSchool Federal Grants and Contracts, 2011–2017		
Year	Total	Total Change
2011–2012	0.00	
2012–2013	0.00	
2013–2014	$20,000	$20,000
2014–2015	$72,075	$52,075
2015–2016	$25,691	-$46,384
2016–2017	$41,470	$15,779

In addition, in September 2017 (FY 2017-18), Dr. Emad Khazraee was awarded an IMLS Grant award of $458,319 for a multi-year project.

Student Financial Aid

Student financial assistantships for iSchool have remained stable, with increases in revenues corresponding to increases in tuition rates, rather than in increases in the actual number of assistantships. The actual number of assistantships has averaged around 18. Grants obtained by faculty members allowed increased GA support in more recent years. Year-to-year fluctuation in iSchool scholarship and fellowship opportunities is due to changes in funding available from outside sources. With the change to the RCM system in 2009, funding for Graduate Assistantships is now determined at the College level. In that regard, iSchool compares well with the three other schools in the College. Communication Studies has 13 Graduate Assistantships for 18 faculty members (72% coverage), JMC has six for 27 faculty members (22% coverage), VCD has two for 15 faculty members (13% coverage), and iSchool has 13 for 19 MLIS faculty members (68% coverage).

Kent State averaged $1,522 per student compared to the $11,023 average among ALISE schools in 2016-2016. However, the iSchool has pursued this as a priority and in the last few years, several donors have documented these large estate gifts of six and seven figures to be directed to the School. Those donors have also committed to annual support of the school until their estate is realized. Further, the endowment value of our existing foundation funds is over $750,000, more than $500,000 is committed to scholarships.

Kent State performed very well in terms of funding Assistantships at an average of $218,671 for 2015-2016 compared to the average of other ALISE schools of $133,715. The University Libraries also employed

eighteen iSchool students in 2017-2018 in various areas across the library system. In addition, future scholarship funds are anticipated to come from donor endowments described in section V.6.

Standard V.9

| 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 or modality. |

Housed on the third floor of the Kent State University Library, the iSchool occupies administrative offices that it currently shares with the College of Communication and Information (CCI) administrative offices. CCI is scheduled to move to its new space (currently under construction) in August 2018. Once CCI relocates to its new space, the iSchool of Digital Sciences (DSCI) will move in and share the administrative offices on the north side of the building. DSCI has no faculty of its own, so the iSchool faculty offices will remain as they are on the west side of the building. Each faculty office is equipped with desk, chair, at least one additional chair for visitors, bookshelves, file cabinets (as requested), computing equipment and printer, wireless connectivity to the university wireless network (and VPN for outside connections).

The third floor of the library is quite large and in addition to CCI, the iSchool, and DSCI, it houses the KSU Libraries Dean's office, technical services, and some executive offices. The iSchool is upstairs from the Kent State University administrative offices (e.g., Office of the President, Office of the Provost), and spaced between the library circulation/reference/One-Stop (for all student questions regarding Bursar, Registration, Financial Aid, etc.) on the first floor, and other library services above, including print materials (e.g., books and journals) and special collections.

Both sides of the iSchool (i.e., administrative and faculty offices) have mailrooms with copiers, supplies, where faculty, staff, and students are able to utilize available space for compiling reports, preparing lecture materials, assembling documents, etc.

Kent State University offers a variety of services in support of students, faculty, and staff to enable an equitable and accommodating learning environment. All services described below are available to distance education students. Links are provided for each service, but it is up to the individual student to decide whether they choose to use them.

These university resources include:

- **Student Accessibility Services (SAS)** – Ensures accessibility to all by providing services such as interpreters, note takers, alternate format materials, deadline modifications, exam proxies, and facilitating all accommodations with instructors. SAS now provides their services through an online interface that allows students to request their accommodation letters and other services online. (https://www.kent.edu/sas)

- **Information Services Help Desk** – Information Services provides access to free and discounted software, a knowledge base to support self-service for common technology questions, and a help desk that fields phone calls and chat and provides an email ticketing system. In 18 months, the iSchool submitted 476 requests to support online courses that are hosted in Blackboard Learn (https://www.kent.edu/is).

- **Writing Commons** – Provides in-person and online tutoring sessions for all assignments that have any writing component. More information about the Writing Commons can be found in their brochure: https://du1ux2871uqvu.cloudfront.net/sites/default/files/file/WCBrochure-1-Fall2015.pdf https://www.kent.edu/writingcommons.

