San José State University

School of Information
Master of Library and Information Science

Self-Study Report (2015-2021)
American Library Association
Office for Accreditation
January 31, 2022

Table of Contents

Required Information 1

Glossary of Terminology and Abbreviations 3

Self-Study Navigation Instructions 7

Location and Presentation of Primary Evidence 7

Location and Presentation of Supplemental Evidence 7

Dropbox Navigation 8

Internal Links 8

Standard I: Systematic Planning 10

Standard I.1 12

The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. 12

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes. 14

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes. 22

I.1.3 Improvements to the program based on analysis of assessment data. 25

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. 29

Standard I.2 33

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 demonstrate by the time of graduation. They enable 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. 33

Student learning outcomes address: 33

I.2.1 The essential character of the field of library and information studies. 33

I.2.2 The philosophy, principles, and ethics of the field. 33

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations. 33
I.2.4 The importance of research to the advancement of the field's knowledge base. 33
I.2.5 The symbiotic relationship of library and information studies with other fields. 33
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. 33
I.2.7 The role of library and information services in a rapidly changing technological society. 33
I.2.8 The needs of the constituencies that the program seeks to serve. 33
Standard I.3 41
Program goals and objectives incorporate the value of teaching and service to the field. . 41
Standard I.4 47
Within the context of these Standards, each program is judged based on the extent to which it attains its objectives. In accordance 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. 47
I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents. 47
Standard I.5 52
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. 52
Standard I.6 54
The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future. 54
Summary of Standard I 58
Appendices 59
Appendix I. A - Strategic Directions and KPIs 59
Appendix I. B - Revisions to Strategic Directions (2015–2020) 66
Appendix I. C - Program Learning Outcomes/Core Competencies Revisions 71
Appendix I. D - e-Portfolio Statements of Competency Rubric 75
Standard II: Curriculum 82
Standard II.1 82
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. 82

Standard II.2 105

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... 105

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. 110

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields 114

II.2.3 Integrates technology and the theories that underpin its design, application, and use 116

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups 118

II.2.5 Provides direction for future development of a rapidly changing field 128

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. 129

Standard II.3 133

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. 133

Standard II.4 148

Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations. 148

Standard II.5 150

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. 150
Standard II.6 161
The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum. 161
Standard II.7 163
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. 163
Summary of Standard II 170
Appendices 172
Appendix II. A - MLIS Elective Courses 172
Appendix II. B - Complete List of Variable Unit Courses 178
Standard III: Faculty 182
Standard III.1 182
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. 182
Standard III.2 191
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. 191
Standard III.3 199
The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented. 199
Standard III.4 201
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. 201
Standard III.5 209

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. 209
Standard III.6 213
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. 213
Standard III.7 219
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. 219
Standard III.8 223
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. 223
Standard III.9 234
The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty. 234
Standard III.10 234
The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future. 234
Summary of Standard III 237
Appendices 238
Appendix III. A - CSU Governance Articles 238
Appendix III. B - Tenured and Tenure-Track Faculty: Education, Rank, Expertise, and Teaching Assignments 240
Appendix III. C - Full-Time Lecturers: Education, Rank, Expertise, and Teaching Assignments 247
Appendix III. D - Faculty Release Time, Fall 2015–Spring 2021 250
Appendix III. E - Part-Time Faculty: Degree, Expertise, and Professional Setting 254

Appendix III. F - Full-Time Faculty Service to the University, 2015–2021 270
Appendix III. G - Representative List of iSchool Faculty Professional Organization Memberships 278
Appendix III. H - Full-time and Part-time Faculty Membership in LIS Organizations 281
Appendix III. I - T3 Workshops, 2015–2021 287
Appendix III. J - Faculty Recognitions and Awards (2015-2021) 294
Appendix III. K - Part-Time Faculty Advertisement 297
Appendix III. L - Part-Time Faculty: SOTE Averages, Fall 2015 - Spring 2021 301
Appendix M - Full-Time Faculty: Representative Service and Leadership Positions in LIS Organizations, 2015–2021 302
Appendix N - Full-Time Faculty: Advisory, Editorial, and Reviewer Roles, LIS Publications, 2015–2021 306
Appendix III. O - Full-Time Faculty: Additional Professional Activities, 2015–2021 309
Appendix P - Part-Time Faculty: Representative Service and Leadership Positions in LIS Organizations, 2015–2021 312
Appendix III. Q - Part-Time Faculty: Advisory, Editorial, and Reviewer Roles, LIS Publications, 2015–2021 316
Appendix III. R - Part-Time Faculty Additional Professional Activities, 2015–2021 317
Appendix III. S - Full-Time Faculty Refereed Articles, 2015–2021 322
Appendix III. T - Full-Time Faculty: Monographs, 2015–2020 328
Appendix III. U - Full-Time Faculty: Contributions to Edited Volumes, 2015 - 2021 330
Appendix III. X - Faculty Publications in Refereed Journals and Non-Refereed Articles 334
Appendix III. Y - Full-Time Faculty: Conference Participation by Year and Faculty Member, 2015–2021 338
Appendix III. Z - Full-Time Faculty: Representation at Professional Conferences by Year, 2015–2021 353
Appendix III. AA - Full-Time Faculty: Representation at Professional Conferences by Conference Name, 2015 - 2021 358
Appendix III. AB - Full-Time Faculty: Keynotes, 2015 - 2021 362
Appendix III. AC - Full-Time Faculty: Professional Presentations, 2015 - 2021 365
Appendix III. AD - Part-Time Faculty: Refereed Articles, 2015 - 2021 372
Appendix III. AE - Part-Time Faculty: Monographs, 2015 - 2021 379
Appendix III. AF - Part-Time Faculty: Contributions to Edited Volumes, 2015 - 2022 381
Appendix III. AG - Part-Time Faculty: Representation in Refereed Journals, 2015 - 2021 385
Appendix III. AH - Part-Time Faculty: Non-Refereed Articles, 2015 - 2021 387

Appendix III. AI - Part-Time Faculty: Conference Participation by Year and Faculty Member, 2015 - 2021 390
Appendix III. AJ - Part-Time Faculty: Representation at Professional Conferences by Year, 2015 - 2021 403
Appendix III. AK - Part-Time Faculty: Representation at Professional Conferences by Conference Name, 2015 - 2021 408
Appendix III. AL - Faculty Grant Awards, 2015 - 2021: External Funding 412
Appendix III. AM - Faculty Grant Awards, 2015 - 2021: Internal Funding 414
Standard IV: Students 418
Standard IV.1 418
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 revolve around the needs and values of the constituencies served by the program and guide recruitment and retention of students who reflect the diversity of North America and global communities. The student body composition fosters a learning environment consistent with the program's mission and program goals and objectives. Students bring a depth of personal and professional experience from a variety of industries, disciplines, communities and backgrounds, enriching the learning environment and increasing the number of future information professionals who can ably serve diverse communities. 418
Standard IV.2 442
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. 442
Standard IV.3 449
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 individual's career goals. Within the framework of institutional policy and programs, our admission policy ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field. 449
Standard IV.4 455

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. 455
Standard IV.5 460
The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to: 460
IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs 460
IV.5.2 Participate in research 461
IV.5.3 Receive academic and career advisement and consultation 465
IV.5.4 Receive support services as needed 473
IV.5.5 Form student organizations 477
IV.5.6 Participate in professional organizations. 480
Standard IV.6 484
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. 484
Standard IV.7 492
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. 492
Standard IV.8 496
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. 496
Summary of Standard IV 497
Appendices 499
Appendix IV. A - School Representation at Professional Events (2018 - 2020) 499
Appendix IV. B - INFO 244 Course Example 503
Appendix IV. C - Information Technology Team Technical Support Inquiries, Spring 2018 - Summer 2021 511
Standard V: Administration, Finances, and Resources 515

Standard V.I 515

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. 515

Standard V.2 521

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 program funding and resource allocation are made on the same basis as for comparable academic units within the institution. 521

Standard V.3 524

The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. 524

Standard V.4 530

The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field. 530

Standard V.5 533

The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results. 533

Standard V.6 538

The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service. 538

Standard V.7 541

Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives... 541

Standard V.8 545

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. 545

Standard V.9 549

The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality. 549

Standard V.10 564

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. 564

Standard V.11 566

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. 566

Standard V.12 574

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. 574

Standard V.13 581

The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. 581

Standard V.14 583

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources. 583

Standard V.15 591
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. 591
Summary of Standard V 592
Appendices 595
Appendix V. A - Full-Time Faculty Service to the University, 2015–2021 595
Appendix V. B - Faculty Grant Awards, 2015–2021: Internal Funding 603
Appendix V. C - Technical Support Inquiries, Spring 2018–Summer 2021 605
Appendix V. D - List of Journals Available 608
Synthesis and Overview 611
Embodying Flexibility and Highlighting Adaptability 611
Monitoring Changing Professional Environments and Aligning with University Hiring and Research Themes 611
Using Technology to Share Connections and Exchange Knowledge 612
Creative Program Delivery 612
Student Construction and Knowledge Delivery 613
Centering Diversity, Equity, and Inclusion 614
Targeting Critical Thinking and Problem-Solving Skills 615
Self-Study Link Index ..... **Error! Bookmark not defined.**
Standard I Link Index ..... **Error! Bookmark not defined.**
Standard II Link Index ..... **Error! Bookmark not defined.**
Standard III Link Index ..... **Error! Bookmark not defined.**
Standard IV Link Index ..... **Error! Bookmark not defined.**
Standard V Link Index ..... **Error! Bookmark not defined.**
ERP Feedback and School Responses ..... **Error! Bookmark not defined.**
Overall Self-Study ..... **Error! Bookmark not defined.**
Standard I ..... **Error! Bookmark not defined.**
Standard II ..... **Error! Bookmark not defined.**
Standard III ..... **Error! Bookmark not defined.**
Standard IV ..... **Error! Bookmark not defined.**
Standard V ..... **Error! Bookmark not defined.**

Tables

Standard I Tables

Table I. 1 - Curriculum Review Cycle, 2014–2021 12
Table I. 2 - Governance Committees 15
Table I. 3 - Strategic Directions and Oversight 16
Table I. 4 - Curriculum Review Cycle (2014-2021) 18
Table I. 5 - Retreat Agenda Template 19
Table I. 6 - SWOT Summary (2015–2020) 22
Table I. 7 - Strategic Directions Review: Comments and Revisions, 2015–2020 24
Table I. 8 - Strategic Planning Process Documents (2015–2020) 25
Table I. 9 - Program Learning Outcomes/Core Competencies Revisions 25
Table I. 10 - Program Learning Outcomes/Core Competencies Assessment Results, Spring 2018 27
Table I. 11 - Program Learning Outcomes/Core Competencies Assessment Results, Fall 2018 .. 27
Table I. 12 - Fall 2018 and Fall 2019 Data Comparison 28
Table I. 13 - Informed Newsletter Statistics 31
Table I. 14 - Inspired Newsletter Statistics 32
Table I. 15 - SJSU School of Information PLOs/Core Competencies 34
Table I. 16 - Correlation of ALA Standards I.2.1–I.2.8 with Program Learning Outcomes/Core Competencies and Additional Student Resources 35
Table I. 17 - Key Themes from Competency Statements Review 37
Table I. 18 - Correlation between Professional Association Competencies and MLIS Career Pathways 38
Table I. 19 - Exemplary Portfolios 40
Table I. 20 - INFO 298 Topics Supporting Service 42
Table I. 21 - Alumni & Student Poster Presenters (2018-2019 ALA/CLA Conferences) 44
Table I. 22 - 2019 Community Impact Poster Presentation Feedback 44
Table I. 23 - New PAC-Recommended Courses 55

Standard II Tables

Table II. 1 - Program Learning Outcomes and Core Competencies 83
Table II. 2 - e-Portfolio Examples 86
Table II. 3 - Required Core Courses 87
Table II. 4 - Mapping of Program Learning Outcomes/Core Competencies to Core Course Curriculum 91
Table II. 5 - INFO 202 Assignments and Learning Outcomes 95
Table II. 6 - INFO 204 Assignments 96
Table II. 7 - Summary of Elective Courses 102
Table II. 8 - Examples of Variable Unit Courses 103
Table II. 9 - Three-Year Curriculum Review Cycle 105
Table II. 10 - INFO 298 Examples 106
Table II. 11 - Standard II. 2 Topics and Related Courses 108
Table II. 12 - INFO 200 and INFO 204 Sample Leadership Assignments 111

Table II. 13 - Sample of Elective Course Syllabi 112
Table II. 14 - Webcasts (2018–2021) 114
Table II. 15 - Core Competency C Courses 119
Table II. 16 - Faculty Membership in Diversity-Oriented Professional Associations 122
Table II. 17 - Student Professional Organizations 127
Table II. 18 - Recent WISE Statistics by Semester 137
Table II. 19 - Student Intern Hiring Prospects, 2015–2021 145
Table II. 20 - INFO 298 Examples Relevant to Standard II.3 146
Table II. 21 - Alignment between Professional Association Competencies and MLIS Career Pathways 149
Table II. 22 - Curriculum Review Cycle, 2014–2021 151

Standard III Tables

Table III. 1 - New Tenure-Track Hires 185
Table III. 2 - ALISE Statistical Report Data, 2015–2020 187
Table III. 3 - Exemplary Part-Time Faculty Service to the University, 2015–2021 190
Table III. 4 - Promotions to Associate Professor 191
Table III. 5 - Promotions to Full Professor 191
Table III. 6 - Faculty Granted Emerita 192
Table III. 7 - Exemplary Ratings on All Criteria 197
Table III. 8 - Faculty Teaching Evaluations Above 4.0 (1-5 scale), Fall 2015–Spring 2021 198
Table III. 9 - SOTE Ratings for All Instructors by Semester (2015–2021) 202
Table III. 10 - Full-Time Faculty Teaching Evaluations (2015–2021) 203
Table III. 11 - Full-Time Lecturers: SOTE Averages, Fall 2015–Spring 2021 204
Table III. 12 - Faculty Membership in Diversity-Oriented Professional Associations 207
Table III. 13 - Full-Time Faculty Awards 208
Table III. 14 - Part-Time Faculty Awards 208
Table III. 15 - Faculty Sabbaticals 222

Standard IV Tables

Table IV. 1 - Links to Student Demographic Tables 418
Table IV. 2 - MLIS Program Open House Attendance, January 2017–July 2021 425
Table IV. 3 - MLIS Total Program Application and Student Enrollment by Term, Spring 2015–Fall 2021 430
Table IV. 4 - MLIS Regular Session Program Application and Student Enrollment, Spring 2015–Fall 2021 430
Table IV. 5 - MLIS Special Session Program Application and Student Enrollment, Spring 2015–Fall 2021 431
Table IV. 6 - Geographic Diversity of MLIS Students in States Other than California, Spring 2015–Spring 2021 431
Table IV. 7 - Geographic Diversity of MLIS Students in Other Countries 433
Table IV. 8 - Gender Diversity of MLIS Students by Term, Spring 2015–Spring 2021 433
Table IV. 9 - Gender Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021 434
Table IV. 10 - Ethnic Diversity of MLIS Students, Spring 2015–Spring 2021 434

Table IV. 11 - Ethnic Diversity of MLIS Students by Term, Spring 2015–Spring 2021 435
Table IV. 12 - Ethnic Diversity of MLIS Graduates, Spring 2015–Spring 2021 435
Table IV. 13 - Ethnic Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021 435
Table IV. 14 - Completion Rates (2012 - 2021) 436
Table IV. 15 - Number of MLIS Students Receiving Financial Aid 438
Table IV. 16 - Research Assistant Expenses, 2015–2021 440
Table IV. 17 - MLIS Graduates by Term, Spring 2015–Spring 2021 441
Table IV. 18 - Website Highlights 443
Table IV. 19 - Two-Year Cycle of Career Information 471
Table IV. 20 - Career Support Resources: Students Served, Spring 2015–February 2020 473
Table IV. 21 - Table IV.18. Career Support Pathways, Spring 2015–February 2020 473
Table IV. 22 - Sample iSchool Alerts 474
Table IV. 23 - Student Services Team Inquiries, Spring 2017–Spring 2021 475
Table IV. 24 - Student Organization Membership, Fall 2017–Spring 2021 479
Table IV. 25 - MLIS Student Scholarship and Grant Funding 482
Table IV. 26 - Three-Year Curriculum Review Cycle 492
Table IV. 27 - MLIS Student Probation Percentages Relative to Total Enrollment 494
Table IV. 28 - Persistence: Percentage of MLIS Students Who Enroll after One Semester of Probation 494
Table IV. 29 - Percentage of One-Semester Probation MLIS Students Who Return to Good Standing* 495
Table IV. 30 - Percentage of One-Semester Probation MLIS Students Who Are Disqualified ... 495

Standard V Tables

Table V. 1 - New Tenured and Tenure-Track Faculty Members, 2015–2020 520
Table V. 2 - Tenured Faculty Sabbaticals, 2015–2021 520
Table V. 3 - Examples of Dr. Hirsh's Successes and Accomplishments, 2014–2020 527
Table V. 4 - MLIS Fee Structure Chart 540
Table V. 5 - New Tenured and Tenure-Track Faculty Members, 2015–2020 542
Table V. 6 - Promotions to Associate Professor 542
Table V. 7 - Promotions to Full Professor 542
Table V. 8 - Tenured Faculty Sabbaticals, 2015–2020 545
Table V. 9 - School of Information Travel Expenses 547
Table V. 10 - Students Who Received Financial Aid 547
Table V. 11 - Scholarship Awards from School of Information Funds 548
Table V. 12 - Research Assistant Expenses 548
Table V. 13 - Professional Association Student Membership Expenses, 2015–2021 549
Table V. 14 - School of Information Canvas Community Survey Results* 552
Table V. 15 - School of Information Zoom Community Survey Results 557
Table V. 16 - Technical Support Tickets, Fall 2020 562
Table V. 17 - Technical Support Tickets, Spring 2021 563
Table V. 18 - King Library Resources and Access Points 575
Table V. 19 - Physical Resources at the King Library 577
Table V. 20 - Online Resources at the King Library 578

Table V. 21 - SJSU Journals Made Available.....588

Figures

Standard I Figures

Figure I. 1 - Strategic Planning Google Sheet..... 20
Figure I. 2 - WASC Regional Accreditation Template..... 21
Figure I. 3 - Website News & Events..... 30
Figure I. 4 - Syllabus Template with CLO to PLO/Core Competency Alignment..... 39

Standard II Figures

Figure II. 1 - Syllabus Example Showing CLO/PLO Alignment..... 84
Figure II. 2 - Course Content Online Tool..... 85
Figure II. 3 - Mapping of Relevant Courses to Core Competency O..... 86
Figure II. 4 - Video Course Overview of INFO 203 – Click to View..... 87
Figure II. 5 - Video Course Overview of INFO 200 – Click to View..... 94
Figure II. 6 - Video Course Overview of INFO 202 – Click to View..... 95
Figure II. 7 - Video Course Overview of INFO 204 – Click to View..... 96
Figure II. 8 - Example of Seminar Topics from Spring 2021 Schedule..... 102
Figure II. 9 - MLIS Courses and Core Competencies Online Tool..... 120
Figure II. 10 - How Faculty Obtain Information About Diversity..... 123
Figure II. 11 - Dimensions of Diversity in Courses..... 124
Figure II. 12 - Course Coverage of Diversity..... 125
Figure II. 13 - Methods for Teaching Diversity..... 125
Figure II. 14 - Spectrum Scholar Advising Group..... 127
Figure II. 15 - Alumni Voices Video Series – Click here to view..... 132
Figure II. 16 - Alumni Career Spotlights..... 132
Figure II. 17 - Career Pathways Intersection Online Tool..... 135
Figure II. 18 - Melissa's YouTube Report - Click here to view..... 145
Figure II. 19 -2018–2019 Review of PLOs..... 163

Standard III Figures

Figure III. 1 - Faculty Development and Instructional Support (view video)..... 192
Figure III. 2 - All Student Teaching Evaluations (2015–2021)..... 204
Figure III. 3 - Technology Tips..... 205

Standard IV Figures

Figure IV. 1 - New Student Advising Video..... 421
Figure IV. 2 - Student Advising Tool..... 422
Figure IV. 3 - Advising Model..... 423
Figure IV. 4 - Online Tool for Competency O..... 450
Figure IV. 5 - New Student Welcome Portal..... 465
Figure IV. 6 - Student Career Planning Checklist..... 467
Figure IV. 7 - Exit Survey Data..... 485

Figure IV. 8 - Alumni Survey Data Example..... 486

Standard V Figures

Figure V. 1 - CPGE and School Organizational Chart.....517
Figure V. 2 - Sample Budget.....**Error! Bookmark not defined.**
Figure V. 3 - Budget Trends (2015-2020).....**Error! Bookmark not defined.**
Figure V. 4 - School of Information Offices and Physical Space 566
Figure V. 5 - One.SJSU Portal 568

Required Information

Introduction

The first library science course was taught at San José State University in 1928, and the School of Information began offering a graduate degree in the field in 1954.

In 2008, the school introduced a second graduate degree, the Master of Archives and Records Administration, and soon after, in 2012, added a Post-Master's Certificate in Library and Information Science program. In 2019 the school launched its MS in Informatics, and the school's inaugural bachelor's degree program was created in 2020. All master's and undergraduate degree programs and certificates have been offered exclusively online since 2009. Students interact with peers and instructors through web conferencing, social networking platforms, a web-based learning management system, and in varied interactive environments.

Unit

The School of Information is a unit in the College of Global and Professional Education at San José State University. The school is led by a director who reports to the dean of the College of Professional and Global Education and is a member of both the College Leadership Team and the University Council of Chairs and Directors. The director oversees all of the school's degree and certificate programs, including curriculum development and budget management.

Degree Program

This self-study presents the Master of Library and Information Science (MLIS) program for reaccreditation by the American Library Association (ALA). The 43-unit MLIS program has been continuously accredited by the ALA since 1969 and is the only ALA-accredited MLIS program within the 23-campus California State University system.

With 27 full-time faculty and 110 part-time faculty, the school offers a breadth of flexible and convenient programs for information professionals, and its fully-online environment enables recruitment of highly-qualified faculty, regardless of their geographical location.

School Leadership

Since July 2021 the School of Information has been led by Dr. Anthony Chow. Prior to March 2020, the school was led by Dr. Sandra Hirsh. Dr. Linda Main, Associate Director, acted as Interim Director between March 2020 and July 2021. The School of Information's director reports to Dr. Ruth Huard, Dean, College of Professional and Global Education.

Institutional Leadership

San José State University is led by Dr. Mary Papazian, President, & Charlie Faas, Vice President for Administration and Finance. The College of Professional and Global Education's dean reports to Vincent J. Del Casino, Jr., Provost and Senior Vice President for Academic Affairs.

Institutional Accreditation

San José State University is accredited by the Western Association of Schools and Colleges (WASC) Western Senior College and University Commission (WSCUC). In the most recent accreditation review in 2015, WSCUC reaffirmed the university's accreditation for seven years.

ALA Standards Addressed

This self-study addresses the Standards for Accreditation of master's programs in Library and Information Studies, adopted by the Council of the American Library Association on February 2, 2015, with revision of standard element V.3, adopted by the Council on January 28, 2019, by request of the Committee on Accreditation.

Glossary of Terminology and Abbreviations

Acronym/Abbreviation	Name
AANAPISI	Asian American and Native American Pacific Islander Serving Institution
AAAL	American Association of Law Libraries
AASL	American Association of School Librarians
ACR	Accessibility Conformance Report
ACM	Association for Computing Machinery
ACL	Association of Children's Librarians of Northern California
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
AEC	Accessible Education Center
AI	Artificial Intelligence
AIOU	Allama Iqbal Open University
ALA	American Library Association
ALASC	American Library Association Student Chapter
ALISE	Association for Library and Information Science Education
AL$	Affordable Learning $olutions
APA	American Psychological Association
API	Application Programming Interface
APLIC	Asia Pacific Library and Information Conference
ARMA	Association of Records Managers and Administrators
ARSL	Association of Rural and Small Libraries
ASIS&T	Association for Information Science and Technology
AST	Automated Sync Technologies
ATALM	Association of Tribal Archives, Libraries, and Museums
BA	Bachelor of Arts
BIPOC	Black, Indigenous, People of Color
BS	Bachelor of Science
CAHRS	Center for Applied Research on Human Services
CASA	College of Applied Sciences and Arts
CHRS	Common Human Resources System
CIL	Computers in Libraries
CIRI	Center for Information Research and Innovation
CLA	California Library Association
CLO	Course Learning Outcome
CMS	Content Management Systems
College	Refers to the College of Professional and Global Education
CPGE	College of Professional and Global Education
CSU	California State University
CV	Curriculum Vitae

DEI	Diversity, Equity, and Inclusion
EdD	Doctor of Education
EDI	Equity, Diversity, and Inclusion
EOQA	eCampus Office of Quality Assurance
e-Portfolio	Electronic Portfolio
ERP	External Review Panel
FAQ	Frequently Asked Questions
FERP	Faculty Early Retirement Program
FTES	Full-time Equivalent Student
Full-time Lecturers	Refers to non-tenure-track faculty members
GAPE	Graduate Admissions and Program Evaluation
GIS	Geographic Information System
GLBTIQ	Gay, Lesbian, Bisexual, Transgender, Intersex, and Queer
GPA	Grade Point Average
GWAR	Graduate Writing Assessment Requirement
HIS	Hispanic Serving Institution
ICANN	Intelligent Conversational Agents and Neural Networks
ICRM	Institute of Certified Records Managers
IELTS	International English Language Testing System
IFLA	International Federation of Library Associations and Institutions
IM	Instant Messaging
IMLS	Institute of Museum and Library Services
INFO	Course Prefix
INFM	Informatics
IRB	Institutional Review Board
iSchool	Refers to the School of Information
InterPARES	International Research on Permanent Authentic Records in Electronic Systems
JCLC	Joint Conference of Librarians of Color
JD	Juris Doctorate
KPI	Key Performance Indicator
KSA's	Knowledge, Skills, and Abilities
LGBTQIA+	Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexuality, and all of the other sexualities, sexes, and genders that aren't represented by these letters
LIS	Library and Information Science
LITA	Library Information Technology Association
LMS	Learning Management System
LOTSS	Library Online Tutorial for School of Information Students
MARA	Master of Archives and Records Administration
MBA	Master of Business Administration
MEA	Master Enabling Agreement
MLIS	Master of Library and Information Science

MOOC	Massive Open Online Course
NACADA	National Academic Advising Association
NAGARA	National Association of Government Archivists and Records Administrators
NMRT	New Members Round Table
OLA	Ontario Library Association
OLC	Online Learning Consortium
PDEEP	Pakistan Distant Education Enhancement Program
PhD	Doctor of Philosophy
PHP	Programming language
PI	Principal Investigator
PLA	Public Library Association
PLO	Program Learning Outcome
PPT	PowerPoint
PTE	Pearson Language Tests
QM	Quality Matters
RDA	Resource Description Access
REFORMA	The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking
Regular Session	Refers to Student Fee Structure
RSCA	Research, Scholarship, and Creative Activity
RSS	Really Simple Syndication
RTP	Retention, Tenure and Promotion
SAA	Society of American Archivists
SaaS	Software as a Service
SAASC	Society of American Archivists Student Chapter
School	Refers to the School of Information
SCIP	Strategic and Competitive Intelligence Professionals
SJSU	San José State University
SLA	Special Libraries Association
SLASC	Special Libraries Association Student Chapter
SOI	San José State University School of Information
SOTE	Student Opinion of Teaching Effectiveness
Special Session	Refers to Student Fee Structure
SRJ	*Student Research Journal*
SSETF	Student Success, Excellence and Technology Fee
SST	Student Services Team
SWOT	Strengths, Weaknesses, Opportunities, Threats
T3	Teaching Tips and Techniques
TOEFL	Test of English as a Foreign Language
UC	University of California
UCLA	University of California Los Angeles

University	Refers to San José State University
URM	Underrepresented Minorities
UX	User Experience
VCARA	Virtual Center for Archives and Records Administration
VNU	Vietnam National University
VPAT	Voluntary Product Accessibility Template
VPN	Virtual Private Network
VR	Virtual Reality
WASC	Western Association of Schools and Colleges
WDP	WebDataPro
Wiki	Wikipedia
WISE	Web-based Information Science Education
WSCUC	Western Senior College and University Commission
XML	Extensible Markup Language
YA	Young Adult

Self-Study Navigation Instructions

Location and Presentation of Primary Evidence

Evidence is embedded throughout the standards in the following forms:

Tables, included in the narrative.

Dropbox or Google Drive datasets, as directed by embedded links.

Web-based items, as directed by hyperlinks.

***Note**: Some sites are password-protected. Access information is provided in the self-study.*
To find links in the self-study, press Ctrl F (on Windows OS) or Command+F (on Mac OS) to reveal the navigation search pane. Enter the link text you want to search for. A list of matching words displays in the Navigation pane, and instances of the word are highlighted in the main document. Link text is provided in the "List of Links Included in the Self Study" file.

Location and Presentation of Supplemental Evidence

Supplemental evidence is presented:

- On the Canvas Learning Management sites related to the following items:
  - Courses
  - Curriculum and Program Development Committee
  - Faculty
  - Quality Matters training (via the faculty site)
  - Global Engagement Repository (via the faculty site)
  - Advising
  - Career resources (via the Advising site)
  - Student Leadership
  - Teaching Online
  - Professional conference recap reports
  - INFO 203 Online Learning Tools and Strategies for Success
  - Spectrum Scholars advising group
  - T3 workshops
- Via Zoom by the administrative services manager re: budget

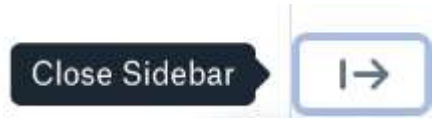
Dropbox Navigation

1. When a Dropbox link opens, you can enlarge files or unpack folders by clicking on the relevant icon.

2. Use the following icons to enable full-screen viewing, return to Dropbox contents/main screen, and download individual files:

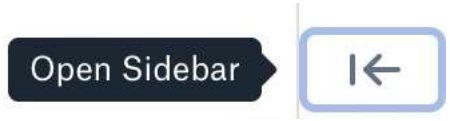
- Close sidebar

To view the document in full screen, close the sidebar by clicking on:



- Open sidebar

To reopen the sidebar after viewing document in full screen, click on:



- Download files

When the sidebar is closed and the document in full view, you can download the file by clicking on:

Internal Links

Many of the standards are cross-referenced. In the individual standard files, a textual reference directs readers to the relevant section. In the full report, in many—but not all—instances, internal links are embedded that route directly to the designated sections.

Standard I: Systematic Planning

Standard I: Systematic Planning

"The culture of assessment presented by the School of Information for the MLIS programs is an exemplar for all program assessment (at San José State)." —San José State University Director of Assessment Chris Tseng, March 2020

Context Statement

Systematic Planning

The School of Information's systematic planning involves several ongoing and interrelated activities that feed into the strategic planning process and are discussed in depth in Standard I.1.1 as well as throughout the self-study. The vision, mission, and strategic directions are reviewed annually by the full-time faculty at the November all-school retreat. Strategic directions are assessed using Key Performance Indicators (KPIs). Since 2012, the school has used strategic directions to guide its overall planning process and tracked KPIs for each direction to ensure and reflect their ongoing success and continuous improvement. Both the strategic directions and the KPIs are reviewed annually by the full-time faculty who look at data, ensure relevance, and decide if a change needs to be made in a continuous feedback and refinement cycle. This allows the school to view its progress holistically, as its degrees are not independent, discipline-specific, and curricular silos, and faculty increasingly teach courses across all degrees. Also, new degree and certificate programs are easily integrated into the strategic directions. The school has reported on the strategic directions and accompanying KPIs in the 2014 accreditation report and in several biennial reports.

Program Learning Outcomes (PLOs) and Core Competencies

The school's program learning outcomes/core competencies are assessed by the full-time faculty every three years as part of a continuous curriculum review process. The faculty apply insights from their professional experience and knowledge of the evolving fields, which includes but is not limited to the relevant, up-to-date professional association competencies and the results of the annual employment trends survey documented in the MLIS Skills at Work report. This report, a snapshot analysis of the latest career trends for information professionals, includes data on job duties and qualifications from 400 recent employment postings for library and information science (LIS) professionals, sourced from both general and LIS-specific job search sites.

Student success in meeting program learning outcomes/core competencies is assessed each semester by means of the culminating e-Portfolio course, INFO 289. In the e-Portfolio, students address various professional competencies relevant to the job market. The results from INFO 289 feed into the annual university assessment process, which evaluates a subset of program learning outcomes and informs changes and additions to the curriculum. This is discussed in detail in the self-study.

School Governance

Six standing governance committees focus on the priorities of the school, which include diversity, faculty research, technology, student scholarship awards, student leadership, and

cultivation of new curriculum. The committees include representation from full-time and part-time faculty, alumni, and students. The committee chairs or co-chairs document their activities via reports prepared for each of the four school retreats held every year (instead of monthly faculty meetings, a faculty and staff retreat are held every three months, one of which is in-person).

Curriculum Review and Ongoing Planning Process

A total of 43 units are required to earn the school's MLIS degree. Sixteen units are fulfilled by required courses. Ten units are core courses: INFO 200 Information Communities (three units), INFO 202 Information Retrieval and System Design (three units), INFO 203 Online Learning (one unit), and INFO 204 Information Professions (three units). There are two additional required courses: INFO 285 Applied Research Methods and INFO 289 e-Portfolio, both of which are three units. The remaining 27 elective units are grouped around career pathways. The pathways are intended to help guide the student and to serve as course selection aids; they are not required.

An ongoing rotational curriculum review cycle ensures that each component of the MLIS curriculum is assessed on an iterative basis. In the first year, the full-time faculty leads for all the required courses except INFO 289 review INFO 200, INFO 202, INFO 203, INFO 204, and INFO 285. They obtain input from all of the faculty who teach these courses and make changes based on their insights. The specific changes made during the period under review are discussed in the detailed sections of the self-study. In the second year, the full-time faculty review the program learning outcomes, which are operationalized as core competencies, and the culminating INFO 289 experience. The changes made to INFO 289 are also discussed in the self-study. In the third year, the school's nine program advisory committees (PACs), which consist of senior working professionals led by full-time faculty members, review the career pathways and electives. Seven PACs focus on the MLIS-specific career pathways and two focus on the Informatics and MARA degree programs (see list of all PACs). Committee members assess whether current course offerings are appropriate and explore the need for curricular refinement and/or new courses. PAC input and changes implemented as a result are discussed in later sections of the self-study.

If new courses are recommended and developed by a faculty member, the courses go to the Curriculum and Program Development Committee for review. This governance committee is composed of full-time faculty, part-time faculty, alumni, and students. After the courses are reviewed by the committee, they are placed on the agenda for review by the full-time faculty. The table below illustrates the curriculum review schedule during the accreditation period, 2014–2021.

Table I. 1 - Curriculum Review Cycle, 2014–2021

Curriculum Component	Timeline
INFO 289 Culminating Experience	Fall 2014–Spring 2015
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2015–Spring 2016
Electives and Career Pathways	Spring 2017–Fall 2017
INFO 289 Culminating Experience	Spring 2018
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2018–Spring 2019
Electives and Career Pathways	Spring 2020–Summer 2020
Prepare for Accreditation	Fall 2020–Summer 2021

The rotations are updated to reflect curricular changes each semester. Before registration begins, students are notified of new courses via the Curriculum Blog.

Standard I.1

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

San José State University's School of Information

The School of Information is one of two academic units in the College of Professional and Global Education at San José State University, which is part of the 23-campus California State University system. The School of Information determines its vision, mission, and values within this broader framework, all of which apply to the entire school and to all its degrees and certificates. Over this review period the faculty have remained pleased with the vision, mission, and values and feel confident that they align with the school's past achievements and future direction.

Vision Statement

The School of Information will be a global leader in education delivering innovative research and top-quality programs in the information professions.

Mission Statement

In support of San José State University's mission, the School of Information educates information professionals who contribute to the well-being of our global communities and expands the knowledge base of the information professions through research and scholarship.

Values

The School of Information's shared values defined below enable it to serve its mission and achieve its vision.

- ***Scholarship and learning***. We value education above all and promote life-long learning and intellectual inquiry through research, scholarship, and the pursuit of knowledge.

- ***Student, faculty, and staff success***. We place our highest priority on ensuring academic success and professional growth and on fostering faculty and staff development, engagement, and renewal.
- ***Excellence***. We hold ourselves to the highest standards and support continual improvement and innovation.
- ***Integrity***. We are accountable for our actions and expect honesty, transparency, and fairness in all our work and interactions.
- ***Diversity***. We value the advancement of diversity via inclusive excellence as a central and critical component of the School of Information's approach to educating the next generation of information professionals.
- ***Community***. We value collaborative relationships within and beyond the campus in order to best serve our mission.

Strategic Plan

The vision, mission, and shared values infuse the School of Information's single strategic plan, which covers all degrees and certificates, faculty and staff performance and growth, student success, and research. The plan outlines six strategic directions that apply across all degrees and certificates and collectively guide the school's systemic planning and evaluation.
The strategic directions are (in no order of importance):

- To enhance curricular and program quality to prepare students for success;
- To develop and deliver competency-based curriculum and programs informed by research and practice across all domains of the information professions;
- To enhance student experience and success through a participatory, engaging online environment;
- To develop and enhance faculty and staff professional growth;
- To strengthen existing and establish new strategic relationships outside the school;
- To foster a research environment.

These six directions are further broken down to delineate priorities and targets for the school as well as for the specific degree and certificate programs it offers. Strategic direction 1.1 is specific to the Master of Library and Information Science program: *"Review on an on-going, broad-based, and systematic basis the curriculum, structure, and outcomes of the MLIS degree program."* The plan's other strategic directions apply to all of the school's programs (including the MLIS) and focus on competency based curricula, enhancing student success, supporting faculty renewal, and fostering a research environment. Key performance indicators (KPIs) are used to measure the success of the school's strategic directions. The full list of strategic directions and their respective KPIs are detailed in Table I. 3 in Standard I.1.1.

KPI content and fulfillment are examined (along with the mission, vision, and values statements) each November at a two-day retreat. The platform for this review is an interactive Google sheet. At this time, the school's governance committees, represented by their chairs or co-chairs and designated faculty and staff, note whether the KPIs have been fully met, partially met, or not met and provide corresponding evidence. If they feel that changes are needed, they present concrete suggestions for guidance.

Together, the strategic directions and vision, mission, and value statements are designed to foster ongoing growth and success for the Master of Library and Information Science program and for all the school's diverse academic programs. The systematic assessment, analysis, and revision of these aspects and other programmatic elements will be discussed in later sections of Standard I.

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes.

Ongoing evaluation of programmatic and student success is performed by a variety of stakeholders and conducted systematically. The school reviews the vision, mission, and strategic directions annually. It evaluates the achievement of student learning outcomes each semester by means of INFO 289 (e-Portfolio). Student learning outcomes are designated by the university as "program learning outcomes" and by the school as "core competencies." These terms are used interchangeably in the self-study and referred to as "program learning outcomes/core competencies" or "PLOs/core competencies." The PLOs/core competencies are enumerated in Standard I.2 and assessed by the school's administration and faculty every three years. This standard's subsequent content delineates the various inputs and outputs that guide the process of review and revision.

Governance Committee Model

The governance committees are permanent committees that include representation by full-time faculty, part-time faculty, staff, students, and alumni. Each governance committee has general responsibilities and assigned tasks, which are shown on the website along with a list of current committee members. Committee members also build external relationships, within San José State University, in Silicon Valley, and worldwide.

The school's director selects the full-time faculty members, staff, and the committee chairs/co-chairs based on their leadership expertise in a particular area. The chairs/co-chairs are responsible for outreach and recruitment of part-time faculty, students, and alumni. Part-time faculty, alumni, and student members typically serve for two years, but the duration of their term is at the discretion of the chairs or co-chairs. Chairs and co-chairs are not subject to term limits. The responsibilities of each governance committee are represented in the following table.

Table I. 2 - Governance Committees

Committee Name	Responsibilities
Curriculum and Program Development Committee	Monitors and reviews the development, implementation, and delivery of the school's programs Recommends approval of new courses
Director and Student Leadership Committee	○ Facilitates interaction between student group leaders and the school's director ○ Encourages communication among student groups to promote meet-ups, special events, and networking opportunities
Diversity Committee	○ Fosters discussion and solicits input about diversity issues from students, staff, and faculty to improve programs, processes, and initiatives ○ Plans webcasts on diversity topics ○ Recommends and plans additional diversity activities for the school ○ Welcomes and mentors students who receive the American Library Association Spectrum Scholarship
Faculty Research Committee	Liaises with campus research supports Explores professional development opportunities for faculty members' research advancement Encourages faculty to use the School of Information's Center for Information Research and Innovation to identify potential collaborators in research, including both full-time and research-active adjunct faculty members Provides support and feedback by serving as reviewers (or identifying reviewers) for manuscript or grant proposal drafts Encourages faculty to serve on grant review panels to gain experience Delivers a research colloquium each fall and spring showcasing research conducted by faculty members, graduate students, and doctoral students representing the School of Information or other places Encourages faculty and student co-publications
Student Scholarships and Student and Alumni Networking Committee	○ Develops criteria for awards and scholarships ○ Recommends students for awards and scholarships ○ Works with the Information Technology Team to develop videos and promotional materials that can be used to promote student scholarship winners ○ Increases opportunities for students and alumni to network
Technology and Resources Committee	○ Makes recommendations for new technology to ensure creative delivery of School of Information programs in the U.S. and internationally ○ Delivers technology tips to faculty ○ Organizes virtual open house sessions ○ Organizes ongoing technology training for faculty

The governance committees meet virtually at least once a semester. Committee reports are prepared by the chair/co-chairs and are distributed at each of the four iSchool retreats. They are included in the retreat packets under the section heading "For Decision: Committee Status Reports and Recommendations."

The table below shows an abridged representation of the strategic directions and the key performance indicators (KPIs) used to track them. It also shows—in the Lead column—who is responsible for determining if a KPI has been met during the annual review. The full set of strategic directions and all KPIs are listed in Appendix I. A and are also publicly available on the website.

Table I. 3 - Strategic Directions and Oversight

Strategic Direction 1: Enhance Curricular and Program Quality to Prepare Students for Success		
Ref#	**Goals**	**Lead**
1.1	MLIS program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the MLIS degree program and monitor implementation. Key performance indicators: ○ Exit survey trends ○ Assessment reports ○ Successful e-Portfolio completions (illustrates program learning outcomes) ○ Track graduate/alumni placements via alumni/employer surveys ○ Identify curriculum gaps based on input from program advisory committees ○ Review annual job audit snapshot ○ Internship supervisor comments ○ Complete biennial reports and move towards reaccreditation in 2022	Co-Chairs, Curriculum and Program Development Committee
Strategic Direction 2: Develop and Deliver Competency-Based Curriculum and Programs Informed by Research and Practice Across all Domains of the Information Professions		
Ref#	**Goals**	**Lead**
2.1	Address the rapidly changing library and information science profession and evolving skill sets through regularly updated curriculum and programs. Key performance indicators: ○ Annual MLIS Skills at Work and MARA Jobs Analysis reports to identify curriculum gaps ○ Input from program advisory committees	Co-Chairs, Curriculum and Program Development Committee
Strategic Direction 3: Enhance Student Success and Experience Through a Participatory, Engaging Online Environment		
Ref#	**Goals**	**Lead**
3.1	Improve retention and graduation rates. Key performance indicators: ○ Monitor retention rates at transition points (after INFO 203, less than "B" students, and e-Portfolio completion) ○ Use exit surveys to monitor time to graduation ○ Track students on probation ○ Evaluate new advising models and impact on student success ○ Evaluate retention tools and impact on student success	Student Services Team; Graduate Advisor

Strategic Direction 4: Develop and Enhance Faculty and Staff Professional Growth		
Ref#	**Goals**	**Lead**
4.1	Provide ways to help full- and part-time faculty feel more engaged, invested, familiar with the school's programs and policies, and comfortable with technology. Key performance indicators: ○ Give awards ○ Provide a mentor to new full-time faculty ○ Conduct a forum for part-time faculty once a semester ○ Integrate part-time faculty through communication on Canvas, T3 workshops, technology tips newsletters, new faculty checklists ○ Communicate standards for SOTES ○ Keep Faculty Handbook and Index updated ○ Encourage part-time faculty to contribute to T3	Director; Co-Chairs, Technology and Resource Committee; T3 Coordinator; Co-Chairs, Curriculum and Program Development Committee
Strategic Direction 5: Strengthen Existing and Establish New Strategic Relationships Outside the School		
Ref#	**Goals**	**Lead**
5.1	Engage with an International Advisory Council which reflects the diverse programs, expertise, and perspectives represented in the school. Key performance indicators: ○ Enhance the role and membership of the International Advisory Council ○ Hold at least two meetings per year	Director
Strategic Direction 6: Foster a Research Environment		
Ref#	**Goals**	**Lead**
6.1	Enhance the Center for Information Research and Innovation (CIRI). Key performance indicators: ○ Showcase faculty and student research	Center for Information Research and Innovation Coordinator; Faculty Research Committee

Curriculum Review

In addition to the MLIS-specific KPIs, the faculty conducts a systematic evaluation of the entire curriculum on a three-year cycle. This rotational curriculum review cycle ensures that each component of the MLIS curriculum is assessed on an iterative basis. In the first year, the full-time faculty members review the required courses INFO 200, INFO 202, INFO 203, INFO 204, and INFO 285. In the second year, they review the culminating experience, program learning outcomes, and INFO 289: e-Portfolio. In the third year, full-time faculty, in collaboration with the program advisory committees, and review the career pathways and electives. Over the span of the cycle, full-time faculty members assess whether current course offerings are appropriate, whether prerequisites are sufficient, and whether changes to any course descriptions are necessary. They also explore the need for new courses, based on their professional experience and knowledge of the evolving field as well as feedback from the program advisory committees. This process is discussed in detail in Standard II.5. The table below illustrates the review schedule during the accreditation period, 2014–2021.

Table I. 4 - Curriculum Review Cycle (2014-2021)

Curriculum Component	Timeline
INFO 289 Culminating Experience	Fall 2014–Spring 2015
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2015–Spring 2016
Electives and Career Pathways	Spring 2017–Fall 2017
INFO 289 Culminating Experience	Spring 2018
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2018–Spring 2019
Electives and Career Pathways	Spring 2020–Summer 2020
Prepare for Accreditation	Fall 2020–Summer 2021

Details of the Strategic Planning Review Process and Platform

Each year the school holds four two-day iSchool retreats during the months of February, May, August, and November (or as close to these months as aligns with faculty calendars). One of these retreats is held onsite in San Jose. The others are conducted virtually (originally through Collaborate web conferencing but now via Zoom, the university's current platform). The onsite retreat allows faculty and staff to meet each other in person; a reception is held, as is the annual faculty and staff awards ceremony. The onsite retreat shifted to virtual in February 2020 and February 2021 due to the pandemic.

The onsite retreat was formerly held in November, during which time faculty members reviewed all the strategic directions, KPIs, mission, vision, and values. However, after 2015, the faculty, administration, and staff concurred that a virtual format would be more conducive to facilitating and capturing input. Thus, in 2016, the onsite meeting shifted to February, and the November meeting was thereafter conducted virtually. The discussion was initially conducted via Google Docs but was then switched to Google Sheets, the current format. Both platforms have allowed ample interaction.

The iSchool retreats—including the onsite retreat—follow the same agenda format each time. The director leads the retreat, and agenda items are delegated to the appropriate faculty/staff members. The staff join the meeting, but they may leave when committee reports commence. If there are extra items for discussion, staff members will return after the "State of the School" report is delivered.

The following example depicts a standard faculty meeting agenda format. Items are subsequently modified and/or added based on current needs and issues. During the annual November review of the strategic directions, KPIs, mission, vision, and values, the director also conducts and presents an analysis of strengths, weaknesses, opportunities, and threats (SWOT). All these items were thus added to the November agenda.

Table I. 5 - Retreat Agenda Template

Retreat Agenda Template

San José State University - School of Information
Faculty Meeting Agenda
Date: Zoom Meeting URL

1. Welcome and Announcements

2. Consent Agenda

3. Minutes

4. New Course Proposals

5. State of the Profession and the State of the University/College

6. State of the School

7. For Decision: Committee Status Reports and Recommendations

7a. Curriculum and Programs

- **MLIS**
- **MARA**
- **Teacher Librarian**
- **Informatics**
- **Certificate Programs**
- **Open classes**
- **Gateway PhD**
- **Program Advisory Committee Reports (in Google Drive)**

7b. Diversity Committee

7c. Faculty Research Committee

7d. Student Leadership

7e. Technology

8. Initiatives and Management

- 8a. CIRI
- 8b. Library 2.0
- 8c. Scholarships
- 8d. Student Research Journal

9. Outreach

- 9a. First Generation
- 9b. REFORMA

The following screenshot captures the format and interaction of the Google Sheets platform used for the strategic planning process.

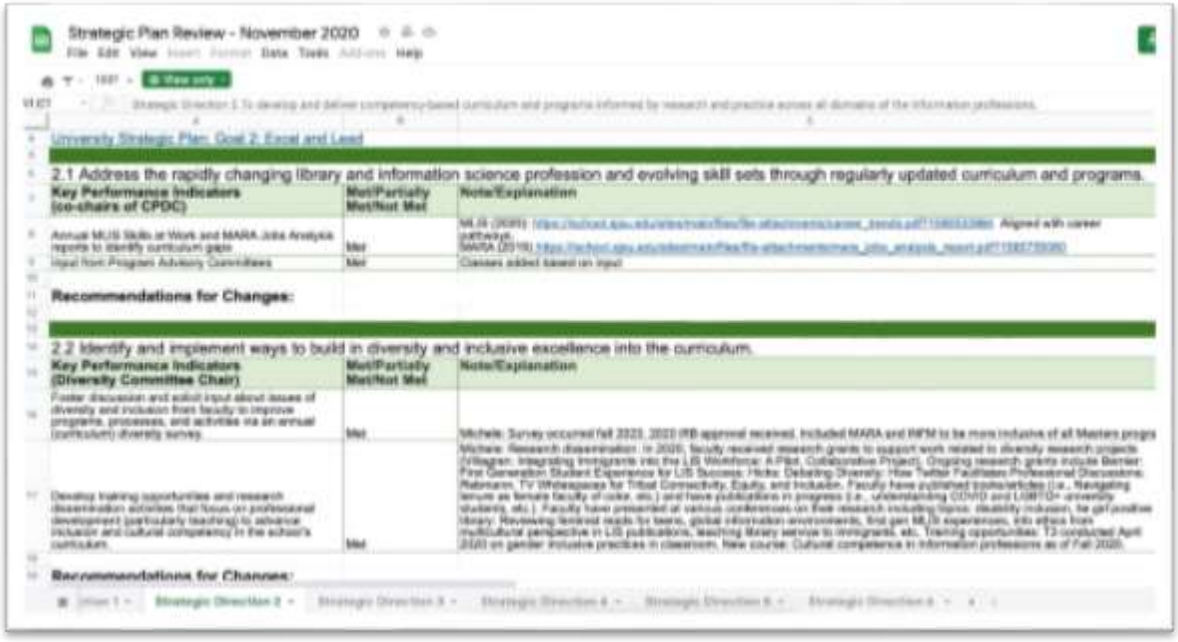


Figure I. 1 - Strategic Planning Google Sheet

Review of Overall Program Learning Outcomes/Core Competencies

The Master of Library and Information Science curriculum is structured around a set of program learning outcomes/core competencies. The PLOs/core competencies are clearly defined and publicly stated on the School of Information's website. Faculty examine the PLOs/core competencies as part of the curriculum review cycle to ensure relevance and to look for gaps, overlaps, and areas in need of updates. The 2015 and 2018–2019 reviews led to clarification and rewording of the PLOs/core competencies and reworking of rubrics for the culminating e-Portfolio, as discussed below.

For the 2015 review of the PLOs/core competencies, the school incorporated the statement of competencies by the various professional organizations represented on the ALA's website.

During the 2018–2019 review, the school focused on the following items:

- MLIS Skills at Work report, an analysis of job postings conducted annually each spring by the school.
- The State of America's Libraries

- Program advisory committee reports (submitted by the chairs or co-chairs and included in the retreat packets)
- American Library Association (ALA) and core competences articulated by ALA divisions
- Updates that faculty felt needed to be made based on changes in the field.

As of March 2021, the faculty have compared all PLO/core competency submissions using the "old" and the revised versions. In addition, all PLOs/core competencies are now covered by the three required core courses INFO 200, INFO 202, and INFO 204. The school will monitor to see if these changes lead to an improvement in the number of satisfactory e-Portfolio competency submissions in future semesters. This process is described in the next section.

Review and Measurement of Individual Program Learning Outcomes/Core Competencies

To assess the robustness of the linkage between the PLOs/core competencies and curriculum, the school collects data each semester on the number of e-Portfolio revisions needed to satisfactorily demonstrate achievement of a defined (and revolving) subset of five of the PLOs/core competencies. Students demonstrate mastery of each PLO/core competency through a combination of narrative synthesis and evidential items gathered from their MLIS course work. E-Portfolio advisors collect the data and submit it to the associate director, and a final data set is compiled. The WASC template shown below is used to collect this data.

Figure I. 2 - WASC Regional Accreditation Template

The school's goal is for 90% or better of students to need zero or only one revision to a statement of competency. If less than 90% of students submit work at that level, faculty members conduct a curricular review of the courses that address that PLO/core competency. The 90% threshold was set by the faculty and agreed upon by the university assessment leads

when the PLOs/core competencies were first developed. Individual assessment reports of the PLOs/core competencies are publicly available on the school's website. Further details on the review of analysis of the PLOs/core competencies and subsequent implementation of changes are discussed in Standard I.1.3.