- **Career Exploration and Development Center (CEAD)** – The CEAD supports students during their programs and beyond by providing access to on-campus jobs, internships, resume writing support, and interviewing practice. (https://www.kent.edu/career)

Standard V.10

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.

Since the iSchool's MLIS courses are 100% online, the requirements for physical facilities are designed to support the research, teaching, service, consultation, and communication activities of the iSchool, and promote efficient and effective administration. Our research and teaching facilities include:

The Centers

This is a room that can be divided into two smaller rooms. It is used for teaching and meetings. Tables and chairs are arranged to accommodate faculty meetings, group meetings, classroom space as needed, and exhibits. It has an overhead projector with audio speakers, a camera, is wired for laptops and has wireless network access, and a Polycom for conference calling by telephone.

Digital Laboratory

Opened in 2010, the state-of-the-art Digital Laboratory was created to give students hands-on experience with digital library and digital preservation technologies. As the iSchool moved to 100% online, the Digital Laboratory became a tool for research. Facilities include digitization workstations where students can gain experience in the reformatting of books, manuscripts, photographs, large format visual materials, and audiovisual materials.

Highlights of the digital workstations include a scanner that has the capability to digitize slides and transparencies, a book cradle for bound volumes, a copy stand for posters and architectural drawings, and a dozen different legacy audio and video players, which allow students to transfer decades-old analog recordings to current digital formats.

Kent State iSchool has one of only a few programs in the nation that teaches how to digitize obsolete analog formats, particularly for audiovisual materials. The Digital Laboratory is also used for seminar courses in digital libraries and preservation, with space for up to 15 students. Instructional equipment includes video projection, an LCD high-definition television, and a combination VHS/Blue-Ray DVD player. The digital lab has been closed temporarily due to the college construction which is proximate. It will reopen in August 2018, after which we will conduct a review for what is needed to update the lab.

MuseLab

An innovative testing ground for faculty and students doing projects on museological topics, especially collaborative work; A place to meet for courses, workshops, clubs, speakers related broadly to the MuseLab's mission; An opportunity to explore the role of objects, the meaning of collecting and the human experience with things; A fully equipped work area to create and prototype exhibits, programs and research projects. The MuseLab consists of two exhibit spaces (a main gallery inside and a wall gallery outside), a fully equipped work area and two storage facilities (including a secure and safe protected area for artifacts). For additional information on MuseLab, see Standard III.2.2.

The Reinberger Children's Library Center (RCLC)

The center supports and encourages scholarly research, provides professional training to students and practitioners and engages in activities and outreach throughout Northeast Ohio, the Columbus Metropolitan area and beyond. The Center features a collection of children's books, original picture book art, posters relating to children's books that date back to 1924; see Standard III.2.2 for additional details on the RCLC. The RCLC opened in 2003 and was made possible by a gift of $240,000 from the Reinberger Foundation of

Cleveland. It was originally constructed as the Reinberger Children's Room, a "demonstration" children's public and school library center where thousands of students, paraprofessionals, librarians, teachers and community members have participated in hands-on courses, events, and workshops. In 2008, another expansion was needed after the late Dr. Kenneth and Sylvia Marantz donated more than 25,000 picture books spanning 40 years, along with posters, original artwork, ephemera and character toys, creating the Marantz Picturebook Collection for the Study of Picturebook Art. The Reinberger Foundation, the School and the College of Communication and Information (CCI) funded the expansion of this physical space on the 3rd floor of the Kent State University Library.

Today, the Center hosts a writer/illustrator-in-residence, two research fellows, hands-on cataloging events, mock Caldecott, book sale, workshops, symposia and conferences, along with other various events.

Research Labs

As part of the third-floor remodeling project completed in 2013, four research labs were created to make dedicated spaces for on-going faculty and student research projects. Faculty who receive grants or have special projects involving Master's and/or doctoral students in the School of Information can apply to use these spaces on an on-going basis. One research lab has been named "thinkspace" to encourage collaboration across the school and college for research discussions. A second research lab is currently housing the iSchool doctoral students. A third research lab has been used as temporary storage by the College its space is under construction. This will change and be made available for research in Fall 2018. The fourth room is currently housing the usability lab, described below.

Search Interaction Lab

The Search Interaction Lab is dedicated to the current research of Dr. Cathy Smith but is available to other researchers in the school who work on projects requiring advanced technologies and techniques in information retrieval research. For additional information on this lab, please see Standard III.2.2.

Usability Lab/Observation Room

The Usability Lab in the School of Information is housed in two rooms on the administrative side of the iSchool. That space is currently under construction and will include an observation room, where one room can be used to observe users in the other room through a one-way mirror. For additional information on this lab, please see Standard III.2.2.

Data Science Research Lab

The Data Science Research Lab is an additional lab that houses the equipment for computational research on big data and cloud computing and makes available additional computers for research purposes. See Standard III.2.2 for additional information about this lab.

Standard V.11

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.**

The iSchool and College of Communication and Information provide information and technology resources and services for students and faculty (See Standard V.10 for the Research Labs, Usability Lab, "Data Sciences" Lab, Digital Lab, the Reinberger Children's Library Center, the MuseLab, the Centers, and the Observation Room). In addition, students and faculty have access to information resources and services including those listed below.

Software

A list of software that is available to students and faculty in the iSchool is found in Appendix V-C.

Virtual Desktop

The iSchool has made available virtual desktops to students and faculty in the iSchool. These desktops offer access to costly software or software that is difficult to build and install. They appear as "frozen" Windows images with the appropriate pre-installed software. They are commonly used for students who might not have personal hardware of sufficient capability (i.e., dated hardware or non-windows operating systems). Applications are available that might be burdensome financially and do not require students to travel to access.

Hardware

Computer support consists of a faculty and staff refresh program for desktop or laptop computers on a three year cycle. Additional computing support is available through the research labs, particularly in the "data

sciences" lab, which has multiple desktop computers for research purposes, in addition to the servers that are available for cloud computing research.

Teleproductions

TeleProductions belongs to the School of Journalism and Mass Communications, one of the five CCI scools. It offers its services to the iSchool and provides a full-service video production center and includes a fully digital high-definition satellite uplink/production truck, a television production studio, a video duplication center and several post-production edit suites.

Support for Independent Study

iSchool students have the option of taking up to six credit hours of independent study (called "Individual Investigation" – see Standard II.3). Faculty are available to supervise students who opt for independent study and support is made available through electronic resources in the iSchool, the Kent State University Libraries, and other institutional services including Information Services (see Standard V.13 below).

Special Projects

The School maintains a sizeable "Special Projects" account that is used to support research and programming efforts. Examples of advancements carried out through the prudent use of these funds are as follows:

Special Projects uses since 2011:

- Center for the Study of Information & Religion—continued support of activities including an annual conference
- Mediasite – continuing support of remote teaching and meeting system (discontinued 2018)
- MuseLab – continuing support of programs and exhibits
- Research lab (the "data sciences lab") for cloud computing (launched in 2015/2016)

Standard V.12

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.**

Library Services

The Libraries at Kent State University (KSU, library.kent.edu) provide a robust array of resources and services to support graduate level learning. A member of the Association of Research Libraries (ARL), KSU Libraries hold over two million print volumes, one million microforms, and extensive collections of other media. Additionally, there are over 100 research databases and 48,000 electronic journals available via Web access. The overall materials budget for KSU Libraries is $5,490,315 for FY 18/19. The system includes the Main Library, six specialized branch libraries, and 7 regional campus libraries. The library is open approximately 140 hours per week, and offers many core services both in person and virtually.

Services are provided by a number of individuals on staff and faculty at University Libraries across many units, from technical services, reference, circulation and the student media center. Primarily, the core services are provided by the subject liaison and the collection development librarian. The subject liaison holds an ALA-accredited MLIS, a second Master's degree, as well as an additional certificate in digital libraries. The collection management librarian holds an ALA-accredited MLS degree. All of the reference and instruction librarians hold a minimum of an ALA-accredited Master's degree and many have secondary Master's as well.

Other services that complement library services include the Student Media Center and Student Accessibility Services. The Student Media Center is currently managed by an individual holding a Bachelor's degree in Photography. Core services from the Student Accessibility Services (which address both physical and digital services and spaces for all students at Kent State) are undertaken by individuals holding a minimum of a Master's in Education. Statistical Consulting, InterLibrary Loan and Course Reserves are also available library services.