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

Assessment data is pulled from multiple streams and utilized in a variety of fashions. The following sections describe the ways that the school pursues systematic assessment of key programmatic elements via analyses of SWOTs, the strategic directions, KPIs, e-Portfolio performance, and student data. Information about the university's assessment requirements for its schools and departments is included in Standard I.5.

SWOT Analysis

The school initiated a review of SWOT discussions between 2015 and 2020 to prepare for the self-study. SWOT analyses focus on assessing the overall health of the environment in which the school is situated. They are macro-level assessments that gather the perspectives and incorporate the insights of all iSchool faculty and staff. The review of discussions spanning 2015 to 2020, which focused on the entire school, not just the MLIS degree, yielded the findings enumerated below.

Table I. 6 - SWOT Summary (2015–2020)

Strengths

1. Excellence in online education
2. Strong administrative leadership
3. Collegial school culture
4. Excellent support for student success and engagement
5. Wide-ranging and innovative curriculum that supports the current practices and emerging changes in the information professions
6. International emphasis
7. Strong alignment with the CPGE's mission and vision. *Note: In 2018, discussions about the school's move to a different college were regarded as a threat, but its move to the CPGE transformed into a strength in 2019.*

Weaknesses

1. Graduation and retention rates and time to degree, as measured by the CSU system. It is important to note that most CSU graduate degrees are 30 units and tend to attract full-time students, whereas the MLIS program is 43 units and attended by many part-time students who appreciate the flexibility offered by the 100% online delivery model. Regarding retention data, recent exit survey trends show that many students are now moving more swiftly through the MLIS program.
2. Number of students electing to take internships (virtual/onsite). Faculty members were unsure whether this was really a weakness but opted to leave it on the list. Many students are already working

and see no value in an internship, despite constant faculty encouragement. However, more students have enrolled in virtual internships during the pandemic.

3. Recruiting more students to school leadership roles. *Note: This was removed as a weakness in 2019, likely due to the director's encouragement through the "Ask Me Anything" sessions and a new initiative where all student organizations convene at the beginning of each semester to introduce themselves to students.*
4. External grant funding was seen as a weakness for several years. During this period, the faculty did obtain grants (as reported in Standard III.5), but it was not a large priority since this metric is not required for tenure. In 2019, after both the university and the college increased support for grant applications, the faculty reclassified this as an opportunity.
5. Donations were seen as a weakness for several years. The school did—and still does—receive some donations. However, historically, alumni have been more interested in donating their time than their money, e.g., as evidenced by the MLIS Alumni at Work videos, and in prospective student referrals to the program. *Note: This was removed as a weakness in 2019, as the university allowed the school to allocate up to 2.5% of surplus Special Session revenue for Special Session scholarships. The school now has approximately $500,000 available for such scholarships, alongside many endowed scholarships.* This is discussed in Standard V.8.

Opportunities

1. Attract more students with career interests outside of traditional LIS environments. The school continues to focus on this strategy and encourages students to apply their skills outside of traditional LIS environments.
2. Develop new educational programs to meet professional needs in the information professions and emerging sub-fields. This led to the development of the MS in Informatics degree.
3. Develop an undergraduate degree. This eventuated in the fall 2021 launch of the BS in Information Science and Data Analytics.
4. Establish new partnerships to advance the school's vision and mission. This led to partnerships with ALA e-Learning, Lyrasis, the Freedom to Read Foundation, and the Schools, Health & Libraries Broadband Coalition.
5. As discussed above, external and internal grant funding was moved from a weakness to an opportunity in 2019.

Threats

1. Competition from various sources, e.g., the iSchools Organization's focus on research and computing; growth of online LIS programs; programs with lower fees and fewer units; and individual skill-based credentials and micro-credentials.
2. LIS employer skepticism or lack of awareness about the value of the accredited MLIS degree
3. State Authorization for Distance Education requirements. The MLIS is authorized in all 50 states (but not in the District of Columbia due to the onerous paperwork and fees required). Though administration is handled by the CPGE staff, constantly changing requirements present a challenge to all parties involved.
    a. State of California travel ban to states with discriminatory policies that prevents recruitment or attendance at professional events held in one of these states.
    b. SJSU environmental factors, including:
4. CSU budget allocations (allocations vary depending on the state's finances).

5. Potential for the university to raise the percentage it takes from the school's Special Session revenue—currently 35.19%. Departments were formerly allowed to keep six months of operating costs as a reserve; in 2020 this was reduced to only three months.
    a. Increased centralization, especially of IT. This reduces flexibility.
    b. Continued program growth pressure and aggressive strategic enrollment targets.
6. University emphasis on undergraduate studies was seen as a threat until 2020, at which point SJSU created the College of Graduate Studies (administrative in nature).

Strategic Directions Assessment

A review of strategic planning documents shows that during the accreditation period the faculty were pleased with both the strategic directions and the key performance indicators. They feel that the current process reflects a practical and pragmatic approach and allocates responsibility equitably among the faculty. Many of the current KPIs were added at the 2015 meeting.

Over the course of the accreditation review period, the strategic direction that prompted the most discussion was strategic direction 2, initially stated as: *"To deliver programs broadly across a diverse spectrum of audiences and subject areas."* Faculty members were concerned that this wording did not capture the school's actual curriculum delivery. Thus, in 2016, strategic direction 2 was reworded as follows: *"To develop and deliver innovative curriculum and programs informed by research and practice across all domains of the information professions."* Several subsections of this strategic direction were also reworked, and KPIs were changed as a result. A detailed list of modifications is included in Appendix I. B, and a few select revisions are identified below.

Table I. 7 - Strategic Directions Review: Comments and Revisions, 2015–2020

Ref#	Original Strategic Direction	Original KPIs	Comments	Revised Strategic Direction	Revised KPIs
2.1	Identify opportunities for interdisciplinary courses, degrees, certificates, where programmatic strengths and priorities intersect.	Develop partnerships which can include degrees, certificate programs, and grant seeking geared towards curriculum.	It was too challenging to cultivate SJSU partnerships. At the time, very few programs were 100% online, and departments across the university are unwilling to share classes due to FTE allocation linkage to regular session budget and very few run special session programs. The FTE challenge remains, as does the small—albeit increasing—	Address the rapidly changing library and information science profession and evolving skill sets through regularly updated curriculum and programs.	Annual MLIS Skills at Work and MARA Jobs Analysis reports to identify curriculum gaps. Relevant sections of the MLIS Skills at Work report are linked to MLIS career pathways. Input from the program advisory committees

			number of special session programs.		
2.4	Continue to provide opportunities for continuing professional education.	Evolve the online global Library 2.0 conference series. Offer online webcasts.	This emphasis was moved to direction 2.5, and the open classes program was added.	Provide physical and virtual internship opportunities in a wide range of environments.	Variety of physical and virtual internships Internship supervisor evaluation
2.5	Explore and develop new programmatic opportunities to meet the needs of different audiences.	Investigation into development of undergraduate major, including market research.	Faculty members felt that the school should not focus solely on undergraduate programs and that the school needed a wider footprint than just the MLIS degree. The school developed a MS in Informatics and a BS in Information Science and Data Analytics	Continue to provide opportunities for continuing professional education.	Deliver the online global Library 2.0 conference series and analyze attendance, presentation, and survey data Provide open classes. Provide variety of Webinars (MARA, Diversity, Leadership and Management, etc.)

Since 2015, the school's strategic planning process has become more detailed in tracking progress. In 2019, the plan was migrated into a Google spreadsheet to increase the visibility of progress and to better monitor areas of improvement, which are highlighted by red font. The school's strategic planning process documents spanning 2015 to 2020 are accessible via the links below:

Table I. 8 - Strategic Planning Process Documents (2015–2020)

[Redacted material: Confidential Data]

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

Programmatic improvements are linked to the ongoing SWOT and strategic planning process and analysis discussed in previous sections. A detailed list of additional assessment and subsequent PLO/core competencies is included in Appendix I. C. A few examples are provided in the table below.

Table I. 9 - Program Learning Outcomes/Core Competencies Revisions

Program Learning Outcome/Core Competency A		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate awareness of the ethics, values, and foundational	Need to incorporate central issues other than solely intellectual	Demonstrate awareness of the ethics, values, and foundational

principles of one of the information professions, and discuss the importance of intellectual freedom within that profession.	freedom; or propose to delete mention of this one issue.	principles of one of the information professions, and discuss the importance of those principles within that profession.
Program Learning Outcome/Core Competency B		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Describe and compare organizational settings in which information professionals practice.	N/A	No change
Program Learning Outcome/Core Competency C		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Recognize the diversity (such as cultural and economic) in the clientele and employees of an information organization and be familiar with actions the organization should take to address this diversity.	Do not limit to suggestions of only cultural and economic dimensions. Recognize diversity, inclusion, and equity in the clientele.	Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees.

The following documents from the spring–summer 2018 review provide a more granular representation of the analytical process that drives ongoing improvement:

[Redacted material: Confidential Data].

- Changes Implemented in fall 2019: PLO Changes and INFO 289 Rubric Changes

Changes Implemented Based on Review of Program Learning Outcomes/Core Competencies

The following three examples represent changes implemented as a result of the review and measurement of individual PLOs/core competencies:

Example One

Analysis and Outcomes

Overall, the faculty were pleased with the results and expect that the increased clarity of the revised PLOs/core competencies, effective fall 2019, will produce even better results. The incorporation of variable unit classes continues to broaden and strengthen the curriculum and to improve students' ability to address the competencies. Although PLO/Core Competency D met the threshold at 90%, it was decided that students should consider its application in a more practical and tangible way. To address this, the school added more regular offerings of the following classes:

- Project Management
- Digital Asset Management
- Social Crisis Management: The Expanding Role of the Information Professional

- Workflow Assessment and Design in Collaboration with Technology Teams

Table I. 10 - Program Learning Outcomes/Core Competencies Assessment Results, Spring 2018

CD = Collect and Discuss

PLO	Action	Results
D	CD	90% of submissions needed zero revisions to meet or exceed expectations
		6% of submissions needed one revision to meet or exceed expectations
		4% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
E	CD	92% of submissions needed zero revisions to meet or exceed expectations
		6% of submissions needed one revision to meet or exceed expectations
		2% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
F	CD	97% of submissions needed zero revisions to meet or exceed expectations
		3% of submissions needed one revision to meet or exceed expectations
		0% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
G	CD	98% of submissions needed zero revisions to meet or exceed expectations
		2% of submissions needed zero revisions to meet or exceed expectations submissions
		0% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
H	CD	98% of submissions needed zero revisions to meet or exceed expectations
		2% of submissions needed zero revisions to meet or exceed expectations
		0% of submissions needed two revisions to meet or exceed expectations

Example Two

Analysis and Outcomes

Students continued to struggle moderately with PLO/Core Competency I, which faculty members felt reflected its significant overlap with PLO/Core Competency J. PLO/Core Competency I reads *"use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information."* PLO/Core Competency J reads: *"describe the fundamental concepts of information-seeking behaviors."* The decision was made to merge the two competencies beginning in fall 2019. It was also evident from these results that the addition of extra sections of INFO 254 Information Literacy and Learning produced strong student outcomes for PLO/Core Competency K.

Table I. 11 - Program Learning Outcomes/Core Competencies Assessment Results, Fall 2018

PLO	Action	Results
I	CD	89% of submissions needed zero revisions to meet or exceed expectations
		9% of submissions needed one revision to meet or exceed expectations
		2% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
J	CD	93% of submissions needed zero revisions to meet or exceed expectations
		6% of submissions needed one revision to meet or exceed expectations
		1% of submissions needed two revisions to meet or exceed expectations

PLO	Action	Results
K	CD	97% of submissions needed zero revisions to meet or exceed expectations
		3% of submissions needed one revision to meet or exceed expectations
		0% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
L	CD	97% of submissions needed zero revisions to meet or exceed expectations
		2% of submissions needed one revision to meet or exceed expectations
		1% of submissions needed two revisions to meet or exceed expectations
PLO	**Action**	**Results**
O	CD	97% of submissions needed zero revisions to meet or exceed expectations
		2% of submissions needed one revision to meet or exceed expectations
		1% of submissions needed two revisions to meet or exceed expectations

Example Three: Fall 2019 Data Collection

As part of the school's curriculum review cycle, PLOs/core competencies were assessed in spring and summer 2018. During this time, two competencies were combined (I and J, as discussed above). In addition, Competencies A, C, K, M, O were updated for clarity and to reflect current practice in the field. Changes to related courses were made accordingly. INFO 289 rubrics were also updated, effective for e-Portfolio submissions starting in fall 2019.

During this review, the school compared fall 2018 and fall 2019 data to assess how revisions affected competency submission outcomes. The data sets included Competencies I, J, K, L, O. Post-merger, there was a significant improvement in the number of first-time successful submissions for Competency J. See the table below for results. Faculty members felt that the added clarity to Competency O's wording helped to increase the percentage of students who needed zero revisions. They believed that the promotion of relevant study abroad opportunities from other ALA-accredited programs may have also helped, since MLIS students can apply these credits to their degree.

Table I. 12 - Fall 2018 and Fall 2019 Data Comparison

PLO	2018 Results	2019 Results
I	89% of submissions needed zero revisions	I merged with J
	9% of submissions needed one revision	
	2% of submissions needed two revisions	
PLO	**2018 Results**	**2019 Results**
J	93% of submissions needed zero revisions	98% of submissions needed zero revisions
	6% of submissions needed one revision	1% of submissions needed zero revisions
	1% of submissions needed two revisions	1% of submissions needed zero revisions
PLO	**2018 Results**	**2019 Results**
K	97% of submissions needed zero revisions	97% of submissions needed zero revisions
	3% of submissions needed one revision	3% of submissions needed zero revisions
	0% of submissions needed two revisions	0% of submissions needed zero revisions
PLO	**2018 Results**	**2019 Results**
L	97% of submissions needed zero revisions	97% of submissions needed zero revisions
	2% of submissions needed one revision	3% of submissions needed zero revisions

	1% of submissions needed two revisions	0% of submissions needed zero revisions
PLO	**2018 Results**	**2019 Results**
O	97% of submissions needed zero revisions	99% of submissions needed zero revisions
	2% of submissions needed one revision	0% of submissions needed zero revisions
	1% of submissions needed two revisions	1% of submissions needed zero revisions

The school subsequently gathered data in spring 2019 on other revised PLOs/core competencies, including A, B, C, D, E, F, G, H, M, and N.

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.

School of Information Strategic Plan

The School of Information has a single strategic plan that covers all degrees and certificates, faculty and staff performance and growth, student success, and research. It outlines six strategic directions that apply across all degrees and certificates; key performance indicators (KPIs) are employed as measures of success. The vision, mission, and values statements apply to the school and all its programs and activities and are aligned with college and university plans.

Communication to Program Constituents

The School of Information communicates and engages with its constituents on a consistent basis across multiple platforms, as detailed in the following sections.

Website

The school's website is its public face. It is frequently updated to include news and community stories, events, and other notices. The school also maintains a presence on Facebook, YouTube, Twitter, Pinterest, and Instagram. The social media applications are used primarily by students and alumni. Below is an image of the home page "Spotlight":

Figure I. 3 - Website News & Events

Information about program performance and the strategic directions are publicly available on the website. In addition, each year, San José State University requires schools and departments to conduct a detailed review and assessment of their PLOs/core competencies for all degree programs, using direct and indirect measures. The current SJSU assessment report for the MLIS program can be found on the website. This report is reviewed by the university director of assessment and the college assessment coordinator and is used as part of the WASC accreditation process.

Part-Time Faculty

Part-time faculty, alumni, and students are involved in the school's governance committees, as discussed in Standard I.1. The director meets once a semester with part-time faculty via Zoom to provide an update on professional and industry trends, e.g., the growth of online programs, and to report on any changes in the school. Part-time faculty members have the opportunity to ask questions and make comments. The most recent comments pertained to the following issues: the shift to telecommuting in libraries due to COVID; the longevity of COVID-driven changes; student mental health during the pandemic; student enrollments; and development of the school's undergraduate degree. Here is a link to an example of a meeting with part-time faculty.

Students

The director also meets each semester with student association leaders. During the meeting, all the student associations present on their respective activities and events for the academic year, discuss collaborative opportunities, and report on any obstacles. As a result of these meetings, the student associations are now holding more shared events.

Newsletters

The School of Information produces two digital newsletters that are distributed quarterly: *Informed*, for alumni, and *Inspired*, for other constituents (such as PAC members, International Advisory Committee members, CIRI Advisory Committee members, SJSU administrators, CPGE deans and directors, SJSU librarians, non-alumni donors, internship supervisors, retired faculty members, full-time and part-time faculty members, and staff members).

The articles are written so that the reader can grasp the topic without having to click on the links. This is by design, as it is more important to connect with the school's audience and provide information than to attract a bunch of clicks to the website. If the reader wants more detail, they can click to read the full story. The newsletter content is intended to appeal to different interests and to demonstrate the breadth of the school's offerings. There is typically a news story, a community profile, an event, a blog post, and a webcast, among other items.

When interest is measured by the number of clicks to "read more," the following topics are consistently the most popular among *Informed* readers: career resources and development, alumni news, and features. In the *Inspired* newsletter, information about faculty (e.g., new hires, promotions, research grants, awards, etc.) generally receives the highest number of clicks.

Informed

New graduates are added to the *Informed* subscription database each December and May. They may opt out if desired. Alumni can also sign up for the newsletter via a web form and can request to be added to the database when they meet school representatives at conferences and other engagements. The school uses the newsletter to alert alumni to events in different geographical areas. As of May 10, 2021, there are 6,226 active MLIS alumni in the database. See some examples of *Informed*.

The table below displays recent descriptive statistics for the *Informed* newsletter. The newsletter is sent quarterly to all the school's programs' alumni, not just those who complete the MLIS program.

Table I. 13 - Informed Newsletter Statistics

Newsletter Date	Number Distributed	Unique Open Rate	Number of Unsubscribes
Spring 2021	6,226	19.5%	21
Winter 2020	6,268	21%	23
Fall 2020	6,095	21%	32
Summer 2020	6,130	29%	27

Inspired

Constituents are added to the *Inspired* database as appropriate (e.g., when the school moved to the CPGE, the college's administration staff was added, and the previous administration staff removed). Recipients can unsubscribe via a link on the newsletter. Topics are varied and typically provide updates about faculty and staff members, events, alumni, and students, e.g.,

new hires, promotions, grants, awards, scholarships, books/articles published, etc. As of May 10, 2021, there are 502 active subscribers in the database. See some examples of Inspired.

The chart below displays recent descriptive statistics for the *Inspired* newsletter.

Table I. 14 - Inspired Newsletter Statistics

Newsletter Date	Number Distributed	Unique Open Rate	Number of Unsubscribes
May 2021	496	25%	2
March 2021	496	25%	2
October 2020	506	27%	1
September 2020	510	28%	1
June 2020	523	29%	2

School, College, and University Alignment

The November retreat includes review of alignment between the school's strategic directions and the college and university strategic plans. The strategic plan directly links relevant strategic directions to the appropriate college and university goals. The university's strategic plan represents a 10-year vision, entitled Transformation 2030, which was developed by the university president in collaboration with various university committees. During her tenure as the school's director, Sandy Hirsh served on one of the committees. The college's plan is developed by its dean.

Standard 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 demonstrate by the time of graduation. They enable 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 address:

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

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

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

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

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

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.

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

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

The university requires departments and schools to provide (1) program learning outcomes/core competencies and to demonstrate that each student has met the PLOs/core competencies before graduating by means of a "culminating experience" and (2) course learning outcomes (CLOs) that are specific to each course and measured by passing grades. PLOs/core competencies are embedded throughout the curriculum in core courses, electives, and internships and are also reflected through extracurricular opportunities.

Program Learning Outcomes/Core Competencies and Course Learning Outcomes

The MLIS program learning outcomes/core competencies are clearly defined and publicly stated on the School of Information's website. The competencies incorporate and reflect all the ALA

substandards listed above. Explicit linking of each substandard and competency is articulated in Table I. 16.

The program learning outcomes/core competencies are enumerated in the table below:
Note: The letter beside each program learning outcome/core competency is for ease in identifying the competency in discussions and does not indicate any weighting or ordering of the competency. The letter I is not used.

Table I. 15 - SJSU School of Information PLOs/Core Competencies

Upon completion of the Master of Library and Information Science program, students will be able to:
A. Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions and discuss the importance of those principles within that profession;
B. Describe and compare different organizational settings in which information professionals practice;
C. Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees;
D. Apply the fundamental principles of planning, management, marketing, and advocacy.
E. Design, query, and evaluate information retrieval systems;
F. Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items;
G. Demonstrate understanding of basic principles and standards involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas or other systems for making information accessible to a particular clientele;
H. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies;
J. Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information;
K. Design collaborative or individual learning experiences based on learning principles and theories;
L. Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature;
M. Demonstrate professional leadership and communication skills;
N. Evaluate programs and services using measurable criteria;
O. (For students entering from spring 2015 to present) Understand global perspectives on effective information practices that are supportive of cultural, economic, educational, or social well-being.

Mapping MLIS Curriculum to ALA Standards I.2.1–I.2.8

The table below shows how the program learning outcomes/core competencies reflect ALA Standards I.2.1 through I.2.8. The MLIS Courses and Core Competencies database provides a mapping of courses to each of the program learning outcomes/core competencies. *(External Review Panel: Scroll down to the drop-down box and select a program learning outcome.)*

Table I. 16 - Correlation of ALA Standards I.2.1–I.2.8 with Program Learning Outcomes/Core Competencies and Additional Student Resources

ALA Standard Program objectives are stated in terms of student learning outcomes and reflect:	School of Information Program Learning Outcomes/Core Competencies and Student Resources
Standard I.2.1: The essential character of the field of library and information studies	**Competency A**: Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession. **Competency D**: Apply the fundamental principles of planning, management, marketing, and advocacy. **Competency E**: Design, query, and evaluate information retrieval systems. **Competency F** Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items. **Competency G**: Demonstrate understanding of basic principles and standards involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas or other systems for making information accessible to a particular clientele. **Competency J**: Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information. **Competency M**: Demonstrate professional leadership and communication skills.
Standard I.2.2: The philosophy, principles, and ethics of the field	**Competency A**: Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession.
Standard I.2.3: Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations	**Competency A**: Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession. **Competency B**: Describe and compare different organizational settings in which information professionals practice. Professional association competency statements are tied to the relevant career pathways and discussed below.

Standard I.2.4: The importance of research to the advancement of the field's knowledge base	**Competency L**: Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature. **Competency N**: Evaluate programs and services using measurable criteria The *Student Research Journal* also addresses this by providing an opportunity for students to gain exposure/experience to the peer review process.
Standard I.2.5: The symbiotic relationship of library and information studies with other fields	**Competency B**: Describe and compare different organizational settings in which information professionals practice. This competency looks at the MLIS degree as a set of skills which can be applied anywhere -such as in corporations using competitive intelligence skills; in museums; in startup companies building taxonomies.
Standard 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	**Competency C:** Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees. **Competency O**: Understand global perspectives on effective information practices that are supportive of cultural, economic, educational, or social well-being: International Experience Requirement (which can be virtual or onsite) ensures that students understand global perspectives on effective information practices The school's partnership with the SJSU Department of World Languages and Literatures addresses this standard by offering a course in Spanish and Spanish culture.
Standard I.2.7: The role of library and information services in a rapidly changing technological society	**Competency H**: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. The Library 2.0 Worldwide Virtual Conference series also addresses this Standard by exposing students to a global audience of experts and working professionals who are addressing topics such as Emerging Technologies (2019): Open Data (2019); Blockchain Applied: Impact on the Information Profession (2018); Privacy in the Digital Age (2016). Students work as volunteer support.
Standard I.2.8: The needs of the constituencies that the program seeks to serve	**Competency B**: Describe and compare different organizational settings in which information professionals practice -includes a focus on audience/clients. **Competency C**: Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees. **Competency J**: Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information. **Competency K**: Design collaborative or individual learning experiences

	based on learning principles and theories. INFO 200 is a required course that focuses completely on information communities.

Professional Association Competency Statements

A review of the knowledge and competencies statements of relevant professional organizations shows that most are pivoting toward a holistic approach with a broader focus on scope of responsibilities. The school's PLOs/core competencies—as summarized below—reflect the underlying foundations and competencies common to the LIS profession, including those represented in the 2009 ALA Core Competences. Once the revised ALA competency statements are approved and agreed upon, the school will use them to help guide subsequent review.

The table below shows 19 key themes that emerged from the school's review of the competency statements and their subsequent incorporation into the PLO/core competency review process:

Table I. 17 - Key Themes from Competency Statements Review

Key Themes
1. Understanding the similarities and differences between various information organizations and professional roles from historical, current, and future perspectives;
2. Designing programs and services supportive of diversity, inclusion, and equity for clientele and employees;
3. Understanding information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information;
4. Designing collaborative and individual learning experiences based on teaching and learning principles and theories;
5. Organizing information (classification and controlled vocabulary systems, cataloging systems, metadata schemas);
6. Selecting, evaluating, organizing, and preserving physical and digital information;
7. Designing, querying, and evaluating information retrieval systems;
8. Identifying, using, and evaluating current and emerging information and communication technologies;
9. Identifying current and emerging technologies that impact the creation, use, and exchange of information within communities;
10. Using quantitative and qualitative research methods;
11. Designing research projects;
12. Evaluating and synthesizing professional and research literature;
13. Selecting appropriate assessment tools for evaluation purposes;
14. Applying planning, marketing, and advocacy skills;

15. Exercising professional leadership;
16. Building good communication skills;
17. Understanding the strategic planning processes;
18. Building collaborative teamwork abilities;
19. Identifying ways in which information professionals serve specific information communities in a global context.

The following table demonstrates how LIS professional association competency statements are linked to the appropriate MLIS career pathways.