Information Services Support

The Division of Information Services (IS, https://www.kent.edu/is) oversees "the strategy, planning, and delivery of information technology across all eight Kent State University campuses and their respective satellite locations." Technology support is available 24/7 through IS via phone, chat, the Web or one of several campus walk-up locations. Services include hardware repair and troubleshooting, a library technology helpdesk (supports printing, help with lab computers, passwords/login issues, online library resources/VPN access, software issues, and assistance for personally owned devices with basic technology issues). IS also provides access to Lynda.com, owned by LinkedIn, which provides access to training for learning software, technology, creative, and business skills, as well as technology workshops and cybersecurity training.

Office of Continuing and Distance Education (OCDE)

The OCDE (https://www.kent.edu/cde) provides access to Kent State University resources in Ohio and beyond. They provide faculty support to course development, implementation, and maintenance, and provide additional support services for conferences and professional development programs.

Standard V.13

V.13	The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The university's policies and procedures are centered on the Collective Bargaining Agreement (https://www.kent.edu/facultyhandbook/collective-bargaining-agreements) and reflected in policies found in the Policy Register (https://www.kent.edu/policyreg). Each academic unit also has its own faculty handbook which supplements official university policies and procedures as expressed in the Kent State University Policy Register (UR), the tenured/tenure track *Collective Bargaining Agreement,* effective August 16, 2012 (*CBA*), and the full-time nontenure-track *Collective Bargaining Agreement,* effective August 23, 2013 (NTT CBA). The handbook is updated every few years, and reflects changes in the CBA as it is renegotiated, including a CBA renegotiation in 2018-19. Policy changes made between handbooks are reflected in a "draft" status of the yearbook and discussed by the FAC. Administrative policies

regarding office processes are updated and posted on the iSchool server under a faculty- and staff-accessible folder of policies and procedures.

The faculty and staff hold an annual retreat to discuss and update both strategic and tactical priorities for the school each year. These priorities are made actionable through the development of goals and objectives and fed back into the appropriate committees for follow up. Those actions which require faculty discussion and vote are brought to the monthly FAC meetings as agenda items.

The Systematic Planning committee, which consists of faculty and staff review policies related to students and curriculum, while managerial and operational policies are determined by the director in accordance with the appropriate stakeholders. In addition, the faculty and staff review the adequacy of access to technology and other resources that are needed by the school. The iSchool also works with other university service organizations (i.e., Information Services and OCDE) in planning technology requirements. For example, our classroom (332) is scheduled centrally by the university. In addition, we have several conference rooms which are also scheduled centrally, although priority is given to the iSchool. Each faculty and staff have their own office, although staff share the administrative suite with the School of Digital Sciences.

Faculty also work closely with staff of Student Accessibility Services and Educational Technologists from the Office of Continuing and Distance Education (OCDE) to incorporate Universal Design elements into online courses to accommodate students with physical and learning disabilities. These elements include employing multiple content delivery methods (audio, video, text), and providing transcripts and captioned videos.

Standard V.14

IV.1	The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Decision-making

The creation of a budget requires the identification of strategic priorities. The Director, along with input from faculty and staff, identify the areas that will require concentrated effort and resources. That aids in building a budget that works for the iSchool and our unique priorities. Throughout the year, the Director meets with an Advisory Board, the Alumni Network, and the faculty to report on the successes and

challenges for the school. These meetings allow for fine-tuning of our strategic priorities and a record of the decision-making process.

Human resources accountability

Every year, staff performance is formally reviewed. After a self-evaluation, each staff member meets with their supervisor to discuss the results and discuss plans for the coming year. The University provides extensive training opportunities for staff to help in any areas that may need improvement. Faculty similarly review their year with the Director to ensure that the resources are in place for a successful new year.

Resource stewardship

Throughout the year, the Director and Budget Manager are able to track the iSchool expenses against the approved budget. Twice a year, the Director, Budget Manager and Director of RCM and Business Operations (at the College-level) can track the revenues and make adjustments (if deemed necessary) to the current budget.

Tools

In addition to myriad resources for faculty and staff development, the office of Institutional Research (https://www.kent.edu/ir) offers many tools to view many analytics that will affect the performance of the iSchool. Some of this data includes enrollment numbers and various metrics related to enrollment. This is particularly helpful in estimating revenues in advance of the actual semester and allow for adjustments that may be necessary.

Standard V.15

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.