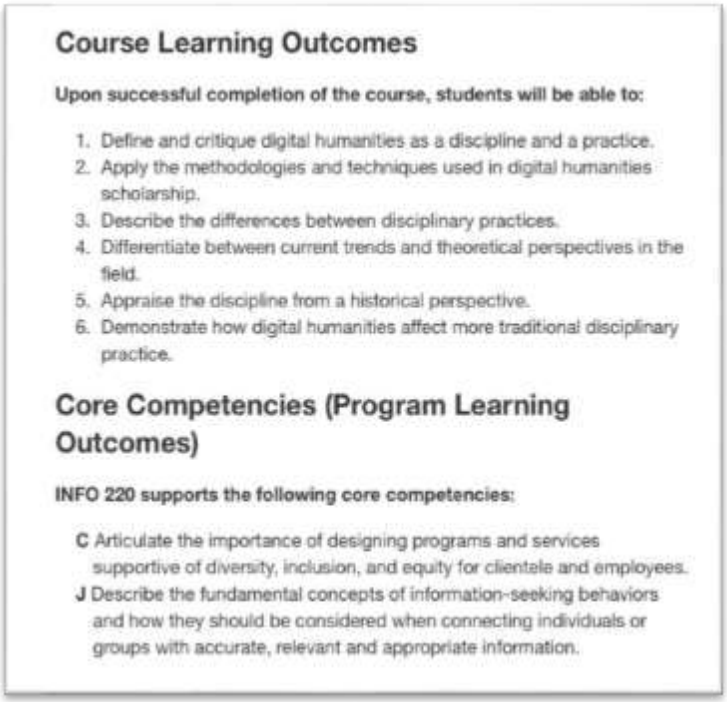
Table I. 18 - Correlation between Professional Association Competencies and MLIS Career Pathways

Professional Association	Competency	Career Pathway
American Association of Law Libraries	Body of Knowledge (2017)	Law Librarianship
Association for Library Collections & Technical Services (now part of Core)	Core Competencies for Cataloging and Metadata Librarians (2017)	Information Organization, Description, Analysis, and Retrieval
Association for Library Service to Children	Competencies for Librarians Serving Children in Libraries (2020)	Youth Services
Association of College and Research Libraries	Competencies for Special Collections Professionals (2017)	Management, Digitization and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
Association of College and Research Libraries	Standards for Proficiencies for Instruction Librarians and Coordinators (2017)	Information and Intermediation and Instruction
Library Leadership and Management Association (now part of Core)	Foundational Competencies for Library Leaders and Management (2016)	Leadership and Management
Medical Library Association	Professional Competencies (2017)	Medical Librarianship
Reference and User Services Association	Professional Competencies for Reference and User Services Librarians (2017)	Information and Intermediation and Instruction
Society of American Archivists	Curriculum (2018)	Management, Digitization and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
Special Libraries Association	Competencies for Information Professionals (2016)	Special Librarianship
Young Adult Library Services Association	Teen Services Competencies for Library Staff (2019)	Youth Services

The program learning outcomes/core competencies are explicitly integrated into every course offered in the MLIS program, and each syllabus lists the relevant PLOs/core competencies

addressed. In addition, each syllabus articulates course learning outcomes, and all assignments are linked to the relevant CLOs on the course syllabus.

All syllabi use a standard template and are available on the school's website. The following screenshot displays the correlation of course content with PLOs/core competencies and CLOs for a section of INFO 220 Resources and Information Services in the Disciplines and Professions.



Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Define and critique digital humanities as a discipline and a practice.
2. Apply the methodologies and techniques used in digital humanities scholarship.
3. Describe the differences between disciplinary practices.
4. Differentiate between current trends and theoretical perspectives in the field.
5. Appraise the discipline from a historical perspective.
6. Demonstrate how digital humanities affect more traditional disciplinary practice.

Core Competencies (Program Learning Outcomes)

INFO 220 supports the following core competencies:

C Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees.
J Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant and appropriate information.

Figure I. 4 - Syllabus Template with CLO to PLO/Core Competency Alignment

The School of Information provides a MLIS Courses and Core Competencies database that makes it easy for students to see the connections between courses and PLOs/core competencies. Using the database, students can select any of the PLOs/core competencies and then view all of the courses that support it (*External Review Panel: Scroll down to the drop down box and select a program learning outcome*). Alternatively, using a second MLIS Course Content online tool, students can see a description of each course, course prerequisites (if any), course learning outcomes, and PLOs/core competencies supported. (*External Review Panel: Scroll down to the drop-down box and select a course. If a course has topics, a submenu will drop down*). Course learning outcomes are discussed in more detail in Standard II.1.

Culminating Experience

Students demonstrate mastery of all of the program learning outcomes/core competencies by means of the e-Portfolio culminating experience, INFO 289. This course is taken during a student's final semester. The e-Portfolio provides a program-level assessment of competence demonstrated through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout their course of study. Students are paired with an e-Portfolio advisor, drawn from the full-time faculty. The advisor provides

feedback and guidance throughout the semester and determines whether the e-Portfolio is satisfactory. Rubrics delineate clear expectations regarding content, organization, and style. A snapshot of the current INFO 289 rubric is shown below for Competency A.

INFO 289 e-Portfolio – Statements of Competency Rubrics
A satisfactory statement of competency will meet all the specific **content** and **universal** criteria listed below. A statement that does not meet all the criteria is unsatisfactory and will require revision. Each competency has specific and clearly defined criteria. Below is an example of Core Competency A, and the full rubric is included in Appendix I. D.

***Core Competency A**: Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession*.

A satisfactory statement of competence:

- demonstrates knowledge of the chosen profession's ethical principles and the documents in which they are articulated
- provides examples of the complexity of applying values and principles in a real (as opposed to theoretical) context

The table below links to three recent exemplary e-Portfolios:

Table I. 19 - Exemplary Portfolios

Example Portfolios
• Student One e-Portfolio Example • Student Two e-Portfolio Example • Student Three e-Portfolio Example

In lieu of completing the e-Portfolio, students may instead opt to write a graduate-level thesis. In the last four years, however, no student has elected to do so. Students have stated that their preference for the e-Portfolio stems from their desire to enter the job market as soon as possible (a thesis typically extends the time in the MLIS program by at least one year) and their acknowledgement of employers' emphasis on candidates' skills and competencies. Both the e-Portfolio and the thesis are discussed in detail in Standard II.1.

Over the course of the accreditation cycle, the PLOs/core competencies were reviewed and reworked. More detail on the assessment process and results is provided in Standard I.1.3 .

Standard I.3

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

The school offers abundant opportunities for students to learn and apply the principles of teaching and service. The following strategic directions emphasize teaching and service:

- 1.1 MLIS: Review on an on-going, broad-based, and systematic basis the curriculum, structure, and outcomes of the MLIS degree program and monitor implementation.
- 1.8 Demonstrate commitment to quality teaching practices as specified in the School Standards and Indicators and other benchmarks (e.g., Quality Matters, OLC).
- 3.2 Encourage continuous community-building, student interactions, and engagement with the school.
- 3.3 Increase student involvement and participation in professional associations.

Incorporation of Service and Teaching

The following program goals and opportunities support the value of teaching and service in the LIS field.

Internships

Internships are a supervised field experience (onsite, virtual, or hybrid) of professional-level duties in an approved library, archive, or information environment for 90-180 hours (depending on the number of units taken). Students are required to identify and coordinate plans with an internship site supervisor drawn from the internship database and a faculty advisor; establish their own learning outcomes tailored to both internship site needs and student interests; and reflect on their experience periodically throughout the semester via the INFO 294 course. Students can also develop custom internships, as outlined in the Internship Handbook's section on "Creating a Custom Internship."

Below is a description of a service-oriented internship with the San Francisco Public Library Jail & Reentry Services Reference by Mail:

- The intern will, under supervision of an SFPL librarian, respond to letters mailed from incarcerated patrons around the country.
- Letters may include questions about reentry resources, pop culture, history, art, music, small business, and a range of other topics.
- Responses will be reviewed by a librarian who will provide feedback and suggestions for revision as necessary.

- Responses must adhere to SFPL templates and to the content limitations set forth by SFPL and by the facility where the patron is incarcerated. Interns should be detail oriented, and able to independently manage their workflow.

Further information about the internship experience can be gleaned through students' contributions to Opening Doors: Student Internship Stories. The collection demonstrates the tremendous value that students derive from their varied internship opportunities. See Standards II.3 and II.5 for additional details regarding the internship program and its outcomes.

Special Studies

INFO 298 Special Studies is an independent study course where students can focus on a specific topic they want to study or research that is not covered by one of the regular courses; support a faculty member with research; or work on a specific community project (as approved by a full-time faculty member). The course can be taken for up to six units and has credit/no credit grading. One unit is equivalent to 45 hours of work; two units are equivalent to 90 hours of work; three units are equivalent to 135 hours of work. A student who wishes to initiate an INFO 298 must submit a topic to a full-time faculty member and provide detailed information, including deliverables and a timeline. Deliverables can be Word documents, wikis, blogs, podcasts, videos, websites, or multimedia presentations. The table below demonstrates students' varied interests and the overlap between INFO 298 pursuits and teaching and service initiatives.

Table I. 20 - INFO 298 Topics Supporting Service

Faculty Member	Topic
Sue Alman	○ University of the Witwatersrand: South Africa LibGuide Development ○ Blockchain Website Assistance ○ Library 2.0: Conference Assistants ○ Blockchain MOOC Assistance ○ Guatemala: Librarians Without Borders
Lisa Daulby	○ Creating a Proposal to Build Electronic Data/Records for Owl Ventures ○ Archival Paper Processing at the New York State Archives ○ Archival Paper Processing at the Tacoma Public Library History Room ○ Implementing Enterprise Content Management (ECM) Solutions for Marin County ○ Implementing a Sound Booth for Digital Literacy at the Sonoma County Library ○ Creating a Virtual Audio/Visual Historic Timeline to Represent Richard Nixon's Views of LGBT Communities ○ Creating a Photographic Collection Museum Accession Register for the Post Falls Historical Society
Debbie Faires	○ Web conference trainers/assistants ○ Carlsbad CA Library Database Evaluation
Patricia Franks	○ Updating South San Francisco History Room's Photograph Inventory to Function as Both Intuitive Internal and External Resource ○ Memory Project Plan: Old Town Hot Springs, Steamboat Springs, Colorado ○ Photographic History of San Jose State University ○ Facilitating a Community of Practice in Virtual Worlds for Education ○ Extending Collaborative Activities in VCARA
Linda Main	○ Students developing blog posts for California Revealed.

	○ Blog posts for Librarians Without Borders, Guatemala ○ Blog posts during NEH Seminar designing curriculum through an inquiry process. Source materials used: New Orleans Jazz Museum and Archive, Hogan Jazz Archive, and the Louisiana Research Collection at the Tilton Library. ○ Development of and marketing strategy for mobile kit for multiple sclerosis patients at the University of Utah Hospital: student collaborated with the National Network of Libraries of Medicine ○ Students working with the Virtual Student Federal Service to foster digital accessibility ○ Students working on taxonomies with System 1 ○ Developing social media support for the Black Heritage Library & Multicultural Center in Findlay Ohio

Student Association Chapters

The school's professional association student chapters encourage students to become involved in service. The school provides all incoming students with one year of complimentary membership to a professional association in an effort to promote involvement in the field. In addition, the school provides $1,500 for student chapter leadership to help defray the cost of attendance at their respective professional association's annual conference.

Complimentary memberships to the organizations listed below are offered to all students during their first year. Active student chapters and their associated resources include:

- ALA student chapter website
- ASIS&T student chapter website and blog
- National Association of Government Archivists & Records Administrators (NAGARA)
- REFORMA student group website and blog
- SAA student chapter website, blog, and digital publication
- SLA student chapter website and blog

Community Impact Posters

The school created four alumni/student in-person community poster sessions at school-sponsored professional networking receptions at the ALA and CLA conferences in 2018 and 2019; these events attracted 55 presenters. The school expects to resume these initiatives once onsite conferences and travel resume. The posters are viewable on the school's Digital Gallery. Many students have used this opportunity to highlight the profession's commitment to service and inclusion.

The following table shows the number of presenters at each event:

Table I. 21 - Alumni & Student Poster Presenters (2018-2019 ALA/CLA Conferences)

Event	Number of Alumni	Number of Students	Total Presenters
2018 ALA	5	5	10
2018 CLA	10	9	19
2019 ALA	4	9	13
2019 CLA	4	9	13

To implement this initiative, the school's Student Outreach Specialist took the lead by:

- Identifying the event and coordinating space with the school's event coordinator;
- Advertising on social media and reaching out to students and alumni;
- Offering a faculty member-led poster preparation workshop on Zoom;
- Arranging the printing and shipping of posters and poster stands to the event.

The school's Marketing and Communications Team created the following articles to spotlight the poster sessions:

- iSchool Students and Alumni Showcase their Community Impact (2018 ALA)
- Alumni, Students Present at iSchool Community Poster Session during CLA Conference (2018 CLA)
- iSchool Students and Alumni Showcase Community Impact at 2019 CLA Poster Session
- Alumni, Students Present at Third iSchool Community Poster Session during ALA Conference (2019)

Students who participated in the 2019 community impact poster presentations were sent a survey to learn more about their experience. Questions and results are shown in the following table.

Table I. 22 - 2019 Community Impact Poster Presentation Feedback

Question	Response
Was this your first presentation at a library and information science conference?	86% yes; 14% no
What were your goals or motivations to participate?	○ Getting experience designing and presenting information ○ Networking ○ To use for future course evidence in the completion of my MLIS program ○ To share/promote my poster idea with others ○ I wanted to share my current work and promote my programs

	○ Spread awareness of the underserved status of queer youth to other librarians ○ Getting the chance to meet fellow students and alumni and share my program ideas
How satisfied were you with the sign-up process and instructional communications?	87% very satisfied; 13% satisfied
How relevant/helpful was the poster preparation presentation recording with Dr. Bernier in helping you prepare the presentation?	72% did not watch; 14% somewhat helpful; 14% very helpful
List any comments (or suggested improvements) you would like to share about any aspect of the event.	○ I did not know until one of the later emails how many people were expected. I should have asked earlier. ○ Wonderful experience in a great space. I liked having access to the conference attendees during their break time, so that they could interact with us if they wished. It seemed very organic and made them approachable.
How satisfied were you with your poster and your presentation?	86% very satisfied; 14% satisfied
Please share any personal and/pr professional development outcomes (thus far) stemming from your participation in this event. And did the outcomes satisfy your goals? Why or why not?	○ I was pleasantly surprised by the positive feedback about both the format and content of my poster. I am very glad I participated. It was good practice in having an elevator speech ready to go. ○ I got more comfortable with public speaking and communication and it satisfied my goals of networking with others ○ I was looking to further develop my use of Audience Response Systems and having the platform to demonstrate their application within a library was a new experience for me. It exceeded my goals of exploring this option for implementing such a system and I was excited to see the enthusiasm of those I spoke with about including it in their libraries or in other functions. ○ Yes, I was able to connect with people who were all very interested in my idea ○ I made contacts in my field. I have been able to collaborate with these contacts. ○ I spoke with several librarians who reached out to me after the event to touch base about how to welcome queer youth into their library spaces. My research touched other librarians, and that was my main goal, to have this problem heard and make contacts who would like to change the underserved status of queer youth ○ I met a lot of new people and made a good number of new connections

Emphasis on Teaching

The value of teaching is threaded throughout many of the school's courses and initiatives. It is addressed explicitly in two competencies: J and K.

- Program Learning Outcome/Core Competency J: Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information.
- Program Learning Outcome/Core Competency K: Design collaborative or individual learning experiences based on learning principles and theories

The following courses are offered every semester:

- INFO 250: Design and Implementation of Instructional Strategies for Information Professionals
- INFO 254: Information Literacy and Learning

The following courses are offered once a year:

- INFO 287: Topic: Innovation and Participatory Practice in Libraries (to include Maker Spaces)
- INFO 287: Topic: STEM in Libraries
- INFO 287: Topic: Gamifying Information
- INFO 287: Topic: Library Services and Tools for the Digital Age

Peer Mentorship Opportunity

Peer mentors are advanced students who work with new students as part of the onboarding INFO 203 course. They facilitate online meet-ups, create instructional videos, and teach the navigation of online learning tools and technologies used throughout the MLIS degree program. They are recruited and trained by the director of online learning and are given INFO 298 Special Studies credit. Peer mentoring and teaching is a well-validated way to provide differentiated instruction from the unique perspective of a current student. It allows advanced students to share what they have learned with newer students on both a technical and personal level. This enriches the experience for current students and provides newer ones with peers they can relate to and seek guidance from.

Peer mentors shared their experiences in the following blog posts:

- Get to Know Your SJSU iSchool Info 203 Peer Mentors
- Peer Mentorship: An Opportunity to Strengthen Information and Communication Skills

Peer mentors are also discussed in Standard IV.5.3.

Student Opinion of Teaching Effectiveness Surveys

At the end of each semester, students are asked to complete a Student Opinion of Teaching Effectiveness (SOTE) online survey for each course in which they are enrolled. These anonymous surveys focus on the effectiveness of instruction in individual courses. Faculty make changes based on student feedback. SOTEs and examples of changes made can be found in Standard II.5.

Multimedia Emphasis on Teaching and Service

The following videos feature MLIS alumni showcasing the value of teaching and service to the profession:

- The 21st Century Library is Focused on Community
- Biblio Bistro at the San Francisco Public Library
- Working with Makerspaces
- Maker[Space]Ship at the San Jose Public Library
- Make-HER Program at the Sunnyvale Public Library
- Drone Movie Making at the Santa Clara City Library

Standard I.4

Within the context of these Standards, each program is judged based on the extent to which it attains its objectives. In accordance 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.

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

Publicly Shared Program Performance Data

There is a range of information available on the school's website pertaining to program performance. The information on this web page includes items discussed previously, such as:

- Program-based assessment, including review and measurement of individual program learning outcomes/core competencies
- Retention and graduation data
- Graduating student exit survey data

Strategic Directions

The school's strategic directions are listed on the website, as are the key performance indicators used for measurement. As stated previously, the strategic directions cover the whole school. Each November at the iSchool retreat, the governance committees (represented by their chairs or co-chairs) and designated faculty and staff note whether KPIs have been met, partially met, or not met and provide evidence to support their findings. A list of partially met/not met KPIs is itemized to address each area of deficiency identified.

Committee Guidance

The governance committees are permanent committees that include representation by full-time faculty, part-time faculty, staff, students, and alumni. Each governance committee has general responsibilities and assigned tasks, which are shown on the website along with a list of current committee members. The governance committees are discussed in more detail in Standard I.1.1.

The school's Program Advisory Committees (PACs) help to ensure that the curriculum is responsive to changes in the field and connect the school to varied LIS practitioners. Each PAC is led by one or more full-time faculty members and includes several LIS experts, influencers, or leaders. Membership is at the discretion of the PAC leads; members are typically appointed for two-year terms, which are renewable. The PACS meet twice a year via Zoom.

The PACs are aligned with the school's career pathways, which are focused on topical areas rather than on type of library. The PACs are:

- Information Intermediation and Instruction
- Knowledge Organization
- Leadership and Management
- Management, Digitization, and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
- Technology
- Youth Services

In an iterative cycle, the PAC faculty leads share the relevant curriculum sections and activities, gather committee member input, and report on implementation of committee members' recommendations. They then share their findings with the Curriculum Committee co-chairs and the school's director, and the reports are provided for review at each retreat. Standard I.6 provides information about the specific outcomes of this review process, e.g., new course additions and curricular sequencing emergent from PAC input.

Exit and Alumni Surveys

Upon MLIS completion, students are asked to reflect upon their time in the program and offer input to guide the school's evaluation and future planning. A summary of the most recent survey findings, as of May 2021, demonstrates a high rate of student satisfaction. For example, 93% say that they would recommend the MLIS program, and 84% rate their overall educational experience as either "Very Good" (51%) or "Good" (33%). A full summary can be accessed via the website on "Student Experience—MLIS."

Thirteen months after they graduate, alumni are emailed a link to the alumni survey to provide recent graduates with an opportunity to reflect on their education after they have entered the field. Data gathered from these surveys yield the types of environments in which graduates are working, whether the skills they learned in the program helped them to succeed, and how long it took them to find a job. It is notable that most respondents (over 91%) consistently indicate that they "agree" or "strongly agree" that the program prepared them adequately for their chosen careers.

In addition, responses to the following questions were consistent in the 2018 and 2019 surveys:

Question: Which experiences/activities do you believe were the most helpful or important in obtaining your first position in the LIS field?

Responses:
- Previous employment experience;
- Technological skills;
- Choosing electives from multiple career pathways;
- Learning to work collaboratively with people in an online environment;
- Subject specialization (such as archives, knowledge organization, reference).

Question: Did the MLIS program offer you the opportunity to learn the following soft skills?:
- Cultural Competency
- Customer Service
- Design Thinking
- Leadership

Responses:
- 77.3% said the program helped with cultural competency. *Note: To strengthen this competency, the school added a new course in Cultural Competence for Information Professionals.*
- 66.89% said the program helped with customer service
- 70.4% said the program helped with design thinking
- 79.06% said the program helped with leadership. *Note: To strengthen this aspect, the school added a course in community leadership.*

The External Review Panel can explore full alumni survey results.

Alumni provide further programmatic input through stories and profiles featured in the Alumni Career Spotlights. The school also regularly reaches out to alumni during receptions and meet and greets at dozens of professional conferences, including state, regional, national, and international conferences.

Using Exit and Alumni Survey Data

Data gathered from the alumni and exit surveys enable us to discover the types of environments in which graduates are employed, whether the skills they acquired during the MLIS program are helping them succeed, and how long it took them to find a job. Survey results also help us track employment trends to ensure that the school's curriculum remains relevant and to help the school anticipate subtle shifts in the job market. Notably, these data show that most respondents (88%–100%) consistently indicate that they "agree" or "strongly agree" that the school prepared them well for their careers. Full survey results are available to ERP reviewers via the Qualtrics survey system.

The main items that the school gleaned from exit surveys over the review period are as follows:

1. MLIS program strengths remain consistent in the view of both alumni and students: Flexibility, Curriculum, Online Learning Environment, and Cost;

2. Majority of respondents would recommend the MLIS program to others (89% and above). In fall 2020, this figure hit 96%. Reasons given for non-recommendation related to dissatisfaction with individual professors or with university policies, e.g., slow responses from Financial Aid or the Bursar's Office. Both of those departments have now added live chat;

3. Number of students who identified as first generation increased over the period (as a result, the school added a First-Generation Student group): fall 2018: 54%, spring 2019: 54%, spring 2020: 61%, fall 2020: 58%;

4. Students use and value the faculty advisors and advising tools. For example, in the spring 2021 survey, advising tools and services usage was consistent with previous surveys at 90%. Awareness of advising tools and resources has also increased over the years, from 83% in 2017 to 85% in spring 2021;

5. Students are supplementing the program's curriculum by following LIS newsletters, blogs, and social media. Therefore, the school has increased its social media presence;

6. Public librarianship has been the top career pathway (averages at 19% since 2014);

7. More students are working full time in libraries. From 2011–2014, full-time employment ranged from 48% to 53%. From 2015–2020, full time employment ranged from 56% to 65%. In fall 2020, 80% of students were working in their final semester of the program;

8. Students are moving through the program faster now than in previous years. More are completing the program in three or fewer years, as evidenced in 2020, when 71% completed the degree within three years, as compared with 59% in 2015.

Employer Surveys

During the accreditation period, the School of Information conducted two surveys of employers who have hired alumni (employer survey 2016 and employer survey 2019). The results indicated the following areas of strength: technology, outreach, research, communication, and organization. 95% of survey respondents marked these areas as "Good" or "Very Good."

Employers also emphasized the importance of leadership. In response to the feedback received, the Leadership and Management Program Advisory Committee organized a "Day in the Life of a Leader" webcast series and promoted it to students. It is also open to the public, and the Day in the Life of a Leader recordings are available on the school's on-demand webcast web page. The webcast series is used in the required INFO 204 Information Professions course. The Leadership and Management Program Advisory Committee has also created a webinar that explores crisis management. All INFO 204 instructors include this webinar to support the course's focus on disaster planning and facilities management. In addition, the school has added an elective in Crisis Management Planning, Communications, and Deployment in Information Organizations.

While the employer surveys did not reveal any specific area of weakness perceived by a broad majority, after a review of the 2019 results, the school added a course on civic literacy as recommended by the Leadership and Management Program Advisory Committee and encouraged students to enroll in courses on political advocacy, design thinking, and data services in libraries.

The External Review Panel can access employer survey results here.

MLIS Skills at Work Report

As part of its data-driven commitment to preparing students for their future careers, the School of Information gathers data each spring about the evolving job market for library and information science professionals. During the spring semester, a student research assistant (under the supervision of a faculty member) indexes more than 400 job listings from LIS-specific job websites as well as those more general in scope. *(External Review Panel: See slides 46 to 50 in the MLIS Skills at Work report for methodology and job sites reviewed.)* This provides the school with another data source to ensure its curriculum is adequately preparing students for future engagement in the LIS field.

Standard 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.

Each year, San José State University requires all schools and departments to conduct a detailed assessment report of their program learning outcomes/core competencies for each degree using direct and indirect measures. The report indicates which PLOs/core competencies will be assessed each year, as well as plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

The school's submission of the annual assessment report offers an excellent capture of data collection and decision-making processes that continually guide the program's evolution. The San José State University assessment reports for 2015-2020 for the Master of Library and Information Science program can be found as part of the program performance web page. MLIS Assessment reports for prior years can also be reviewed.

The curriculum review cycle delineates the partition of review over a three-year period. Data and analyses are further discussed in the relevant sections of Standard II. In addition, the previous sections of Standard I have demonstrated the school's systematic evaluation process and provided evidence of its methodology and results. These include:

- Strategic Directions review
- KPI review
- SWOT Analysis
- Overall Program Learning Outcomes/Core Competencies review
- Individual Program Learning Outcomes/Core Competencies review
- Professional association competency statements review
- Survey data from alumni, employer, and exiting graduates
- MLIS Skills at Work report
- Program advisory committee reports

In tandem with the assessment of different areas of the curriculum, each semester the school collects data on individual program learning outcomes, discusses the results, and implements changes accordingly. Individual program learning outcomes assessment reports are publicly available. Recent changes based on evaluation of this assessment data are detailed in Standard I.6.

Lastly, the administrative relocation of the School of Information from the College of Health and Human Sciences to the College of Professional and Global Education provides an example of the school's incorporation of different stakeholder perspectives into the decision-making process, as explained below.

In 2018 the university president announced their intention to move the School of Information from the College of Health and Human Sciences (CHHS) (along with the School of Journalism, the Department of Justice Studies, and the Department of Hospitality). The CHHS (previously the College of Applied Sciences) consisted of a variety of applied disciplines, but the president wanted it to encompass only the allied health and wellness fields. Thus, related disciplines and non-health departments were required to move out of the college. Initially the School of Information was slated to be assigned to the College of Education, which focuses heavily on credential programs, but when the opportunity arose to join the College of Professional and Global Education (CPGE), the faculty felt this represented better alignment, given CPGE's more global, online, and entrepreneurial direction.

Following the procedures outlined in Academic Senate Policy S13-9 "Policy Recommendation, Merging, Dividing, Transferring, Eliminating Academic Units," the Provost's office, the Dean's offices of the CHHS, the CPGE, and the School of Information Director consulted with stakeholders about the proposed transition.

These conversations included:

- School of Information All-Hands (faculty and staff) meeting on February 25, 2019: CPGE Dean Huard joined the meeting to present and discuss the school's potential relocation. At the meeting's conclusion, a confidential straw poll was conducted to assess support for the move; the poll resulted in all faculty and all but one staff expressing support for the CPGE transition.;
- School of Information formal vote of the faculty on the CPGE transition, from March 8–15, 2019. Per S13-9 guidelines, the formal vote was conducted and managed through the Institutional Effectiveness and Analysis (IEA) office. IEA reported the voting outcomes as follows: Weighted vote was 23.8 in favor of the transition to CPGE, 0 opposed, and 0.8 did not vote (participating faculty members were 25 out of the 26 identified as eligible). The results of the vote were communicated to the School of Information, the CPGE, the CHHS interim dean, and the provost's office within the seven-day time frame per S13-9.;
- School of Information communication with part-time faculty on March 18, 2019;
- School director sent an email to the spring part-time faculty about the proposed move from CHHS to CPGE. While no response was required, several part-time faculty members wrote to voice their support. No opposition was expressed.;
- School of Information consultation with students, March 27, 2019. The school's director sent an email invitation to all its 1,900 students on two occasions (March 19th and

March 26th) to explain the proposed transition from CHHS to CPGE and to indicate further discussion at the open online Director/Student meeting via Zoom on March 27th. In advance of the meeting, students were given the opportunity to submit questions and concerns via an online form. No concerns about the proposed transition were raised during the meeting on March 27th.

Based on feedback and comments from the different stakeholder groups, along with the outcome of the faculty vote, it was determined that there was strong support for the transition of the School of Information to the College of Professional and Global Education.

Standard I.6

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

Teaching Evaluations: Student Opinion of Teaching Effectiveness (SOTE)

As established by the California State Faculty Union, student evaluations are collected using the Student Opinion of Teaching Effectiveness (SOTE) instrument, which measures student input on faculty teaching across 12 categories for all courses. Evaluations are analyzed by SJSU's Office of Institutionalized Research, provided to the school's director, and then used as part of both the annual review and the retention, tenure, and promotion (RTP) process as applicable. Any instructor that is rated below a 4.0 out of 5.0 overall for a course will be contacted by the director and provided additional support to help improve their teaching effectiveness. Specific examples of changes that faculty have made based on these evaluations can be found in Standard II.5.

Program Advisory Committee Input

Program advisory committees (PACs) comprised of senior working professionals provide valuable practitioner-driven input about current and future needs that help shape curricular direction and improvements and ensure the school is preparing students for the field post-graduation. There are seven PACs focused on MLIS career pathways and two additional PACs focused on the Informatics and MARA degree programs. PAC curricular review takes place every three years, and their recommendations drive new electives and new foci to reflect changes in the field. PAC reports offer granular data and committee member input. For more detail regarding PAC activity, see the program advisory committee reports.

During the accreditation period, the following table shows the courses that were added based on PAC feedback.

Table I. 23 - New PAC-Recommended Courses

New Courses Added

- AI in the Library
- APIs
- Augmented Virtual Reality
- Blockchain: Technology and Applications
- Civic Literacy
- Classification Schemes
- Curating Exhibitions from Archival Collections
- Current Expansions of the ILS already in play (e-books, social media)
- Data Services in Libraries
- Design Thinking
- Digital content evaluation/negotiation/acquisition/deployment/tracking
- Digital Humanities
- Emerging technologies that could be core pieces in 3-5 years (linked data, the Internet of Things)
- Enterprise Content Management and Digital Preservation
- Health Literacy and Public Libraries
- Incunabula and Early Printing
- Information Vendor Landscape
- Innovation and Participatory Practice in Libraries (to include Maker Spaces)
- Library Services and Tools in the Digital Age
- Linked data
- New Technologies that Can Impact Information Awareness and Access (ex. Chatbots)
- Open Access
- OER
- Political Advocacy
- Python
- RDA
- Reference in the Age of Google: Marketing, Outreach, Management, and Evaluation
- Serving Homeless Patrons at the Public Library
- Scholarly Communication and Publishing: Access, Intellectual Property, and Impact
- Social Crisis Management: The Expanding Role of the Information Professional
- STEM in Libraries
- Subject Analysis
- Visual Resources Curation and Arts Librarianship
- Web Frameworks
- Workflow assessment and design in collaboration with technology teams

The PACs also assist with sequencing foundation courses in the career pathways. For example, the Technology PAC suggested that the structure of the school's Web Programming and Information Architecture Career Pathway should be modified as shown in this link to the current foundation course structure.

Two illustrative examples show how PAC recommendations drove new course development during the accreditation review period. Per the recommendation of the Leadership and Management PAC, a course on civic literacy was added to encourage students to explore the library's central role in convening and facilitating community engagement. In response to the emergent and altered COVID landscape, this PAC also recommended a new course entitled

Crisis Management Planning, Communication, and Deployment in Information. This content is broadly covered in the required INFO 204 Information Professions course; however, the school added this elective so that students could explore crisis scenarios and the intersection of business continuity, emergency response, and communication planning in more detail.

Key Performance Indicator Data Drive Programmatic Improvements

Over the course of the accreditation period, an examination of KPI alignment shows that they are mostly met each year. Faculty members review data annually at the November meeting and engage in discussion. Areas where the school felt the data suggested the need for improvements and/or faculty members proposed changes are described below:

- Enhancing diversity and cultural competence: Faculty members advocated for expanded diversity training opportunities for themselves as well as for students. As a result, the school added webinars on topics such as transgender inclusion, services to immigrants, making EDI actionable, and anti-oppression. The school also added the course INFO 281 Cultural Competence for Information Professionals and will be adding a course entitled "Fostering Accessibility" in spring 2022. The courses are/will be available to matriculated students as well as to the wider community via the open classes program.
- Expanding inclusion efforts: The school added a first generation student group to extend opportunities for support and networking among student communities.
- Developing targeted marketing: Recruitment data showed that marketing of degrees needs to be more targeted. As a result, the school is working to develop specific personae for marketing each degree.
- Showcasing student work: The need was expressed to increase exposure to student work. As a result, the school initiated community impact posters and an Exemplary Student Showcase on the website.
- Expanding T3 training: Faculty members concurred that the T3 training sessions (discussed in Standard III.2) are valuable in promoting successful pedagogical practices. They advocated for more offerings on the incorporation of diversity and inclusion into teaching. As a result, the school is expanding T3 offerings beginning summer 2021 with "Equity-Focused Online Teaching Strategies" as a Twitter chat.
- Addressing fundraising limitations: Historically, the school has had limited success with fundraising, though its alumni are very generous when contacted for news stories, community profiles, videos, photos, etc. Once the school was permitted to use a percentage of Special Session revenue for student scholarships, the fundraising focus was rendered unnecessary.
- Assessing student advising and tracking: Reviewing the KPI data on an annual basis allows faculty members to assess the school's engagement and success with probationary students and the overall use of advising tools. It also involves discussion about new advising tools and capabilities, such as the live chat that the Student Services Team introduced in spring 2021.

- Rebooting the International Advisory Committee: IAC Meetings drifted during COVID. As a result, the school has discussed how to re-engage and direct future committee efforts. The new director, Dr. Anthony Chow, will take the lead on this front.
- Promoting student internships: Input from internship site supervisors has been extremely positive throughout the accreditation period, which reassures faculty that students are doing well in a real-world work environment. The school published the e-book Opening Doors, featuring student internship stories, to encourage more interest in internship opportunities. Internships are not required, and many students already work in LIS settings, but there was an uptick in internship enrollment during COVID, and at this point, the number of students taking internships has returned to 2016–2017 levels. However, the numbers may shift again as employment returns.
- Increasing support for faculty research: To encourage research engagement, the Faculty Research Committee initiated faculty research meet-ups that welcome both full-time and part-time faculty.

Analysis and ensuing modifications in relation to the following items are discussed in previous sections of this standard:

- SWOT analyses (Standard I.1.2)
- Review of overall program learning outcomes (Standard I.1.3)
- Iterative review of individual program learning outcomes and description of ensuing curricular changes based on results (Standard I.1.3)
- Survey data, including exiting students, alumni, and employers (Standard I.4.1)
- Classes and MLIS career pathway updates based on PAC input (Standard I.6).

Lastly, input from the SJSU director of assessment provides a snapshot of the school's success in embedding ongoing evaluation into programmatic improvements. The university's assessment is guided by the WASC Program Learning Outcomes Rubric. The school achieved an excellent rating during its last review by Director of Assessment Chris Tseng in March 2020.

The report's comments section expands upon the school's high marks. Director Tseng wrote:

> *"All I can say is "WOW." The culture of assessment presented by the School of Information for the MLIS programs is an exemplar for all program assessment. This is the first time I had the opportunity to view the stunning, new School of Information web pages. They are clean, easy to navigate, and focused on providing information related to the evaluation of learning outcomes to current and prospective students, and other interested parties. The report clearly delineates the actions and the closing the loop for making the program even better, e.g., since this is an online program only, navigation of the website and the classes in the program is a primary criterion for making the program outstanding."*

Summary of Standard I

The planning, review, and revision processes described in this standard offer a pragmatic and inclusive framework for moving the School of Information forward and maintaining alignment with the vision, mission, values, and goals of San José State University and the College of Professional and Global Education. These processes emphasize the use of data triangulation by drawing upon a variety of resources and data, including routine program assessments, survey data, and third-party metrics. The school will continue to use the current framework in the future.

Faculty involvement in systematic planning is demonstrated through their hands-on involvement in the governance and program advisory committees and reflected in programmatic and curricular changes made because of ongoing evaluation of student success and stakeholder input. Beginning August 2021, the school welcomed Dr. Anthony Chow as its new director. His input and leadership will help maintain the School of Information's commitment to excellence and bring fresh perspectives to its planning and evaluation, both of which represent his areas of expertise.

COVID-19 impacted institutions of higher education in remarkable and uneven ways. The School of Information was fortunate to have been relatively unaffected by its academic disruptions, given its 100% online model. However, the pandemic's effects are evidenced in the ongoing mental health, employment, and family challenges navigated by the school's students, faculty, and staff. The university did not suffer any furloughs or layoffs, and although the school's budget prospects looked grim at the outset, California's unprecedented surplus has mitigated any impact in that area.

The School of Information's strategic plan is evaluated and updated annually and approved by the full-time faculty. Guided by this fluid document, the school provides high-quality education and service to the field of library and information studies.

Appendices

Appendix I. A - Strategic Directions and KPIs

Strategic Direction 1: Enhance Curricular and Program Quality to Prepare Students for Success		
Ref#	**Goals**	**Lead**
1.1	MLIS program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the MLIS degree program and monitor implementation. Key performance indicators: ○ Exit survey trends ○ Assessment reports ○ Successful e-Portfolio completions (illustrates program learning outcomes) ○ Track graduate/alumni placements via alumni/employer surveys ○ Identify curriculum gaps based on input from program advisory committees ○ Review annual job audit snapshot ○ Internship supervisor comments ○ Complete biennial reports and move towards reaccreditation in 2022	Co-Chairs, Curriculum and Program Development Committee
1.2	MARA program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the MARA degree program and monitor implementation. Key performance indicators: ○ Exit survey trends (conducted biennially) ○ Assessment reports ○ Students invited to obtain ICRM certifications ○ Track graduate/alumni placements via alumni ○ Identify curriculum gaps based on input from program advisory committee ○ Conduct and review annual job audit snapshot ○ Internship supervisor and Organizational Consulting Project client comments ○ Successful e-Portfolio completions (illustrates program learning outcomes)	MARA Program Coordinator
1.3	Teacher Librarian program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the Teacher Librarian credential program and monitor implementation. Key performance indicators: ○ Survey students upon graduation to identify current employment ○ Survey fieldwork site supervisors once a year and review supervisor evaluations	Teacher Librarian Program Coordinator

	○ Hold biannual student advising meetings for Teacher Librarian candidates ○ Program advisory committee reports ○ Student exit surveys ○ Complete alumni impact survey annually ○ Complete a curriculum review of school library-focused courses with incoming part-time faculty	
1.4	Post-Master's Certificate program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the Post-Master's Certificate program and monitor implementation. Key performance indicators: Enrollment rates ○ Exit survey trends	Co-Chairs, Curriculum and Program Development Committee with Student Services Team
1.5	Advanced Certificate program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the Advanced Certificate program and monitor implementation. Key performance indicators: ○ Enrollment rates ○ Pathways selected	Co-Chairs, Curriculum and Program Development Committee with Student Services Team
1.6	San Jose Gateway PhD program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the Gateway PhD degree program, and monitor implementation. Key performance indicators: ○ Monitor student and faculty supervisor satisfaction with program (residency & exit surveys) ○ Recruitment, enrollment, persistence, and graduation rates ○ Track graduates and alumni ○ Track student and alumni peer-reviewed publications, scholarly conference presentations, awards, and recognitions ○ Annual faculty review of monthly meetings and residencies and other program structures and resources	Gateway PhD Program Coordinators
1.7	MS in Informatics program: Review on an ongoing, broad-based, and systematic basis the curriculum, structure, and outcomes of the MS in Informatics degree program, and monitor implementation. Key performance indicators: ○ Exit survey trends ○ Successful capstone completions (illustrates learning program outcomes) ○ Track graduate and alumni placements ○ Organizational Consulting Project client comments ○ Program advisory committee reports	Informatics Coordinators

1.8	Demonstrate commitment to quality teaching practices as specified in the School Standards and Indicators and other benchmarks (e.g., Quality Matters (QM), OLC). Key performance indicators: ○ Course in QM-based alignment practices required for all new faculty (currently included in the Teaching Online course) ○ Tech Tips Newsletter: produced monthly ○ T3 series hosts 8-10 sessions each year (number of faculty who attend) ○ iSchool Canvas faculty site provides resources for instructors ○ eCampus workshops ○ Showcase of teaching practices ○ Variety of technology available to instructors	Co-Chairs, Technology and Resource Committee
Strategic Direction 2: Develop and Deliver Competency-Based Curriculum and Programs Informed by Research and Practice Across all Domains of the Information Professions		
Ref#	**Goals**	**Lead**
2.1	Address the rapidly changing library and information science profession and evolving skill sets through regularly updated curriculum and programs. Key performance indicators: ○ Annual MLIS Skills at Work and MARA Jobs Analysis reports to identify curriculum gaps ○ Input from program advisory committees	Co-Chairs, Curriculum and Program Development Committee
2.2	Identify and implement ways to build diversity and inclusive excellence into the curriculum. Key performance indicators: ○ Foster discussion and solicit input about issues of diversity and inclusion from faculty to improve programs, processes, and activities via an annual (curriculum) diversity survey ○ Develop training opportunities and research dissemination activities that focus on professional development (particularly teaching) to advance inclusion and cultural competency in the school's curriculum	Diversity Committee Chair
2.3	Promote internationalization in courses through content, assignments, internships, and professional contacts of iSchool faculty. Key performance indicators: ○ iSchool Global Engagement Repository updates based on faculty survey re: internationalization in courses (at least once per year)	Co-Chairs, Curriculum and Program Development Committee
2.4	Provide physical and virtual internship opportunities in a wide range of environments. Key performance indicators:	Co-Chairs, Curriculum and Program Development Committee

	○ Variety of physical and virtual internships ○ Internship supervisor satisfaction	
2.5	Continue to provide opportunities for continuing professional education. Key performance indicators: ○ Deliver the online global Library 2.0 conference series and analyze data ○ Provide open classes ○ Provide a variety of webinars (MARA, Diversity, Leadership and Management, etc.)	Co-Chairs, Curriculum and Program Development Committee; Director
2.6	Explore and develop new programmatic opportunities to meet the needs of different audiences. Key performance indicators: ○ Investigation into development of new programs	Co-Chairs, Curriculum and Program Development Committee; Director
2.7	Promote the school's programs to prospective student audiences. Key performance indicators: ○ Develop, implement, and evaluate promotional strategies for new programs ○ Develop, implement, and evaluate promotional strategies for reaching a diverse target audience ○ Develop, implement, and evaluate strategies to promote any new programs launched by the school ○ Develop, implement, and evaluate strategies to convert applicants to enrolled students	Student Services Team; Director of Marketing
Strategic Direction 3: Enhance Student Success and Experience Through a Participatory, Engaging Online Environment		
Ref#	**Goals**	**Lead**
3.1	Improve retention and graduation rates. Key performance indicators: ○ Monitor retention rates at transition points (after INFO 203, less than "B" students, and e-Portfolio completion) ○ Use exit surveys to monitor time to graduation ○ Track students on probation ○ Evaluate new advising models and impact on student success ○ Evaluate retention tools and impact on student success	Student Services Team; Graduate Advisor
3.2	Encourage continuous community-building, student interactions, and engagement with the school. Key performance indicators: ○ Hold regular meeting opportunities for students to interact with faculty, the director, other students, and experts in the LIS field, through webcasts, director's forums, information session tours, and conference receptions	Director; *Student Research Journal* Faculty Advisor; Online Student Advisor, Director of Marketing

	○ Provide opportunities for students to gain exposure/experience to the peer review process in the School of Information Student Research Journal ○ Offer opportunities for students to engage outside the online classroom by providing a social environment for those who wish to participate via Facebook, Zoom chat, Twitter, student blogging, and other social media platforms ○ Provide opportunities for students to present posters at professional conferences ○ Showcase student work via the Exemplary Student Showcase	
3.3	Increase student involvement and participation in professional associations. Key performance indicators: ○ Provide a year's membership to professional associations ○ Exit survey data regarding professional association memberships ○ Encourage active online student associations, exhibited through regular student association leadership meetings with the director and overall support for student activities	Director; Online Student Advisor; Administrative Services Manager
3.4	Provide support to a diverse student body. Key performance indicators: ○ Make Spectrum Scholars and all students feel welcome through targeted advising and outreach ○ Develop online activities and webcasts to support and advance diversity and inclusive excellence in the school's community	Chair, Diversity Committee
Strategic Direction 4: Develop and Enhance Faculty and Staff Professional Growth		
Ref#	**Goals**	**Lead**
4.1	Provide ways to help full- and part-time faculty feel more engaged, invested, familiar with the school's programs and policies, and comfortable with technology. Key performance indicators: ○ Give awards ○ Provide a mentor to new full-time faculty ○ Conduct a forum for part-time faculty once a semester ○ Integrate part-time faculty through communication on Canvas, T3 workshops, technology tips newsletters, new faculty checklists ○ Communicate standards for SOTES ○ Keep Faculty Handbook and Index updated ○ Encourage part-time faculty to contribute to T3	Director; Co-Chairs, Technology and Resource Committee; T3 Coordinator; Co-Chairs, Curriculum and Program Development Committee
4.2	Develop a culture of learning among staff. Key performance indicators:	Director; Associate Director; Administrative Services Manager

	○ Staff attendance at faculty meetings ○ Hold technology staff meetings ○ Hold administrative staff meetings ○ Encourage participation in workshops ○ Provide technology training for administrative staff ○ Hold Student Services staff meetings	
Strategic Direction 5: Strengthen Existing and Establish New Strategic Relationships Outside the School		
Ref#	**Goals**	**Lead**
5.1	Engage with an International Advisory Council which reflects the diverse programs, expertise, and perspectives represented in the School. Key performance indicators: ○ Enhance the role and membership of the International Advisory Council ○ Hold at least two meetings per year	Director
5.2	Demonstrate and promote the school's expertise and leadership in teaching and learning in the online environment. Key performance indicators: ○ Biennial OLC Scoreboard evaluation ○ Host Library 2.0 online conference series ○ Offer T3 workshops	Director; Director, Online Learning; T3 Coordinator
5.3	Strengthen alumni relationships. Key performance indicators: ○ Connect with alumni regularly via a number of outreach targets such as alumni newsletters, profiles, career spotlights, news stories, and events ○ Engage and acknowledge alumni at conference receptions in other ways, such as poster presentations	Director of Marketing; Events Coordinator
5.4	Develop partnerships with external organizations. Key performance indicators: ○ Variety and type of internal partnerships (within SJSU) ○ Variety and type of external partnerships (outside of SJSU)	Faculty
Strategic Direction 6: Foster a Research Environment		
Ref#	**Goals**	**Lead**
6.1	Enhance the Center for Information Research and Innovation (CIRI). Key performance indicators: ○ Showcase faculty and student research	Center for Information Research and Innovation Coordinator; Faculty Research Committee
6.2	Develop strategies to support faculty in seeking grants for their research. Key performance indicators:	Center for Information Research and Innovation Coordinator; Co-Chairs, Faculty Research

	○ Track and report on lists of submissions and awards of internal and external research funding ○ Share opportunities about private and government grants to support school initiatives ○ Maintain a list of grant writing support for faculty (e.g., promoting university, college, and external funding opportunities, mentoring school faculty, collaborating on grants, etc.)	Committee; Administrative Services Manager
6.3	Track iSchool faculty research and publications in terms of CPGE research and publication output. Key performance indicators: ○ School of Information peer-reviewed publications in terms of overall CPGE peer-reviewed publications ○ School of Information research presentations in terms of overall CPGE research presentations	Co-Chairs, Faculty Research Committee
6.4	Engage and support the PhD Gateway program. Key performance indicators: ○ Application numbers of doctoral students ○ Doctoral student completion of milestones ○ Participation in regular monthly meetings and residencies by non-supervising faculty ○ Perception of the program (awards, rankings, and inquiries from prospective applicants) ○ Faculty availability, commitment, and support	Gateway PhD Coordinators

Appendix I. B - Revisions to Strategic Directions (2015–2020)

Ref#	Original Strategic Direction	Original KPIs	Comments	Revised Strategic Direction	Revised KPIs
2.1	Identify opportunities for interdisciplinary courses, degrees, certificates, where programmatic strengths and priorities intersect.	Develop partnerships which can include degrees, certificate programs, and grant seeking geared towards curriculum.	It was too challenging to cultivate SJSU partnerships. At the time, very few programs were 100% online, and departments across the university are unwilling to share classes due to FTE allocation linkage to regular session budget and very few run special session programs. The FTE challenge remains, as does the small—albeit increasing—number of special session programs.	Address the rapidly changing library and information science profession and evolving skill sets through regularly updated curriculum and programs.	Annual MLIS Skills at Work and MARA Jobs Analysis reports to identify curriculum gaps. Relevant sections of the MLIS Skills at Work report are linked to MLIS career pathways (discussed in Standard II) Input from the program advisory committees
2.2	Enhance our international profile in educating information professionals.	Serve in leadership roles and/or on committees in international organizations (e.g. IFLA, ASIST, etc.) Present at international conference or to international audiences attending U.S. conferences. Offer curriculum that prepares students to function as information professionals in a global environment. Partner with international	It was too difficult to monitor these types of involvement and to classify and track publications with an international reach. However, internationalization moved to 2.3 (post 2017) and a KPI was added about the school's Global Engagement Repository. The repository is updated annually according to faculty survey data that reports their review and revision of international assignments, readings, and contacts that support Comp O.	Identify and implement ways to build in diversity and inclusive excellence into the curriculum.	Foster discussion and solicit input about issues of diversity and inclusion from faculty to improve programs, processes, and activities via an annual (curriculum) diversity survey. Develop training opportunities and research dissemination activities that focus on professional development (particularly teaching) to advance inclusion and cultural competency in the school's curriculum.

		organizations to offer internships or specialized projects. Partner with international universities to offer courses to their students, such as through WISE. Publish articles, book chapters, and books that have an international reach.	This has greatly broadened the curriculum. The faculty felt that Direction 2.2 should focus on diversity and inclusion and respond to student population changes in the school's various communities, e.g., more first generation students.		
2.3	Provide physical and virtual internship opportunities in a wide range of environments.	Number of physical and virtual internships Location of physical internships Locale of virtual internships Diversity of activities involved in virtual internships. Number of students taking more than one internship.	The school can promote internships, but it is really at each student's discretion whether to pursue them. The school does not want to require an internship, since many of its students work. Thus, faculty members did not feel it was important to continue to report these data in the annual strategic direction review. Internship-related wording was moved to 2.4. The KPIs shifted away from statistics toward ensuring a good mix of onsite and virtual internship opportunities. The evaluation of site supervisors has allowed the school to track how students perform in the internship	Promote internationalization in courses through content, assignments, internships, and professional contacts of iSchool faculty.	iSchool Global Engagement Repository updates based on faculty survey re: internationalization in courses (at least once per year)

			environment and their hiring prospects.		
2.4	Continue to provide opportunities for continuing professional education.	Evolve the online global Library 2.0 conference series. Offer online webcasts.	This emphasis was moved to direction 2.5, and the open classes program was added.	Provide physical and virtual internship opportunities in a wide range of environments.	Variety of physical and virtual internships Internship supervisor evaluation
2.5	Explore and develop new programmatic opportunities to meet the needs of different audiences.	Investigation into development of undergraduate major, including market research.	Faculty members felt that the school should not focus solely on undergraduate programs and that the school needed a wider footprint than just the MLIS degree. The school developed a MS in Informatics and a BS in Information Science and Data Analytics	Continue to provide opportunities for continuing professional education.	Deliver the online global Library 2.0 conference series and analyze attendance, presentation, and survey data Provide open classes. Provide variety of Webinars (MARA, Diversity, Leadership and Management, etc.)
2.6	Widen the marketing of the school to multiple audiences and locations.	Develop, implement, and evaluate promotional strategies that target new audiences for existing programs.	Faculty members wanted to widen this to include reaching a diverse audience as well as identifying new programs. It also seemed important to explicitly cite enrollment conversion in the strategic direction. Thus, Direction 2.7 was added.	Explore and develop new programmatic opportunities to meet the needs of different audiences.	Investigation into development of new programs.
2.7	N/A	N/A	See above	Promote the school's programs to prospective student audiences.	Develop, implement, and evaluate promotional strategies for existing programs. Develop, implement, and evaluate promotional strategies for reaching a diverse target audience. Develop, implement, and evaluate strategies to promote any new

					programs launched by the school. Develop, implement, and evaluate strategies to convert applicants to enrolled students.
3.5	Provide support to a diverse student body.	Make Spectrum Scholars and all students feel welcome through targeted advising and outreach. Increase the visibility of the school's commitment to diversity and cultural competency through participation in conferences and professional meetings. Develop online activities and webcasts to support and advance diversity in the school's community.	Faculty members felt that the webcasts and other activities already increased the school's visibility, and thus that the second original KPI was unnecessary.	No revision	Make Spectrum Scholars and all students feel welcome through targeted advising and outreach. Develop online activities and webcasts to support and advance diversity and inclusive excellence in the iSchool's community
5.3	Cultivate and enhance alumni relationships.	Connect with alumni via alumni newsletters, alumni profiles, and LinkedIn group Host receptions at conferences	Faculty members felt that the new wording more accurately reflected how the School connects with alumni.	Strengthen alumni relationships.	Connect with alumni regularly via a number of outreach targets such as alumni newsletters, profiles, career spotlights, news stories, and events. Engage and acknowledge alumni at conference receptions and in other ways such as poster presentations.
5.4	Increase money for student scholarships	Obtain new funding for scholarships and scholarship	The school was not making significant progress in this area, and it became	Develop partn erships with external organizations.	Variety and type of internal partnerships (within SJSU)

		endowments through crowd-funding and/or other campaigns Identify opportunities for sponsorship of school initiatives by corporations and professional associations Identify opportunities for individual contributions to support school initiative	irrelevant once the school was permitted to use a percentage of special session revenue for scholarships		Variety and type of external partnerships (outside of SJSU)
6.3	Encourage faculty, masters' students, and doctoral students research and publication	Number of peer-reviewed publications Number of research presentations Publication of the SRJ Co-publication between faculty and graduate students	The tracking was already being done at the college level via the required University Research, Scholarship, Creative Activities metric. Faculty members felt that it was important to keep in the Strategic Plan in order to ensure that the metric gets submitted each year. The College RSCA metrics are often tied to internal grant funding.	Track iSchool faculty research and publications in terms of the College research and publication output.	School of Information peer reviewed publications in terms of overall College peer reviewed publications School of Information research presentations in terms of overall College research presentations

Appendix I. C - Program Learning Outcomes/Core Competencies Revisions

Program Learning Outcome/Core Competency A		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of intellectual freedom within that profession.	Need to incorporate central issues other than solely intellectual freedom; or propose to delete mention of this one issue.	Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession.
Program Learning Outcome/Core Competency B		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Describe and compare organizational settings in which information professionals practice.	N/A	No change
Program Learning Outcome/Core Competency C		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Recognize the diversity (such as cultural and economic) in the clientele and employees of an information organization and be familiar with actions the organization should take to address this diversity.	Do not limit to suggestions of only cultural and economic dimensions. Recognize diversity, inclusion, and equity in the clientele.	Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees.
Program Learning Outcome/Core Competency D		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Apply the fundamental principles of planning, management, marketing, and advocacy.	N/A	No Change
Program Learning Outcome/Core Competency E		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Design, query, and evaluate information retrieval systems.	N/A	No Change
Program Learning Outcome/Core Competency F		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items.	N/A	No Change
Program Learning Outcome/Core Competency G		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate understanding of basic principles and standards	N/A	No Change

involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas or other systems for making information accessible to a particular clientele.		
Program Learning Outcome/Core Competency H		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.	N/A	No Change
Program Learning Outcome/Core Competency I		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information	Combine I and J as they express overlapping ideas.	I and J combined
Program Learning Outcome/Core Competency J		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Describe the fundamental concepts of information-seeking behaviors	Rubric Change (for combination of I and J): A satisfactory statement of competency – o Articulates some of the prominent theories of information seeking behaviors. o Demonstrates the use of information seeking behaviors in designing and providing services that assist people in accessing information.	Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information.
Program Learning Outcome/Core Competency K		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Design instructional programs based on learning principles and theories	Need to emphasize collaboratively taught learning experiences	Design collaborative/individual learning experiences based on learning principles and theories
Program Learning Outcome/Core Competency L		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the	N/A	No Change

ability to evaluate and synthesize research literature.		
Program Learning Outcome/Core Competency M		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Demonstrate oral and written communication skills necessary for professional work including collaboration and presentations	Broaden to include all kinds of soft communication skills; widen the types of communication skills beyond just oral and written Rubric change: A satisfactory statement of competence has two parts – ○ Demonstrates professional leadership by, e.g.: 1. Commentary on presentation or attendance at professional conferences 2. Publication of a book review (such as in the Student Research Journal) 3. Service as an elected student group leader 4. Service on a school/college committee (such as the Faculty Research Committee) 5. Leadership in a current work-related position 6. Assuming leadership in a group project in class or on the job 7. Serving as an INFO203 peer mentor Presenting posters ○ Demonstrates communication skills such as (but not limited to): 1. Teaching Skills 2. Collaborative ways of creating, inventing, and sharing ideas	Demonstrate professional leadership and communication skills.
Program Learning Outcome/Core Competency N		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**
Evaluate programs and services using measurable criteria.	N/A	No change
Program Learning Outcome/Core Competency O		
Initial Program Learning Outcome/Core Competency	**Summary of Comments**	**Revised Program Learning Outcome/Core Competency**

Identify ways in which information professionals can contribute to the cultural, economic, educational, and social well-being of our global communities.	Focus on global perspectives on effective information practices.	Identify effective global practices employed by information professionals that support the cultural, economic, educational, or social well-being of society.