The Dean meets with the Director of the iSchool at least monthly and with the directors of all five schools each week. These meetings are designed to review budgets, need for resources that can be drawn from the RCM budget model across the College, and any challenges that arise. Further, at the school level, assessment and evaluation tools used to collect feedback from students about their experiences and the

MLIS program are also useful for evaluating the administration, finances, and resources with an eye towards continuous program improvement and strategic planning. The New Student Survey and Exit Survey, in particular, provide feedback about students' impressions of course availability, how the program prepares them for their careers, their experiences with advisors and advising resources, and interactions with administrative staff. Results of leadership meetings (e.g., budget, resources, staffing, facilities, etc.), assessment and evaluation tools (e.g., enrollment and survey results) and other information (e.g., committee reports), are discussed at the FAC meetings held each month. Committees review those things that are relevant to their domain and prepare proposals to bring to the FAC for discussion and decision-making. This process "closes the loop" and ensures timely responses to issues that arise.

Semi-annual results of the overall "snapshot" of the school are presented to and discussed with the Advisory Board at semi-annual meetings.

In an effort to maximize the current level of staffing, the School reconfigured the duties of existing staff based on their individual strengths and preferences in 2014. The adjustments helped to streamline processes and focus the work of each staff member, making it easier for faculty and students to know the best contacts for specific requests, as well as making it easier for each staff member to specialize. One of the goals of the reconfiguring of student services was to improve the communication frequency and tone with students.

Conclusion

The administrative and fiscal structure of the School of Information is stable and productive. Staff members provide ample and effective support at both the Kent and Columbus site as well as for the distributed learning program. Student services are also well supported and receive high marks from them in terms of their effectiveness and interactions. The Director receives ample support from a Special Assistant.

The strong fiscal condition of the School and its respect within the College and the University enabled the School to replace and hire additional faculty in recent years. The healthy fiscal condition also resulted in solid support for faculty efforts. Each faculty member receives support from a graduate assistant for at least 10 hours per week. Faculty members also receive good support for travel and conference attendance. Requests for equipment and supplies are almost always supported.

The physical facility, which is discussed in more detail in Standard V, has also benefitted substantially from the excellent fiscal condition of the School. Funds for updated equipment have remained steady and the major move with new construction for the Columbus site has significantly improved the instructional environment.

Revenues for the School are somewhat unpredictable in the current economic climate. However, new undergraduate opportunities should compensate for possible losses from decreased state funding or declining enrollments. In sum, the current administrative and fiscal condition of the School should provide an excellent foundation for responding to the needs of the School's constituencies now and in the foreseeable future.

As iSchool moves forward it is likely to face a difficult fiscal environment. The State of Ohio is expected to cut funding for higher education and the School will need to respond to directives to trim the budget and seek new revenue. The new initiatives in the School (e.g., three new Master's programs, continuing presence in Columbus, health informatics programs, plus some undergraduate initiatives) should bring in new income to counter projected cuts in subsidy and possible declines in overall M.L.I.S. enrollment.

iSchool plans to update its programming and hire new faculty even with the tight economic climate. We enjoy strong support from our Dean for new hires (e.g., data sciences, data visualization) and will continue to propose such hires, showing our need and ability to afford to fund them.

CONCLUSION

From its beginnings as an accredited School in 1963 until now, the iSchool at Kent State University has been committed to the provision of quality library and information science education in Ohio, the nation, and throughout the world. Adhering to the Standards of Accreditation as put forth by the American Library Association is part of that commitment.

It is our goal to continuously improve and strengthen our program in ways that will help us increase our leadership in LIS education. We constantly review our curriculum, seek feedback from students, alumni, employers, and our advisory boards, as well as from benchmarking activities and the literature in our field. Our strengths have historically focused on youth services, school library media centers, public and academic libraries, digital libraries and related technologies, digital preservation, and museum studies. While we maintain those strengths, we are also busy responding to our stakeholders and changes in the field through identifying and building new strengths in cluster areas including information organization, management of information institutions, and emerging areas including data, information, and technology (e.g., data sciences, data visualization), and cultural heritage informatics and scholarship. We constantly strive to keep up to date with emerging areas of growth for our field and our students.

The success of these endeavors is measured to a great extent by our graduates. Our most recent data reveal that 80% of our students graduate and that it takes 2-4 years on average for student to complete the degree. In addition, 93% of our graduates from 2011-2017 hold jobs in the LIS field and more than half of our graduates find such positions within one year of program completion.