Appendix I. D - e-Portfolio Statements of Competency Rubric

INFO 289 e-Portfolio – Statements of Competency Rubrics

A satisfactory statement of competency will meet all the specific **content** and **universal** criteria listed below. A statement that does not meet all the criteria is unsatisfactory and will require revision. Each competency has specific and clearly defined criteria.

Specific Content Criteria: Specific to Each Competency

Core Competency A*: Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession*.

A satisfactory statement of competence:

- demonstrates knowledge of the chosen profession's ethical principles and the documents in which they are articulated
- provides examples of the complexity of applying values and principles in a real (as opposed to theoretical) context

Core Competency B*: Describe and compare different organizational settings in which information professionals practice.*

A satisfactory statement of competence:

- demonstrates understanding of the differences and similarities in organizational settings. Address **different** organizational settings so not e.g., two branches within a public library. A public library -no matter how many branches -is one organizational setting.
- compares specific characteristics of at least three information organizations, such as policies and practices regarding relationship to a parent organization, mission, funding structure, audience/clients, personnel, etc.

Core Competency C*: Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees*

A satisfactory statement of competence:

- shows awareness of diversity within a selected information environment
- shows knowledge of the impact diversity may have on the organization
- shows knowledge of programs or policies that promote a diverse environment for both clientele and employees

***Core Competency D**: Apply the fundamental principles of planning, management, marketing, and advocacy.*

A satisfactory statement of competence:

- Demonstrates the ability to participate in long-term planning or carry out project management
- Demonstrates understanding of how management theory can be applied in the workplace
- Shows the ability to market his or her work to users/clientele within or outside of the organization
- Shows understanding of how an information professional can be an advocate for a specific information entity
- Demonstrates an understanding of the impact the organizational setting has on the application of marketing and advocacy techniques

***Core Competency E**: Design, query, and evaluate information retrieval systems.*

A satisfactory statement of competence:

- Addresses **each** of the **three** parts of the competency
- Demonstrates an awareness of design principles for information systems
- Demonstrates the ability to retrieve information from different kinds of information systems (such as bibliographic/full-text databases, web portals and search engines, OPACs, social media tools, etc.)
- Describes how the organization of an IR system affects the search strategies used.
- Demonstrates the ability to use different searching functions, strategies, and tactics for locating relevant information.
- Demonstrates the ability to evaluate multiple components of an information retrieval system, such as the organization system used (hierarchical, classification, controlled vocabulary, tagging, menus, etc.), the underlying collection of information, the usability of a website, or the findability of the information system.

***Core Competency F**: Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items.*

A satisfactory statement of competence:

- Demonstrates understanding of the concepts that comprise the management of collections of data or objects, including selection, evaluation, organization, and preservation

- Addresses the application of collection management principles for both physical and digital content.

***Core Competency G**: Demonstrate understanding of basic principles and standards involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas or other systems for making information accessible to a particular clientele.*

A satisfactory statement of competence:

- Shows knowledge and application of official standards for organizing a particular kind of information
- Demonstrates knowledge of basic principles, de facto standards, and best practices for organizing information in physical and virtual environments
- Applies standards and principles to make information accessible.

***Core Competency H**: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.*

A satisfactory statement of competence:

- Identifies and describes current and emerging information and communications technologies.
- Demonstrates knowledge of current and emerging technological issues and trends and their impact on the information professions.
- Articulates how emerging technologies might impact an information environment

***Core Competency I:** Has been merged with J.*

***Core Competency J:** Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant and appropriate information.*

A satisfactory statement of competence:

- Articulates some of the prominent theories of information seeking behaviors.
- Demonstrates the use of information seeking behaviors in **designing** and **providing** services that assist people in accessing information

Core Competency K: *Design collaborative/individual learning experiences based on learning principles and theories.*

A satisfactory statement of competence:

- Articulates some contemporary learning theories.
- Demonstrates understanding of and ability to apply relevant learning theories in a particular information environment.

Core Competency L*: Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature.*

A satisfactory statement of competence:

- Articulates an understanding of **both** qualitative and quantitative research methods **and** their applicability to a specific environment
- Demonstrates ability to evaluate and synthesize research literature
- Shows ability to apply appropriate research methods in a specific work environment

Core Competency M: *Demonstrate professional leadership and communication skills*

A satisfactory statement of competence (Demonstrates professional leadership by - these are just some examples):

- Commentary on presentation or attendance at professional conferences.
- Publication of a book review (such as in the *Student Research Journal*).
- Service as an elected student group leader.
- Service on a School/college committee (such as the Faculty Research Committee, Curriculum Committee, Diversity Committee).
- Leadership in a current work-related position.
- Assuming leadership in a group project in class or on the job.
- Serving as an INFO203 peer mentor.
- Presenting posters.

  Demonstrates communication skills such as (but not limited to):

- Teaching Skills.
- Collaborative ways of creating, inventing, and sharing ideas.

***Core Competency N**: Evaluate programs and services using measurable criteria.*

A satisfactory statement of competence:

- Demonstrates understanding of the concept of measurable criteria and their importance
- Focuses on the **evaluation** of professional activities and services rather than on content or collections
- Includes discussion of how evaluation can improve the design or provision of

***Core Competency O (for students entering from spring 2015):** Understand global perspectives on effective information practices that are supportive of cultural, economic, educational, or social well-being.*

A satisfactory statement of competence:

- Demonstrates the ability to consider issues from a global perspective.
- Shows the ability to apply international standards and practices within the discipline or professional area.
- Demonstrates an appreciation of the relationship between the chosen field of study and professional traditions elsewhere.
- Demonstrates appreciation of the diversity of language and culture

***Universal Criteria: Applicable to all Competencies**:*

Organization

- The statement of competency essay is clearly organized, with an introductory paragraph or section, evidence paragraphs, and a conclusion.
- Each paragraph has an internal structure, with a topic sentence, supporting sentences, and transitions between ideas
- The author has made it clear (through file-naming conventions, placement on the page, direct links, etc.) which artifact is associated with which evidence section.

Content

- The competency is defined, with each part of the competency explained thoroughly and specifically, including why it is important to the author as a professional and to the profession as a whole.
- The evidence presented includes at least one (if unusually relevant or strong), and no more than four artifacts that, taken together, demonstrate the full range of skills and knowledge addressed in the competency.

- Each evidence paragraph begins with a topic sentence that includes the name of the artifact (including the filename or a direct link to the artifact file so that it is clear which artifact is associated with which explanation) and the class or experience in which this artifact was created.
- Each evidence paragraph or section contains an argument that connects the artifact directly to the competency, making a strong case for why the selected artifact is a clear demonstration of the author's understanding of the particular competency and of the author's skills and abilities with regard to that competency.
- The conclusion paragraph or section is at the end of the competency statement and suggests how the author will apply this knowledge in the future.

Writing

- The competency statement displays a mastery of the conventions of written English, as demonstrated by appropriate spelling, usage, punctuation, and grammar.
- If necessary, the competency statement includes appropriate references to the published literature to support the author's points.
- If included, the in-text citations and reference list are appropriately formatted using a standard citation style, such as APA.

Standard II: Curriculum

Standard II: Curriculum

Standard 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.

Context Statement

The School of Information educates information professionals who contribute to the well-being of our global communities and expands the knowledge base of the information professions through research and scholarship, as stated in its mission.

In pursuit of this mission, the Master of Library and Information Science degree is a 43-unit program composed of 16 units of required courses and 27 units of electives. The curriculum is grounded in and unified by a foundational core of knowledge, skills, and abilities (KSAs)—a set of program learning outcomes/core competencies (PLOs/core competencies)—that define and unite information professionals regardless of where they practice. In addition, the multifaceted, wide-ranging selection of electives allows students to follow a variety of career pathways or to pursue a more generalized program. This comprehensive curricular model provides students with a strong foundation in the LIS field as well as the opportunity to refine their learning environment according to their personal interests and professional goals.

Program Learning Outcomes

Program learning outcomes/core competencies are explicitly integrated into every course, and each syllabus lists the relevant PLOs/core competencies addressed. Multiple sections of a single course share the same program learning outcomes/core competencies, enumerated below. Upon completion of the Master of Library and Information Science program, students will have achieved 14 learning outcomes and possess the following core competencies:

Table II. 1 - Program Learning Outcomes and Core Competencies

School of Information's 14 Program Learning Outcomes and Core Competencies
A. Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession;
B. Describe and compare different organizational settings in which information professionals practice;
C. Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees;
D. Apply the fundamental principles of planning, management, marketing, and advocacy;
E. Design, query, and evaluate information retrieval systems;
F. Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items;
G. Demonstrate understanding of basic principles and standards involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas, or other systems for making information accessible to a particular clientele;
H. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies;
J. Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information;
K. Design collaborative or individual learning experiences based on learning principles and theories;
L. Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature;
M. Demonstrate professional leadership and communication skills;
N. Evaluate programs and services using measurable criteria;
O. (For students entering from spring 2015 to present) Understand global perspectives on effective information practices that are supportive of cultural, economic, educational, or social well-being.
(Note: the letter I is not used because it was recently integrated into another PLO/core competency.)

In addition to defined program learning outcomes/core competencies, each course identifies specific course learning outcomes (CLOs), and all assignments are linked on the syllabus to the specific CLO(s) they fulfill. All sections of a single course share common CLOs, but individual instructors can meet those objectives through designing their own assignments and activities. A tutorial guides instructors through establishing and linking to CLOs and including them on syllabi.

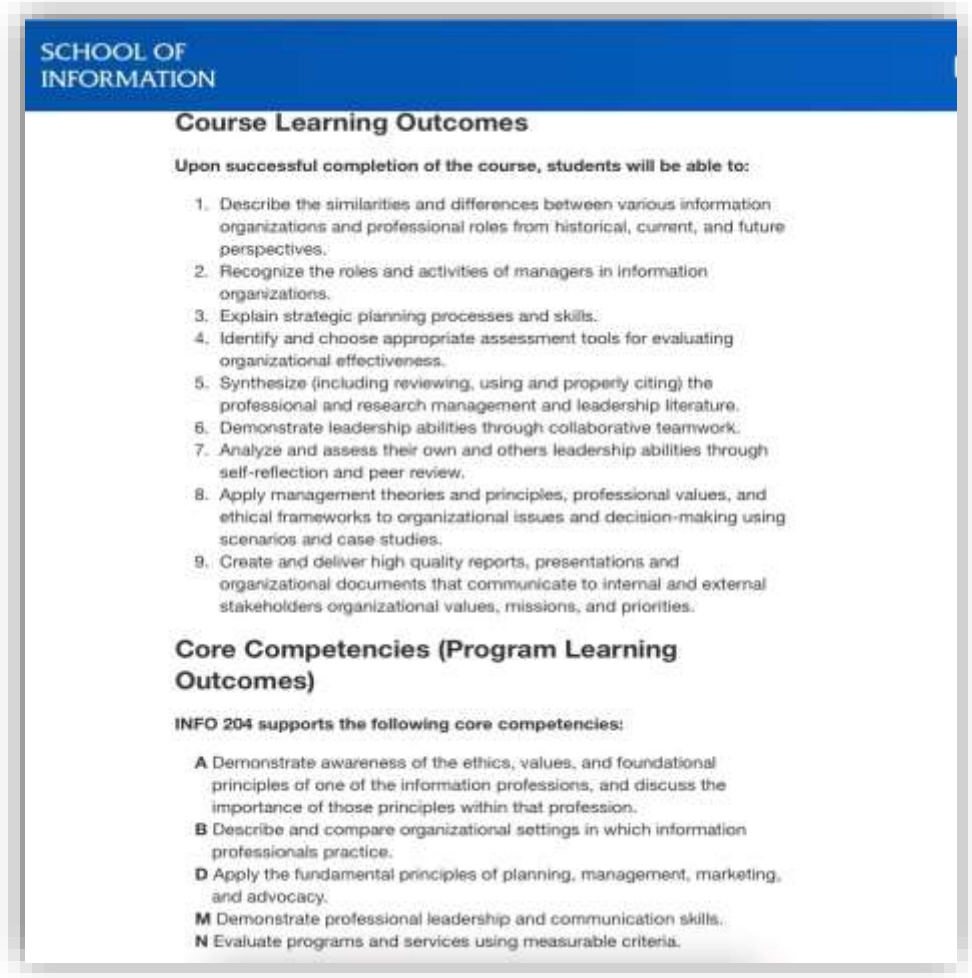
New or Revised Courses

When an instructor wants to develop a new course, they submit their request with required documentation to the Curriculum and Program Development Committee for full review. However, if an instructor wants to change the CLOs or PLOs/core competencies for an *existing approved course*, they use a restricted online form to submit the proposed revisions to the committee's co-chairs, who ensure that the specified PLOs/core competencies are both relevant and fulfilled. If the changes are determined to be major, a new proposal is submitted to the committee for a full review. All new proposals are approved by the entire faculty during their quarterly retreat.

Syllabus Template

All syllabi use a standard accessible template and are publicly available.

The following syllabus example shows the CLOs and PLOs/core competencies addressed in INFO 204 Information Professions in the fall 2021 semester.



SCHOOL OF INFORMATION

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe the similarities and differences between various information organizations and professional roles from historical, current, and future perspectives.
2. Recognize the roles and activities of managers in information organizations.
3. Explain strategic planning processes and skills.
4. Identify and choose appropriate assessment tools for evaluating organizational effectiveness.
5. Synthesize (including reviewing, using and properly citing) the professional and research management and leadership literature.
6. Demonstrate leadership abilities through collaborative teamwork.
7. Analyze and assess their own and others leadership abilities through self-reflection and peer review.
8. Apply management theories and principles, professional values, and ethical frameworks to organizational issues and decision-making using scenarios and case studies.
9. Create and deliver high quality reports, presentations and organizational documents that communicate to internal and external stakeholders organizational values, missions, and priorities.

Core Competencies (Program Learning Outcomes)

INFO 204 supports the following core competencies:

A Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession.
B Describe and compare organizational settings in which information professionals practice.
D Apply the fundamental principles of planning, management, marketing, and advocacy.
M Demonstrate professional leadership and communication skills.
N Evaluate programs and services using measurable criteria.

Figure II. 1 - Syllabus Example Showing CLO/PLO Alignment

Course Description Tool

Using the MLIS Course Content online tool, students can see a description of each course, course prerequisites (if any), course learning outcomes, and the program learning outcomes/core competencies supported. (*External Review Panel: Scroll down to the drop-down box and select a course. If a course has multiple topics, a submenu will appear—also as a drop-down).* The screenshot below displays the relevant information for INFO 240 Information Technology Tools and Applications, as indicated by the drop-down box selection at the top.

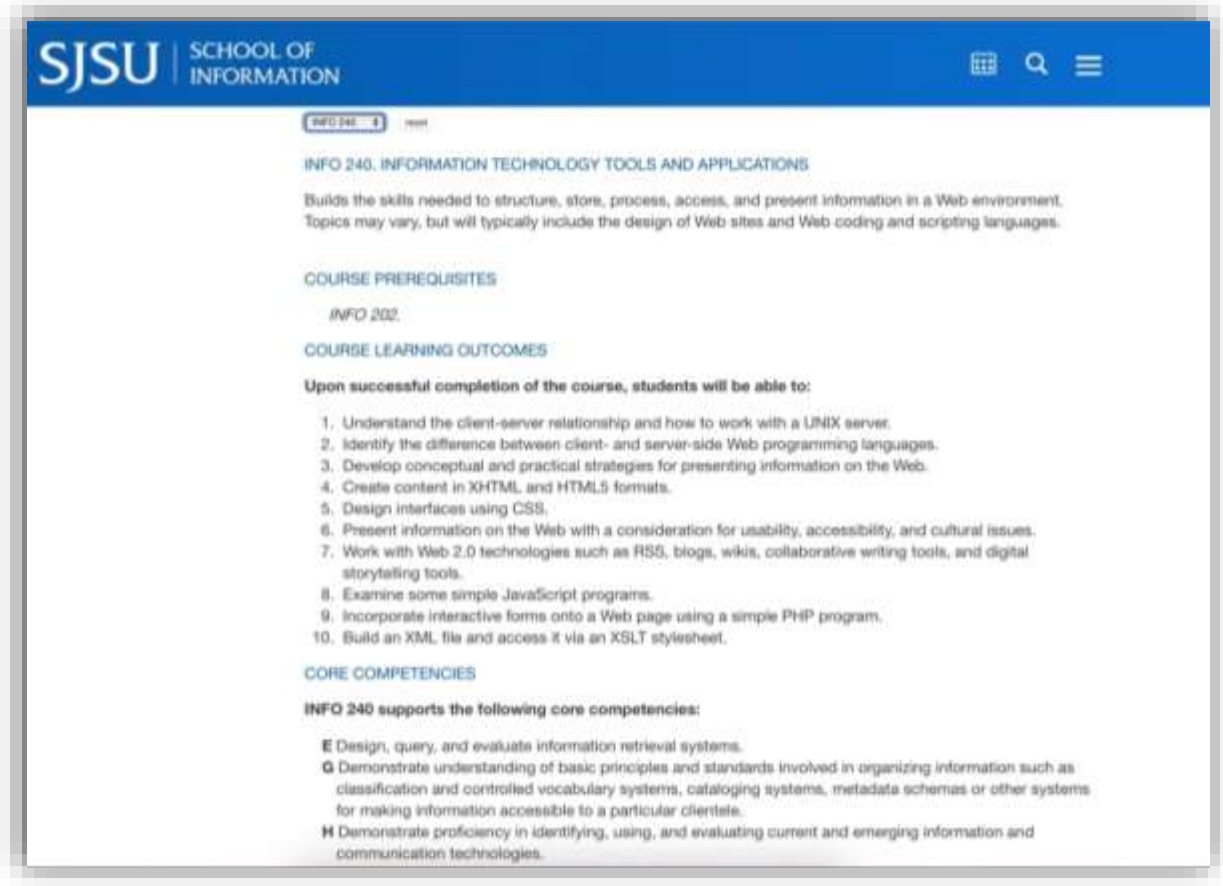


Figure II. 2 - Course Content Online Tool

Course-to-Core-Competency Mapping Database

In addition, the school provides a MLIS Courses and Core Competencies database where students can select any of the PLOs/core competencies and then view all of the courses that support them (*External Review Panel: Scroll down to the drop down box and select a program learning outcome).* The screenshot below shows the mapping of relevant courses to Core Competency O, as displayed by the drop-down menu selection of Core Competency O.

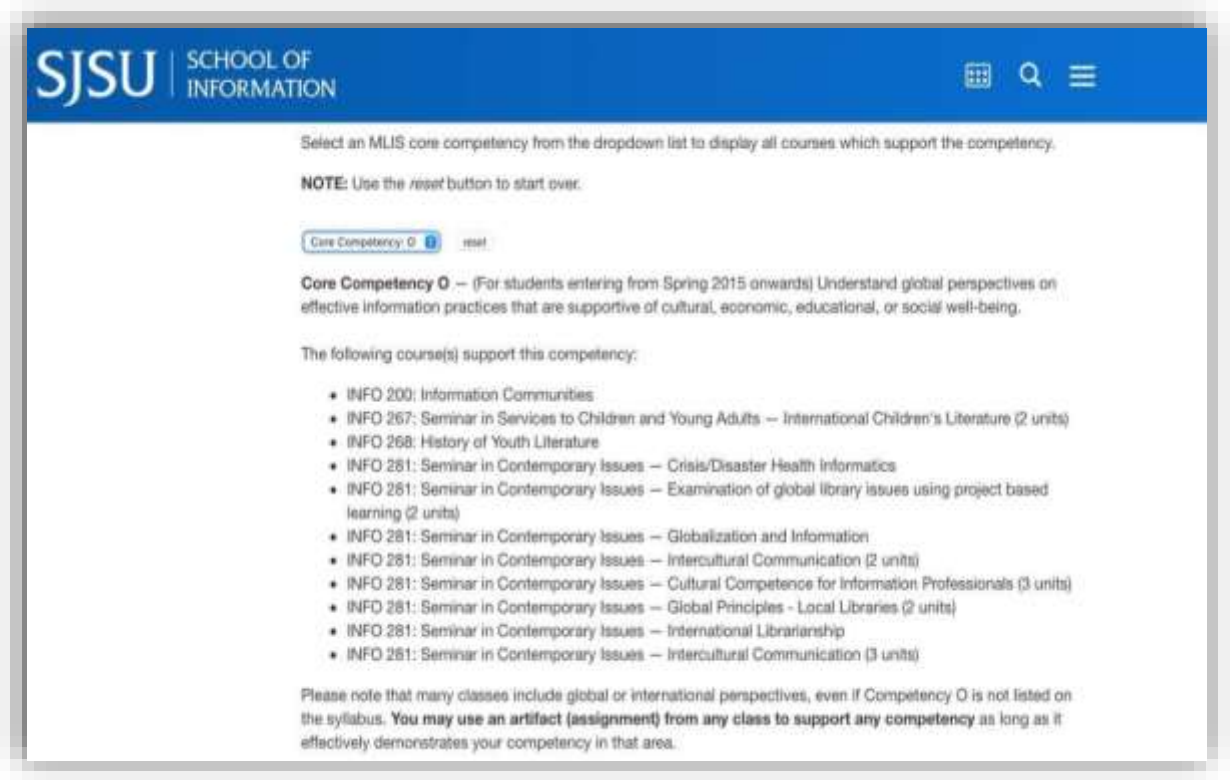


Figure II. 3 - Mapping of Relevant Courses to Core Competency O

Program Learning Outcomes/Core Competencies Assessment

Students demonstrate mastery of all of the program learning outcomes/core competencies for the Master of Library and Information Science degree before graduation by means of the e-Portfolio culminating experience via the INFO 289 course (discussed in detail below). The e-Portfolio is a program-level assessment performed through reflective essays composed by graduating students, supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout their studies. Students have e-Portfolio rubrics to guide them. The e-Portfolios are reviewed by the full-time faculty who provide feedback to the student during the process. See two e-Portfolio examples below.

Table II. 2 - e-Portfolio Examples

e-Portfolio Examples	
1.	Student One e-Portfolio Example
2.	Student Two e-Portfolio Example

In lieu of completing the e-Portfolio, students may instead opt to write a graduate-level thesis. In the last four years, no student has elected to do so. Students have articulated that their preference for the e-Portfolio stems from their desire to enter the job market as soon as possible (a thesis typically extends the time in the MLIS program by at least one year) and acknowledgement of employers' emphasis on candidates' skills and competencies.

Required Courses

All students are required to take six courses, independent of other specialized courses related to their specific fields of interest or career pathways.

Table II. 3 - Required Core Courses

Six Required Core Courses	
1.	INFO 203 Online Learning Tools and Strategies for Success
2.	INFO 200 Information Communities
3.	INFO 202 Information Retrieval System Design
4.	INFO 204 Information Professions
5.	INFO 285 Applied Research Methods
6.	INFO 289 e-Portfolio or INFO 299 Thesis

INFO 203 Online Learning Tools and Strategies for Success

All incoming students are required to enroll in INFO 203 Online Learning Tools and Strategies for Success, a one-unit introductory course. The primary purpose of INFO 203 is to prepare new students to be successful in the school's online learning environment. The course introduces students to a variety of new and emerging technologies, including different social networking platforms, content and learning management tools, cybersecurity issues, and web conferencing. Students create their own WordPress blogs, use RSS feeds, and collaborate on Google Docs. The course is taught by a team of faculty members and peer mentors, under the supervision of the Director of Online Learning**.** INFO 203 begins before the official start of the semester, usually three weeks prior, and students are encouraged to work through as much of the content as possible before they begin other courses. By completing INFO 203 in advance of starting other course work, students are better prepared for the online learning environment. View a video overview of INFO 203 by Director of Online Learning Bethany Winslow.

Figure II. 4 - Video Course Overview of INFO 203 – Click to View

The course description is as follows:

This course introduces students to a variety of new and emerging technologies used in today's online environment. It includes various social networking platforms, content and learning management tools, cybersecurity issues, web conferencing, and strategies for success in the online learning environment.

As the program's entry point, INFO 203's administrative objectives and course learning outcomes reflect its key positioning in the program.

The course's objectives are:

- To determine if each student is equipped for the online environment;
- To prepare new students for success in the online environment.

INFO 203's course learning outcomes are:

1. Employ appropriate social networking software for collaboration with colleagues;
2. Utilize a learning management system to organize course work;
3. Use the tools of web conferencing software to work synchronously with colleagues;
4. Use a variety of tools and strategies to ensure success while taking course work via an online environment.

The course consists of nine modules:

1. Learning Management System
2. Social Networking Platforms and Principles
3. Technology Tools and Literacy
4. Web Conferencing: Zoom
5. Personal Skills
6. King Library Resources
7. APA Style
8. Success as an iSchool Student
9. MySJSU

The course syllabus lists the topics for each module.

All new students are required to successfully complete INFO 203 within the first four weeks of their first semester. If they do not successfully complete this course, they are placed on administrative probation and are given the option to complete the course in the following semester.

Since INFO 203 is the first course that students take in the online degree program, special attention is paid to building competence in areas that will bolster academic success. One of the strategies to meet this need is the course's extensive use of peer mentors: students much further along in the MLIS program who are trained by the director of online learning. One peer mentor is assigned to each course section and works with the faculty member to answer

questions, assess assignment submissions, and provide feedback. In addition, the peer mentors conduct online sessions on topics of interest and create instructional screencasts. They also provide individual feedback to students and promote networking among classmates. Although the course work is mostly asynchronous, each student participates in at least one synchronous web conferencing session with their designated peer mentor. Peer mentors receive INFO 298 Special Studies credit (discussed below) for their participation.

Additional support for the class is provided by:

- The school's library liaisons, who provide a library orientation and oversee the library tutorials used in the course;
- The King Library's senior access service coordinator, who delivers a presentation on library resources and provides individual student assistance as needed;
- The school's dedicated career center consultant, who offers an overview of services and an online workshop.

Detailed information about INFO 203 can be found in this example syllabus. *The External Review Panel will be joined to the Canvas site to observe this course.*

INFO 203 Online Learning Tools and Strategies for Success: Details and Reviews

The course design of INFO 203 was reviewed and certified by a Quality Matters (QM) team in 2016 and was recertified in June 2021.

Two reviews of INFO 203 Online Learning Tools and Strategies for Success were conducted during this accreditation period as part of the school's curriculum review cycle**.** The course structure is updated regularly to reflect the assessment feedback and the school's needs to prepare students for the rest of their course work. Here are direct links to the 2016 and 2019 Review Reports. A detailed list of changes made based on evaluation results are discussed in Standard II.7.

Beginning spring 2021, the Zoom web conferencing module was updated to offer more functionality and features for students who are already familiar with the platform. This modification was made based on student survey feedback. The new advanced training covers tools such as polling, breakout rooms, security, and screensharing, and the Zoom module assignment has been expanded to include a requirement that each student create a recording of their own Zoom meeting. This is intended to ensure that students know how to access their university Zoom Pro accounts, convene a meeting, and create a recording using audio and either webcam or screen sharing. They must upload the recording to either Google Drive or YouTube, adjust the privacy settings, and then share the link.

Core Courses

In addition to INFO 203, all students begin the program with three core courses, INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions. These three-unit foundational courses must be taken prior to enrollment in other courses and are typically completed during the first two semesters. The following descriptions outline the scope of INFO 200, 202, and 204:

- INFO 200 Information Communities: Examines information users and the social, cultural, economic, technological, and political forces that shape their information access and use. The different resources and services that information professionals provide for their user communities are addressed, as well as ethical/legal professional practice. This course meets SJSU's graduate writing assessment requirement. All students enrolled in this course receive a one-year paid membership to a professional association.

- INFO 202 Information Retrieval System Design: This course covers the design, querying, and evaluation of information retrieval systems, from web hierarchies to controlled vocabularies.

- INFO 204 Information Professions: Examines the organizations and environments in which information professionals work. This course explores different specializations and career paths, professional communities, networks and resources, ethical and legal frameworks. It also introduces management and leadership theories and concepts and applies them to different information environments. Special focus is placed on management responsibilities to emphasize the importance of these skills in the professional environment.

Consistency is built into the curriculum through the designated and uniform program learning outcomes/core competencies to ensure that all curricular requirements are met regardless of the number of course sections taught by different instructors.

Together, the three core courses address all 14 program learning outcomes/core competencies. Sufficient overlap in the old and new core courses ensures that no students will be at a disadvantage. For example, a student who took an old section of INFO 202 and a new section of INFO 204 will still have covered all the PLOs/core competencies, as demonstrated by the mapping of the current PLOs/core competencies to the core course curriculum shown below.

Table II. 4 - Mapping of Program Learning Outcomes/Core Competencies to Core Course Curriculum

PLO/Core Competency	Core Course	Course Artifacts/Notes
COMP A - Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of those principles within that profession.	204	204: Discussion post - Core professional values in information organizations; Discussion post - ethical case studies
COMP B - Describe and compare organizational settings in which information professionals practice	204	204: Discussion post - Core professional values in information organizations; Assignment - Organizational Analysis
COMP C - Articulate the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees.	200	200: Research Paper
COMP D - Apply the fundamental principles of planning, management, marketing, and advocacy	204	204: Activities - Elevator pitches and Budget cut case studies; Discussion - HR case studies; Assignments - Leadership Philosophy and Organizational Analysis
COMP E - Design, query, and evaluate information retrieval systems	202	202: Project 1, Designing & Evaluating Database (evaluate user needs and collection attributes, design and construct data structure, build fields, field values, create database content, test and evaluate a database)
COMP F - Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items	200 202	200: Information Sources Survey 202: Project 1, Designing & Evaluating Database; Project 2, Designing Vocabulary for Target User Group; Exercise 3, Conducting User Research (card sorting) to understand ways to organize website content and concepts of structure, labelling, and organization for digital access to a physical collection; Project 3, Evaluating & Designing Web Information Structures (concepts of evaluating the organization of digital content)
COMP G - Demonstrate understanding of basic principles and standards involved in organizing information such as classification and controlled vocabulary systems, cataloging systems, metadata schemas or other systems for making information accessible to a particular clientele	202	202: Project 2, Designing Vocabulary for Target User Group; Project 1, develop fields specific to collection of non-bibliographic objects and write rules and standards for entry of database records. Course lectures cover established metadata schemata and standards (LCSH, Dublin Core, EAD, etc.).
COMP H - Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies	200 202 204	200: Reflection Blogging (Emerging Technology Use of Information Community) and use of Community Site blog 202: Learn and apply Database management software (currently WebDataPro) 204: Professional Synthesis assignment (students asked to complete via a non-traditional format); Discussion post: Tech Trends Memo

COMP I has been integrated into another PLO/core competency.	N/A	N/A
COMP J - Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant and appropriate information	200	200: Context Book Review, Reflection Blogging (Community Description, Information Seeking of Community, Research Article Summary, Information Community & Instructional Programming, Global Issues & Information Community, Emerging Technology Use of Information Community), Information Sources Survey, Literature Matrix, Research Paper
COMP K - Design collaborative/individual learning experiences based on learning principles and theories	200	200: Reflection Blogging (Information Community & Instructional Programming)
COMP L - Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature;	200	200: Literature Review Matrix and Research Paper
COMP M - Demonstrate professional leadership and communication skills	200 204	200: Blog posts, all written work 204: Assignment - Leadership Philosophy; Discussion - virtual teams and the role of leadership; Assignment - Group Ground Rules (part of the Organizational Analysis assignment); Assignment - Online presentation
COMP N - Evaluate programs and services using measurable criteria	204	204: Activity - Assessment Plan - students prepare a mini-assessment plan for a strategic goal answering the questions: What kinds of conclusions do you want to come to? How will you analyze the data? What data will you collect? What question(s) will you ask? 204: Assignment - Organizational Analysis activity (part of the strategic plan section)
COMP O - Identify effective global practices employed by information professionals that support the cultural, economic, educational, or social well-being of society.	200 202 204	200: Reflection Blogging (Global Issues & Information Community) 202: Topical discussion evaluating websites and aspects of accommodating international settings and differences in cultural, social, and economic backgrounds of users 204: Optional discussion post on core values in international settings

Core Course Coordinators

A full-time faculty coordinator oversees each of the core courses. The current core course coordinators are as follows:

- INFO 200 Information Communities: Dr. Michael Stephens
- INFO 202 Information Retrieval System Design: Dr. Virginia Tucker
- INFO 204 Information Professions: Dr. Deborah Hicks

The core course coordinators ensure that the course learning outcomes are appropriate and that all sections address the same outcomes. They also conduct annual assessments to ensure that the core courses are complementary and cover the breadth of the LIS field. A repository of materials for each core course is housed in Canvas and managed by the relevant course coordinator. Course instructors can access the repository.

The core course coordinators are also responsible for recommending changes in assignments or readings, facilitating discussions of effective teaching strategies and techniques, and keeping materials up to date and representative of current practice in the field. Annual reports are provided by the core course coordinators at every May faculty meeting. For more detail, see Responsibilities of Core Course Coordinators.

Students who do not earn a grade of "B" or higher in any of the three core courses are placed on administrative probation and permitted to retake the course one more time. If they do not earn a "B" or higher the second time, they are disqualified from the program. See the required grade details explanation. This proviso is specified in student admissions criteria and further discussed in Standard IV.3.

Data regarding the number of students who do not meet the requirement to earn at least a "B" in each of the core courses can be found on the Program Performance Page: Data about Students Making Less than a B in Core Classes**.**

The coordinators also conduct a deeper evaluation of the core courses as part of the regularly scheduled curriculum review process. The review's intent is to ensure that the core courses: (1) dovetail with recent developments in the LIS field and current professional practices, (2) address all of the school's PLOs/core competencies, and (3) collectively cover *all* of the school's PLOs/core competencies. Evidence of this coverage includes a deliverable/artifact aligned with each competency.

During the accreditation period, the core courses were comprehensively reviewed twice. The first core courses report was produced in 2015. The most recent review was conducted in 2018, and the final core courses report was presented to the faculty at the May 2019 retreat.

INFO 200

INFO 200 is composed of 14 modules that explore the topics of information communities, information behaviors, and service to users in varied information environments. Course content is created by different instructors, including full-time and part-time faculty, in alignment with their areas of expertise. Each instructor uses the collectively produced content, then records their own "wrapper" video or audio for each module. The "wrapper" provides their perspective on the topic and weekly updates and pertinent information about their sections. The course coordinator is added to all INFO 200 sections each semester to observe the flow of each instructor's course so that they can provide feedback as needed. View a video overview of INFO 200 by Dr. Michael Stephens.

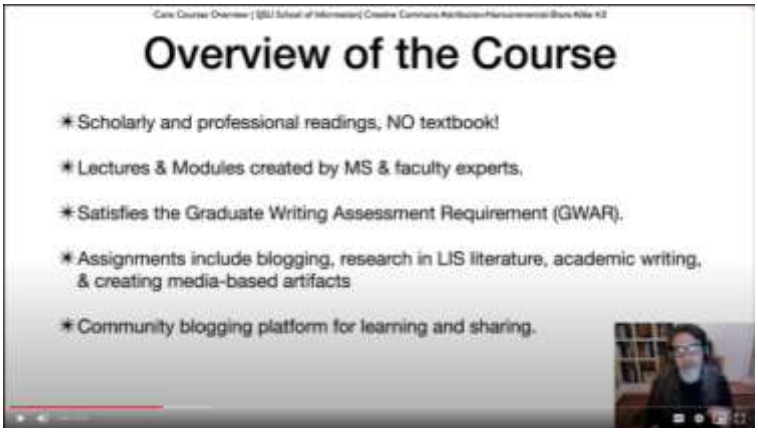


Figure II. 5 - Video Course Overview of INFO 200 – Click to View

Below is a representation with links to the 14 modules covered in Dr. Michael Stephens's section of INFO 200:

- Module 1: Information Communities- An Introduction
- Module 2: Researching Information Communities: Part 1: Identifying Information Sources and Part 2: Academic Writing Conventions and Style
- Module 3: Information Seeking Behavior 1
- Module 4: Information Seeking Behavior 2
- Module 5: Information Communities and Diverse Information Needs
- Module 6: Research-based Information Resources
- Module 7: Community-based Information Resources
- Module 8: User Experience
- Module 9: Intellectual Freedom and Information Communities
- Module 10: Information and Misinformation
- Module 11: Teaching and Learning
- Module 12: Global Information Communities
- Module 13: Emerging Technologies
- Module 14: Expanding Roles

INFO 202

INFO 202 has a dual instructional approach, aiming to ensure both consistency across the sections and customization that draws upon the instructor's areas of expertise. Each faculty member both delivers shared content so that students achieve the same learning outcomes and adds unique material that reflects their own body of knowledge and experience. [View a video overview of INFO 202](#) by Dr. Virginia Tucker.

Figure II. 6 - Video Course Overview of INFO 202 – Click to View

The table below shows Dr. Geoffrey Liu's INFO 202 assignment structure and provides a snapshot of the course's comprehensive coverage of information systems and users:

Table II. 5 - INFO 202 Assignments and Learning Outcomes

Assignment	Learning Objectives	Portion of Course Grade
Individual Exercises (in support of group projects) 1. WebDataPro Orientation 2. Attributes & Simple Data Structures 3. Creating Standards for Database Content (Writing a Rule) 4. Vocabulary Design Basics	1, 2, 3, 4, 5, 6, 7, 8	20% (5% each)
Group Projects (Database & Hierarchy Design) 1. Design & Evaluate Database (non-bibliographic) 2. Design Controlled Vocabulary for Target User Group 3. Conduct user research (card sorting) 4. Evaluate & Design Websites (site map / structure)	1, 2, 3, 4, 5, 6, 7, 8, 9	40% (10% each)
Online Group Discussion • Self-introduction (class) • Topic #1: Organizing things • Topic #2: Relevance & major perspectives • Topic #3: Evaluating search engines	1, 2, 5, 6, 7	30% (3%) (9%) (9%) (9%)
Short Term Paper: Social impacts of IR technologies		10%
Total		100%

INFO 204

The instructional approach to INFO 204 is flexible and focused on enabling instructors to meet the course learning outcomes and program learning outcomes/core competencies in a manner consistent with their pedagogical style. Materials that instructors can adapt to suit their needs are shared on the INFO 204 instructor Canvas site. All sections require a group project focused on developing core organizational documents, such as a strategic plan and/or environmental scan. The table below lists Dr. Cheryl Stenstrom's INFO 204 course section assignments.

Figure II. 7 - Video Course Overview of INFO 204 – Click to View

Table II. 6 - INFO 204 Assignments

INFO 204 Course Assignments

1. **Discussion**

Students will perform a series of activities relating to the information professions and their organizational analysis.

2. **Exploratory Essay**

Using LIS databases and other relevant resources, students will read, analyze, and respond to a recent scholarly article on transferable skills and competencies in the modern knowledge economy for library and information science (LIS) professionals.

3. **Organizational Analysis**

Working together in small groups, students will assume roles on teams to create an organizational analysis, in two parts, for an information organization. In the first part, each team will draft vision, mission and value statements for the organization. In addition, teams will produce a literature review and conduct an environmental scan including a SWOT analysis (strengths, weaknesses, opportunities, and threats). Based on findings of the first part of the project, the group will articulate strategic directions for the information organization in the second half of the project. Goals will be measured by appropriate criteria specified and presented by the team to their classmates. An annotated bibliography will also be included in this second part of the report. A peer review regarding individual contributions and performance on the team will be included and considered in the final grade for the team project.

4. **Career Development**

Students will be introduced to the extensive School Career Development online resources and will be asked to submit their resume. In addition, students will also utilize the e-Portfolio function in the Canvas learning management system.

5. **Professional Synthesis**

A culminating synthesis allows students to reflect and respond to the major elements of INFO 204 and the information professions, supported and informed by the course and supplemental scholarly material. Students will utilize an alternate format (e.g., website, wiki, podcast, video, PowerPoint, Prezi, etc.) to produce and present their culminating assignment.

INFO 285 Applied Research Methods

In addition to INFO 203 Online Learning Tools and Strategies for Success and the three core courses, students are required to take INFO 285 Applied Research Methods, a three-unit course.

The course description is as follows:

Covers fundamental principles, processes, values, and roles of research for professional application in information organizations. Students will become critical consumers of research products. Emphasis will concentrate on developing, planning, and producing a quality research proposal. In addition to a general research methods class, which examines a variety of research methodologies, the school offers a number of applied or specialized sections of INFO 285 Applied Research Methods for students to choose from.

Examples of specialized sections offered in spring 2021 include:

- Action Research
- Evaluating Programs and Services
- Historical Research
- Research in Academic Librarianship
- Survey Research
- Youth Services

Like the other required courses, all INFO 285 sections have the same course learning outcomes and program learning outcomes/core competencies. Instructors also share a common overview lecture on research methods, and all students must complete Institutional Review Board (IRB) certification. INFO 285 is one of the more unique required courses in that its varying foci provide students with the opportunity to select a section that aligns with their professional interests, and yet, regardless of what section they choose, the course's structure grounds all students in foundational research concepts and methodologies.

The INFO 285 coordinator maintains regular communications with all instructors and helps to acclimate new instructors. The coordinator creates and maintains a site in the course management system (Canvas) so that instructors can access useful information and facilitate discussion. The site contains information about the course objectives, Core Competency L, mandatory requirements, and other resources.

An important measurement of INFO 285's success is how well students address Core Competency L in the INFO 289 e-Portfolio culminating experience course. Core Competency L requires students to demonstrate understanding of quantitative, qualitative, and mixed research methods and to be able to evaluate and synthesize research literature. The review of

Core Competency L is part of the assessment of individual program learning outcomes/core competencies.

The data presented in March 2019 (referencing fall 2018 data collection), the most current review cycle of core courses during this accreditation period, provided the following evidence related to Core Competency L:

- 97% of student submissions needed zero revisions to meet or exceed expectations;
- 2% of submissions needed one revision to meet or exceed expectations;
- 1% of submissions needed two revisions to meet or exceed expectations.

INFO 289 e-Portfolio

INFO 289 e-Portfolio, a three-unit culminating experience course, is a program-based assessment to ensure that every student meets all 14 program learning outcomes/core competencies for the degree before graduation. This course is taken in a student's last semester.

Full-time faculty members serve as e-Portfolio advisors. Throughout the semester, they shepherd students through the process by reviewing drafts, suggesting revisions, and performing assessments using the e-Portfolio competency statement rubrics. Ultimately, they decide whether the e-Portfolio passes. Advisor assignment is random and is conducted by the associate director, who coordinates INFO 289.

A complete e-Portfolio that demonstrates understanding of program learning outcomes/core competencies consists of the following components:

- Introduction: Overview and orientation to the e-Portfolio, providing an explanation of the site's organization and a summary of the process the student undertook to complete it;

- Competency essays, with supporting evidence: For each competency, students write a thorough explanation and analysis. They attach or link to relevant artifacts they have developed over their course of study and delineate how each of them demonstrates competency. Typically, students present one to three artifacts for each statement. These artifacts are usually pulled from course work and can take any form (e.g., text documents, videos, web pages, and images). Students write a short conclusion to each essay in which they explain how they will apply this knowledge in future settings;

- Conclusion: The conclusion typically includes reflections on the program, a discussion of the student's strengths, and a professional growth plan;

- Affirmation statement: The last component attests to the student's academic integrity and confirms that the student has made every effort to protect the privacy of other students and institutions.

To receive credit for INFO 289, a student's e-Portfolio advisor must approve all 14 competencies as well as the introduction, conclusion, and affirmation. In rare situations, students will receive a grade of "RP" (report in progress) for either of the following circumstances:

- At least 10 of the 14 required statements of competency and the evidence presented for meeting competencies are graded as satisfactory by the faculty advisor;
- A student-initiated RP request due to illness or family emergency, supported by documentation, is submitted to either the advisor or the e-Portfolio coordinator no later than 72 hours prior to the due date.

A student who receives a "RP" does not have to register or pay for the class again. They have two years to complete the remaining competencies. A grade of "NC" (No Credit) will be given for any situation not included under RP status, e.g., if a student submits nine or fewer (satisfactory or unsatisfactory) statements of competency. A student who receives "NC" is placed on administrative probation and will have to register and pay for the class again if they want to complete the degree. They have one more chance to take the course and pass before they are disqualified from the program. From 2014 to spring 2021, 18 students (0.35%) were disqualified because they failed to produce a satisfactory e-Portfolio after two attempts, despite extensive feedback from their faculty advisors. Further examination found that each of these students was unable to complete the work due to non-curricular issues. Each was disqualified due to not submitting competencies after being given two attempts. The graduate advisor reached out to see if there were extenuating circumstances. Six students provided extenuating circumstances and were given a third attempt, which they did not use. The other students could not produce any extenuating circumstances and accepted the disqualification.

Data regarding first time passing rates for the e-Portfolio are published on the website. As evidenced, the first-time passing rate is typically around 88%-90%.

Full details about the e-Portfolio are available in the INFO 289 e-Portfolio Handbook. Examples of e-Portfolios can be viewed (*passwords: sjsuslis; jobpathways*).

INFO 299 Thesis

The second option for satisfying the culminating experience requirement is the three-unit INFO 299 Thesis. The thesis must reflect scholarly research on a topic of significance and make an important contribution to the field. It represents a major undertaking and may take as many as two or more years to complete. Details on the thesis process and requirements are provided on the website.

In the past four years, no students have elected to write the thesis. They are interested in quicker job market entry and are being asked by prospective employers to demonstrate desired skills and competencies, as reflected by completion of the e-Portfolio.

Electives and Career Pathways

Students must complete 43 units of course work to earn their Master of Library and Information Science degree. Of those, 16 units are required courses (described previously), leaving 27 elective units. Elective courses support at least one, and usually several, of the program learning outcomes/core competencies.

An overview of elective courses can be found on the website and is reproduced below. Each elective entry offers a summary, a list of course prerequisites, and, for multiple-topic electives that are repeatable, the number of units that can be applied toward each one.

The use of broad seminar titles on a variety of different topics—and the ability for students to repeat those courses up to a specific number of units—facilitates the school's update of curriculum to respond quickly to changing work environments. The topics chosen are based on input from the program advisory committees.

The school's multiple topic courses are:

- **INFO 220 Resources and Information Services in Professions and Disciplines**

  Examples of topics are:

  - Data Services in Libraries
  - Film and Media Collections
- **INFO 246 Information Technology Tools and Applications–Advanced**

  Examples of topics are:

  - Big Data Analytics and Management
  - Information Visualization
- **INFO 267 Seminar in Services to Children and Young Adults**

  Examples of topics are:

  - Outreach Services to Teens and Children
  - International Children's Literature
- **INFO 281 Seminar in Contemporary Issues**

  Examples of topics are:

  - Cultural Competence for Information Professionals
  - Civic Literacy
- **INFO 282 Seminar in Library Management**

  Examples of topics are:

  - Crisis Management: The Expanding Role of Information Professionals

- Change Management

- **INFO 284 Seminar in Archives and Records Management**

  Examples of topics are:

  - Medieval Manuscripts: Genres
  - Special Collections

- **INFO 287 Seminar in Information Science**

  Examples of topics are:

  - Innovation and Participatory Practice in Libraries
  - STEM in Libraries

The online MLIS course content tool can be used to view the topics covered in these courses. *(External Review Panel: Click on a specific course in the drop-down menu. See the second drop down menu on the web page, which automatically appears when any seminar course number is selected from the first drop-down menu.)*

If students want to search electives by program learning outcomes/core competencies, they can use the MLIS Courses and Core Competencies database. When they select a specific PLO/core competency, the database will display a list of aligned courses. *(External Review Panel: To use the tool, select any program learning outcome/core competency from the drop-down menu, and then view all courses that support the competency.)*

To plan their programs, students can refer to course syllabi, course rotations, course schedules, and a list of courses and seminar topics. Seminar topics are listed in the "Notes" column of each semester's schedule, as shown in the screenshot below taken from the spring 2021 Special Session schedule. See the last column entry for INFO 210 Reference and Information Services. Advising help is also available to guide students regarding course selection. Further information about advising can be found in Standard IV.5.4.

Info210-13	Reference and Information Services	29529	Tunon		topic: **Reference Collections in the 21st century (1 unit)** note for 210-13: **Runs from April 7th - May 5th**
Info210-14	Reference and Information Services	29530	Tunon		topic: **Reference in the Age of Google: Marketing, Outreach, Management, and Evaluation (2 units)** note for 210-14: **Runs from January 27th - March 24th**
Info210-15	Reference and Information Services	30037	Ozoh		topic: **General - Three (3) Unit Version**

Figure II. 8 - Example of Seminar Topics from Spring 2021 Schedule

MLIS Electives

MLIS students may select as many as nine of their 27 elective units from the MARA program. The maximum number of units, combined, that can be transferred toward the MLIS degree, (e.g., through Open Classes, SJSU World Languages, or other institutions via WISE) is nine**.** The university does not allow work experience to be used for academic degree credit. The following table provides a snapshot of the school's current elective offerings. The table below shows three courses. See Appendix II. A for a full list of electives.

Table II. 7 - Summary of Elective Courses

Elective	Summary	Administrative Notes
INFO 210 Reference and Information Services	A process-oriented examination of how information professionals answer reference questions. The interpersonal skills required for effective question negotiation and the sources with which questions are answered are stressed.	*Prerequisite: INFO 202* *Repeatable with different content up to 3 units.*
INFO 220 Resources and Information Services in Professions and Disciplines	Examination of the nature of resources for, and services to, professions and disciplines including methods of communication, characteristics of users, and current methods of meeting research needs in libraries and information centers. Examples of topics studied include: Legal Resources, Maps and Geographic Information Systems, Film and Media Collections, Digital Humanities, GLBT services, Psychology of the	*Prerequisites: INFO 210* *Repeatable with different content up to 9 units.*

	Information User, Readers Advisory Genres and Techniques, Data Services in Libraries. See: current topics. ***Select class number then topics.***	
INFO 221 Government Information Sources	Government information sources, their bibliographic organization, use in all types of libraries and information centers, issues of access, availability, dissemination, and preservation of federal, state, and local sources; and aspects of depository and non-depository collections.	*Prerequisite: INFO 210*

Variable Unit Courses

The majority of the school's courses are three units; however, the school has been responsive to the rapidly changing nature of technology and professional practices and committee input on curricular content. Program advisory committee members have indicated their preference for job candidates with broad-based backgrounds who possess strategic, critical thinking, problem solving, and interpersonal communication skills. To address the increasing number of skills and competencies needed by MLIS graduates and in recognition that not all skills and competencies require three units of course work, the school has continually added one-unit and two-unit courses to the curriculum. These additions allow students to explore and develop a variety of skill sets (particularly soft skills) while maintaining focus on their main area of interest. As shown in the spring 2021 course schedule, students could choose from 34 variable unit courses; the "Notes" column displays the variable unit topic and number of units. The variable unit courses follow the same curriculum approval process as that described earlier in this standard. Their evaluation process is discussed in a subsequent section. The school is always looking to add new topics to increase its breadth of coverage and maintain relevance. The table below shows examples of one- and two-unit courses. The full list of courses is in Appendix II. B.

Table II. 8 - Examples of Variable Unit Courses

One-Unit Classes		
Course Number	**Topic**	**Units**
INFM 202	Informatics: Security Overview	1
INFM 208	Information Security: Information Assurance	1
INFO 210	Reference Collections in the 21st century	1
Two-Unit Classes		
Course Number	**Topic**	**Units**
INFM 201	Informatics Technology Foundations	2
INFM 203	Big Data Analytics and Management	2
INFM 204	Human Centered Design	2

Curriculum and Program Development Committee

The Curriculum and Program Development Committee reviews all new course proposals to ensure that the curriculum is up-to-date and responsive to the needs of the profession. Committee members represent the faculty (full- and part-time), alumni, and current students.

All new course proposals are carefully vetted by the committee before they are approved by the faculty. Communicating through Canvas, committee members review and respond to new course proposals posted by the committee co-chairs. The committee co-chairs synthesize feedback and communicate directly with the proposers, requesting revisions and updated drafts as needed. Once the committee is satisfied with the course proposal, the co-chairs bring the proposal to the faculty for approval during a retreat. Once approved, unless it is a special topics course, the course will then matriculate through both college and university curriculum review and approval before it can be offered. *The External Review Panel will be joined to the Curriculum and Program Development Committee Canvas site.*

INFO 294 Internships

Students can complete INFO 294 Internships for course credit. Student interns obtain professional experience while pursuing defined learning outcomes, testing theories, and applying skills learned in other courses. Internships can be onsite or virtual. They are not required given that many students already have experience or are currently working in libraries, archives, or other types of information environments. However, the school still highly recommends that students complete an internship and touts their benefits during new student orientations and as part of the director's meetings with students. In this ongoing promotional effort, the school recently produced the e-book *Opening Doors: Student Internship Stories*, which can be accessed on the website. Academic advisors also discuss internship opportunities with their advisees. See Standard II.3 for additional details regarding the internship program.

Curriculum Review Process

The curriculum is continuously reviewed and refined using multiple data sources. First, student success in meeting program learning outcomes/core competencies is assessed each semester by reviewing the overall culminating e-Portfolio course (INFO 289) performance. In the e-Portfolio, students address various professional competencies relevant to the job market. The results from INFO 289 feed into the annual university assessment process, which is required by San José State and the California State University system. This annual process entails the evaluation of a subset of program learning outcomes/core competencies and informs modifications and additions to the curriculum. This is discussed in more detail throughout the self-study. All courses are reviewed on an iterative basis by faculty and course instructors and on a formal basis every three years.

Table II. 9 - Three-Year Curriculum Review Cycle

Curriculum Review Cycle

Year One: Review of Core Courses
Core course leaders review their respective courses—INFO 200, INFO 202, INFO 203, INFO 204, and INFO 285—by meeting with all faculty and instructors who have taught a core course.

Year Two: Review of the e-Portfolio
The full-time faculty review the INFO 289 e-Portfolio culminating experience and its effectiveness in measuring the school's program learning outcomes/core competencies.

Year Three: Review of Electives and Career Pathways
The nine program advisory committees (consisting of senior working professionals and faculty) are led by full-time faculty members who carefully review the existing career pathways and electives. They assess whether current course offerings are appropriate and explore the need for new courses and/or revisions to existing courses.

If new courses or significant changes are recommended, they will be developed by a faculty member and that course will be submitted to the Curriculum and Program Development Committee for review. The committee is a governance committee made up of full-time faculty, part-time faculty, alumni, and students. After the courses are reviewed by the committee, they are placed on the agenda for review and approval by the full-time faculty.

Standard 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 Master of Library and Information Science curriculum offers a multifaceted, wide-ranging selection of courses grounded in and unified by a foundational core of knowledge, skills, and abilities that define and unite information professionals regardless of where they practice. The curriculum is guided by a set of program learning outcomes/core competencies to ensure that each student masters the required competencies and standards.

As previously discussed, all program learning outcomes/core competencies are addressed by the three core courses (INFO 200 Information Communities, INFO 202 Information Retrieval

System Design and INFO 204 Information Professions) taken at the beginning of the course of study. These courses provide a solid foundation in the examination of *"information resources and the services and technologies to facilitate their management and use,"* as articulated in ALA Standard II.2. Standard II.1 provides full descriptions of each core course and a sampling of their content. Elective courses address all the topics enumerated in this standard and are connected to the relevant program learning outcomes/core competencies. See Table II.7 for a list and summary of electives.

Additional Learning Opportunities

The Master of Library and Information Science program offers a wide range of additional learning opportunities that strongly support the curricular aims enumerated in Standard II.2, as described in the following sections.

INFO 298 Special Studies

INFO 298 Special Studies is an independent study course where students can focus on a special topic that is not covered by one of the regular courses; assist a faculty member with their research; or work on a specific community project (as approved by a full-time faculty member). The course can be taken for up to six units and has credit/no credit grading. One unit is equivalent to 45 hours of work; two units are equivalent to 90 hours of work; three units are equivalent to 135 hours of work. A student who wishes to initiate an INFO 298 must submit a topic to a full-time faculty member and provide detailed information including deliverables and a timeline. Deliverables can be Word documents, wikis, blogs, podcasts, videos, websites, or multimedia presentations. The following table demonstrates students' varied interests and the overlap between INFO 298 pursuits and teaching and service initiatives.

Table II. 10 - INFO 298 Examples

Faculty Member	Topic
Sue Alman	○ University of the Witwatersrand: South Africa LibGuide Development ○ Blockchain Website Assistance ○ Library 2.0: Conference Assistants ○ Emerging Future: Annotated Bibliography Creation ○ Blockchain MOOC Assistance ○ Guatemala: Librarians Without Borders
Joni Bodart	○ Effect of Third v. First Person Viewpoint on Booktalk Efficacy ○ Reflections on My Time as a Graduate Assistant
Lisa Daulby	○ Building an Information Governance Course Outline and Reading List ○ Creating a Proposal to Build Electronic Data/Records for *Owl Ventures* ○ Archival Paper Processing at the New York State Archives ○ Archival Paper Processing at the Tacoma Public Library History Room ○ Implementing Enterprise Content Management (ECM) Solutions for Marin County ○ Implementing a Sound Booth for Digital Literacy at the Sonoma County Library ○ Creating a Virtual Audio/Visual Historic Timeline to Represent Richard Nixon's Views of LGBT Communities ○ Creating a Photographic Collection Museum Accession Register for the Post Falls Historical Society
Debbie Faires	○ Peer mentors for INFO 203

	○ Web conference trainers/assistants ○ Carlsbad CA Library Database Evaluation ○ *My Mental Health Matters: College and University Students* ○ Marketing Music in the Public Library
Patricia Franks	○ Updating South San Francisco History Room's Photograph Inventory to Function as Both Intuitive Internal and External Resource ○ Preserving VCARA's Cultural Heritage ○ Memory Project Plan: Old Town Hot Springs, Steamboat Springs, Colorado ○ Photographic History of San Jose State University ○ Designing PPT to accompany the *Records and Information Management* textbook ○ Developing a proposal for *The International Directory of National Archives* ○ Assistance with *The International Directory of National Archives* ○ Exploring Commercial Opportunities in Virtual Worlds ○ Facilitating a Community of Practice in Virtual Worlds for Education ○ Extending Collaborative Activities in VCARA
Mary Ann Harlan	○ Digital Literacy Instruction ○ Professional Development Planning for High School Teaching Staff ○ Research on e-book Use for Pleasure Reading among Middle Schoolers
Deborah Hicks	○ Fundraising and Development Strategies for Public Libraries
Linda Main	○ Students developing blog posts for *California Revealed* ○ Building blog sites in support of classes (all sites need the following passwords: shetland; brach): - From Parchment to Pixel - Medieval Maps - Animals in the Margins - Marginalia in Medieval Manuscripts - Horae - Incunabula in the Cradle of Print ○ Blog posts for Librarians Without Borders, Guatemala ○ Blog posts during NEH Seminar designing curriculum through an inquiry process. Source materials used: New Orleans Jazz Museum and Archive, Hogan Jazz Archive, and the Louisiana Research Collection at the Tilton Library. ○ Development of and marketing strategy for mobile kit for multiple sclerosis patients at the University of Utah Hospital: student collaborated with the National Network of Libraries of Medicine ○ Students working with the Virtual Student Federal Service to foster digital accessibility ○ Students working on taxonomies with System 1
Alyce Scott	○ Machine Learning Applications in Libraries and Archives
Cheryl Stenstrom	○ Public Library Advocacy
Michael Stephens	○ "Connected Learning: Evaluating and Refining an Academic Community Blogging Platform" Grant Proposal ○ "Technology, Collaboration, and Learning: Perceptions and Effectiveness of Public Library Staff Professional Development" Grant Proposal ○ WordPress Immersive Experience: Information Architecture; Designing Learning Modules
Virginia Tucker	○ Legal Resources Website Development ○ Taxonomy Analysis and Assessment ○ Legal Research Instruction
Michele Villagran	○ A Qualitative Assessment of Research Consultation in Academic Law Libraries

WISE Consortium

The Web-based Information Science Education (WISE) Consortium provides a unique opportunity for MLIS and MARA students to take online learning courses from other ALA-accredited U.S. and Canadian schools and some schools from other countries. This expands the range of specialized classes available to students and allows the iSchool to collaborate with other member schools to offer high-quality LIS education. This initiative is discussed in more detail in the "Courses Outside the MLIS Program and Interdisciplinary Opportunities" section.

Partnership with the Department of World Languages and Literatures

To further intercultural understanding, as a joint venture with the Department of World Languages and Literatures, the school offers a Beginning Spanish course each fall and spring. This elective was collaboratively developed by faculty members from the SOI and the Department of World Languages and Literatures who worked with representatives of LIS professional associations focused on improving library services for diverse communities (e.g., REFORMA). Course objectives include preparing students to interact with Spanish-speaking patrons from various countries and communities, increasing proficiency in the identification of Spanish language information and resources, and facilitating comfort with the language to prepare to build professional relationships with Spanish-speaking patrons, librarians, and public agencies.

Course Coverage by Topic

The following table includes examples of MLIS courses that pertain to topics ranging from information and knowledge creation to management of human and information resources. The topics were selected to correspond to the language of Standard II.2, which specifies that the curriculum encompass the following areas: 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. All courses aligned with the areas stated in Standard II. 2 are identified in the table below.

Table II. 11 - Standard II. 2 Topics and Related Courses

Topics	Example Courses
Information and Knowledge Creation	INFO 287 Design Thinking INFO 287 Innovation and Participatory Practice in Libraries (to include Maker Spaces) INFO 250 Instructional Design
Communication	INFO 281 Community Partnerships INFO 286 Interpersonal Communication Skills for Librarians
Identification, Selection, Acquisition, Organization, and Description	INFO 248 Cataloging and Classification INFO 266 Collection Management INFO 220 Digital Humanities INFO 287 Classification Schemes INFO 287 Linked Data

	INFO 287 RDA INFO 287 Serials Cataloging INFO 287 Subject Analysis INFO 247 Vocabulary Control
Storage and Retrieval	INFO 202 Information Retrieval System Design INFO 246 APIs INFO 246 Information Architecture INFO 246 Information Visualization INFO 246 Web, Text, and Data Mining
Preservation and Curation	INFO 259 Preservation Management INFO 284 Curating Exhibitions from Archival Collections INFO 284 Digital Curation INFO 284 Digitization and Digital Preservation INFO 284 Enterprise Content Management and Digital Preservation INFO 284 Tools, Services, and Methodologies for Digital Curation
Analysis, Interpretation, Evaluation, Synthesis, Dissemination	INFO 246 Big Data Analytics and Management INFO 220 Data Services in Libraries INFO 285 Evaluating Programs and Services INFO 246 Information Visualization INFO 281 Scholarly Communication and Publishing: Access, Intellectual Property, and Impact INFO 285 Action Research INFO 285 Survey Research
Use and Users	INFO 210 Reference and Information Services INFO 210 Reference in the Age of Google: Marketing, Outreach, Management, and Evaluation INFO 220 LGBTIQ Resources and Services INFO 220 Psychology of the Information User INFO 220 Readers Advisory Genres and Techniques for Adults INFO 254 Information Literacy and Learning INFO 260A Programming and Services for Children INFO 261A Programming and Services for YA INFO 267 Outreach Services to Teens and Children INFO 269 Early Childhood Literacy INFO 287 Health Literacy and Public Libraries INFO 281 Civic Literacy INFO 281 Cultural Competence for Information Professionals INFO 281 Indigenous Librarianship INFO 281 Intercultural Communication INFO 281 Open Access INFO 281 Open Education Librarianship: OER and Open Pedagogy INFO 281 Serving Homeless Patrons in Public Libraries INFO 282: Prison Library Management INFO 281 Serving Homeless Patrons in Public Libraries INFO 282 Social Crisis Management: The Expanding Role of the Information Professional INFO 287 User Experience

Management of Human and Information Resources	INFO 204 Information Professions INFO 281 Seminar in Contemporary Issues: Exploring the Digital Content Services Lifecycle INFO 282 Change Management INFO 282 Financial Management INFO 282 Information Vendor Landscape INFO 282 Knowledge Management INFO 282 Leadership INFO 282 Project Management INFO 282 Using Social Media for Competitive and Company Research INFO 287 Cybersecurity

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.

Information professionals must possess leadership, technical, and interpersonal skills to unite working groups, communicate the needs of an institution, and maintain effective relationships with colleagues and members of their communities. The faculty is committed to developing curricula and providing opportunities for students to gain crucial leadership, networking, and communication skills. These efforts are guided by the Leadership and Management Program Advisory Committee.

Leadership Course Assignments

In response to issues raised by the Program Advisory Committees (PACs) and other stakeholders, more assignments centered specifically on leadership were created and integrated into the curriculum. These assignments were incorporated into the two core courses INFO 200 Information Communities and INFO 204 Information Professions to provide students with a foundation in the values and service priorities of library and information science professionals. INFO 200 offers a comprehensive examination of information behavior research, the diverse needs of various communities, and the creation of collections, services, and programming for library users. INFO 204 provides a close examination of the management principles, marketing, advocacy, ethics, and values of librarianship. Its required textbook, *Information Services Today*, includes rich supplemental resources with each topic. A sample syllabus represents the topics that are covered in this course.

Several assignments in both INFO 200 and INFO 204 demonstrate the value of leadership and prepare students to take on such roles in their chosen professions. The table below provides a snapshot of relevant assignments.

Table II. 12 - INFO 200 and INFO 204 Sample Leadership Assignments

Sample Assignment	Description
Leadership Essay	The leadership essay provides an opportunity to explore the literature related to leadership and the information professions and to identify the specific skills and competencies, such as (and beyond) those outlined by the Library Leadership Administration and Management Association, that the information professions have identified as essential for leaders. Students will then apply lessons learned from review of the relevant literature to develop a personal leadership philosophy. In their philosophy, they will articulate personal values, connect them to existing theoretical and practical approaches to leadership, and develop a framework to enact those values in professional life.
Leadership Infographic	The infographic provides an opportunity to research a library management or leadership issue that students believe is a critical factor for information professionals and to display their findings in a creative infographic.
Leadership / Change Management Discussion	Students are asked to respond to the following prompts: 1. Think of a time you experienced organizational change (library-related or not). Who were the early adopters of the change and how did their behavior influence the change's effectiveness? What types of skills, competencies, or behaviors did early adopters demonstrate that influenced the change's success? 2. What framing opportunities have gone unnoticed in information organizations? How should leaders better frame the messages they want staff to hear? 3. What are some of the most demonstrated "change" leadership skills and behaviors observed in organizations today? 4. Why are there so few "change" leaders and "change" managers available to organizations today?
Virtual Teams and the Role of Leadership	Using insights gained from the scholarly literature, students are asked to identify a key element of successful teamwork and explain its importance in a virtual environment. They must connect their insights to an emerging understanding of leadership and past experiences working in teams.

In addition to INFO 200 and INFO 204, other courses support this standard's focus on fostering the cultivation of library and information science professionals who will assume a leading role in providing services and collections relevant to and appropriate for the communities they serve. The following courses represent a sampling of electives that prepare future leaders. Syllabi are linked to each entry:

Table II. 13 - Sample of Elective Course Syllabi

Sample Elective Course Syllabi

- INFO 281 Community Partnerships
- INFO 281 Contemporary Issues in Civic Literacy
- INFO 282 Change Management
- INFO 282 Community Leadership
- INFO 282 Crisis Management Planning, Communication, and Deployment in Information Organizations
- INFO 282 Grant Writing and Alternative Funding Resources
- INFO 282 Leadership
- INFO 282 Political Advocacy
- INFO 282 Project Management
- INFO 282 Social Crisis Management: The Emerging Role of the Information Professional
- INFO 283 Marketing of Information Products & Services

Students who have completed core courses may also develop and apply leadership skills through INFO 298 Special Studies, where they can earn credit by serving as peer mentors and research assistants. In these leadership roles, students can gain hands-on experience, such as:

- Supporting faculty and students in their use of the web conferencing platform Zoom;
- Serving in a leadership capacity for INFO 203 Online Learning Tools and Strategies for Success to provide feedback to students, facilitate student networking, and conduct instruction in online web conferencing sessions and through recorded screencasts;
- Developing and applying leadership skills through student groups, the *Student Research Journal*, and as research assistants on various faculty-led research projects.

Leadership and Management Career Pathway

The Leadership and Management Career Pathway provides students with the resiliency skills necessary to meet the demands for a sustainable future in the information professions. Leadership and Management Program Advisory Committee members confirm that leadership and management skills are vital to execute many functions in a host of environments, including globally-distributed virtual organizations.

Core theory and knowledge covered in the Leadership and Management Career Pathway courses (summarized from the relevant course learning outcomes) include:

- Communicating effectively with diverse communities;
- Developing appropriate policies for effective customer service;
- Evaluating programs and services;
- Managing resources for maximum results;
- Delivering, developing, and promoting services through understanding user needs and expectations;
- Planning strategically for improved services and support to realize organizational goals.
- Developing and understanding budgets;
- Supervising, motivating, and assessing individuals and groups;
- Demonstrating the ability to be an effective advocate for organizations and employees.
- Identifying and analyzing policies and laws that affect service delivery;
- Understanding and navigating organizational cultures, structures, and priorities to benefit their team, patrons, or service targets.

The Leadership and Management Program Advisory Committee reviews and updates the career pathway on a regular basis to ensure that courses prepare students to attain core leadership skills, such as change management, cultural sensitivity and awareness, emotional intelligence, and interpersonal communication.

Day in the Life of a Leader Series

The Leadership and Management Program Advisory Committee developed a series of online presentations focused on careers in leadership for information professionals. Each guest speaker shared their perspective on the most important responsibilities and attitudes for leaders as well as suggestions to guide students' leadership practice while still in graduate school or early on in their careers. The webcasts are recorded and are available on the website under On-Demand Webcasts: Leadership and on YouTube. They are part of the INFO 204 curriculum.

Table II. 14 - Webcasts (2018–2021)

Webcasts

2021

- Crisis Management: A Conversation with an Expert Panel

2020

- Day in the Life of a Leader: Emily Drabinski, Critical Pedagogy Librarian, City University of New York

2019

- Day in the Life of a Library Leader: Tamika Barnes, ALA Executive Board
- Day in the Life of a Library Leader: Rebekkah Smith Aldrich, Executive Director, Mid-Hudson Library System

2018

- Day in the Life of a Leader Part 1: Dana Vanzanten and Heather Robinson, St. Thomas Public Library, Ontario, Canada
- Day in the Life of a Leader Part 2: Dr. Tracy Elliott, University Library Dean, San José State University, California
- Day in the Life of a Leader Part 3: Dr. Melissa Fraser-Arnott, Chief of Integrated Library Services, Library of Parliament, Ottawa
- Day in the Life of a Leader Part 4: Kelvin Watson, Director of Broward County Libraries, Florida

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

Two of the core courses, INFO 200 Information Communities and INFO 204 Information Professions, introduce students to the professional and scholarly literature through assignments that target the identification of peer-reviewed publications and composition of authoritative annotated citations. Building on this foundation, all students must also complete INFO 285 Research Methods, where they learn about data collection and analysis methods and develop an original research proposal. There are multiple sections of INFO 285 that enable students to choose a focus that aligns with their career aspirations. To view current and past sections of INFO 285, see course schedules and select INFO 285. INFO 285 is also discussed in Standard II.1.

In addition to these required courses, students encounter cutting-edge research and findings in their electives, especially through the multiplicity of seminar offerings, as mentioned in Standard II.1. One notable example is INFO 287: Topic: Collecting and Analyzing Data for Evidence.

Faculty Research

Faculty members come from diverse backgrounds and participate in wide-ranging research projects. Two recent examples include "TV Whitespaces for Tribal Connectivity, Equity, and Inclusion" and "Debating Diversity: How Twitter Facilitates Professional Discussions." Faculty members share their knowledge of current trends across the information professions through their courses and through the school's Center for Research and Innovation (CIRI). They also include students as research assistants in grant-funded projects and through projects linked to INFO 298 Special Studies. Examples of INFO 298 Special Studies projects can be viewed in Table II.10.

Peer-Reviewed Student Research Journal

The *Student Research Journal*, San José State University's first student-governed research journal, is another avenue for students to engage with the evolving body of knowledge and research from relevant fields.

Launched in 2010, the *Student Research Journal* promotes graduate scholarship and intellectual inquiry in the fields of library and information science, archives, records management, and museum studies by publishing two open-access issues annually. The journal accepts contributions from graduate students attending any university and invites contributions authored by faculty members. The most popular articles available for download can be readily accessed.

INFO 298 Special Studies enables students to earn course credit by serving on the 10-member editorial team under the supervision of Dr. Anthony Bernier. Student editors review, select, and edit manuscripts, and they develop and publish each issue. Leadership descriptions for the editorial board can be reviewed on the website. More information about the *Student Research Journal* is provided in Standard IV.5.2.

In addition to participating as editors and reviewers, students can contribute to the knowledge base of the archive and information professions through other avenues, such as:

- Participating in a peer-review process;
- Receiving high-quality feedback on manuscripts;
- Improving academic writing skills;
- Achieving global reach and promotion of their published manuscripts;
- Contributing to library and information science scholarship.

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

The aim of the school's curriculum is to incorporate emerging technologies into course delivery and materials, enriching students' learning experience and preparing them for success in a profession that demands competent use of technology to improve information services.

Technology Tools and Applications

The online learning environment offers an array of emerging technology tools and applications that enables students and faculty to interact and collaborate regardless of geographic location. In many courses, student teams present their work in synchronous or recorded web conference sessions.

The following examples showcase student construction and knowledge delivery using technology like blogs, recorded content, web conferencing, and collaborative applications:

- Blogging: Each student creates a WordPress blog in INFO 203 Online Learning Tools and Technologies for Success, the first required course. The Student Community Site is a WordPress-based multi-user platform where students can create their own blogs, participate in instructor-created and student-created groups, and utilize a powerful content management system to create, organize, and disseminate assignments. This site is also used for the Blog Report assignment in INFO 200 Information Communities, a required core course. This assignment consists of six directed blog posts based on module content. It includes reflection blogging and the creation of a media-based artifact exploring an information community's use of technology. Students use their blogs in other courses as well, such as INFO 267 Intellectual Freedom and Youth, INFO 260a Children's Programming and Services, and INFO 284 History of Books (passwords: shetland; brach).

- Screencasts: Students employ a variety of applications to create screencasts that share information on many topics. INFO 203 peer mentors record instructional videos that are shared with new students in the "How To" videos collection. Peer mentors who complete INFO 298 also conduct meet-up sessions for INFO 203 students each semester where they facilitate discussion about the course topics.

- Canvas Studio: Students in INFO 254 Information Literacy and Learning use Canvas Studio, a screen-recording tool integrated into the school's learning management system, to record and share instructional screencasts through an iterative peer review process.

- Google Suite: Students use collaborative applications included in the Google Suite provided by the university. Student groups use Google Docs to collaborate on team projects and build presentations together using Google Slides. The Google Sheets application provides an additional collaborative platform for a variety of group projects.

- In INFO 250 Design and Implementation of Instructional Strategies, students create a body of knowledge in synchronous sessions by simultaneously adding information to a structured document. Then they compare, discuss, and analyze the reported results.

- VoiceThread: Students use this tool in INFO 283 Marketing of Information Products & Services and INFO 286 Interpersonal Communication Skills for Librarians.

- The Exemplary Student Showcase displays student work presented in a variety of creative formats. Examples include Little Desert Public Library: Teens Dungeons and Dragons Program, Jane Austen's Letters (in an interactive timeline presentation), Creating Maps with Google My Maps (two video tutorials created in a GIS course), and Libraries and Natural Disasters (a Canva infographic).

Technology Proficiency

Technology not only provides the infrastructure for the Master of Library and Information Science program, it is also thoroughly embedded in the curriculum prior to beginning course work and through the first required course, INFO 203 Online Learning Tools and Strategies for Success. Please see Standard II.1 for more information about the content and structure of this course.

Program Learning Outcome/Core Competency H addresses students' use and evaluation of current and emerging information and communication technologies. Specifically, this competency articulates that upon graduation students will be able to:

- Identify and describe current and emerging information and communications technologies;
- Demonstrate knowledge of current and emerging technological issues and trends and their impact on the information profession;
- Articulate how emerging technologies might impact an information environment.

A review of the individual program learning outcomes/core competencies outcomes shows that this competency is always met at a very high level; typically 96%–98% of e-Portfolio submissions for this competency need zero revisions.

Applying Technology Skills Beyond Course Work

In addition to enrolling in technology-oriented courses, students can learn from global experts by attending webcasts held throughout the academic year. Many of the guest speakers are also leaders in technology application for the information professions. More information about the webcasts can be found in the On-Demand Webcasts.

Students can apply technology skills by getting involved as presenters or session moderators at one of the Library 2.0 web conferences. They can also hone their skills by participating in the Virtual Center for Archives and Records Administration (VCARA), established in 2009 on a Second Life island. VCARA offers many ways to participate, and anyone with an Internet

connection can access the VCARA webcast recordings and follow VCARA on social media to discover its virtual worlds and online learning research and events.

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

As an academic unit in the College of Professional and Global Education, the School of Information aligns with the college's mission to create a global ethos (College Goal 2) by focusing on developing and delivering competency-based curriculum and programs informed by research and practice across all domains of the information professions (School of Information Strategic Direction 2).

Strategic directions 2.2 and 2.3 target identifying and centering the needs of underserved groups and the issues of a diverse and global society, as listed below:

Strategic Direction 2.2 Identify and implement ways to build in diversity and inclusive excellence into the curriculum

Key Performance Indicators:

- Foster discussion and solicit input about issues of diversity and inclusion from faculty to improve programs, processes, and activities via an annual diversity survey. This survey was administered by the Diversity Committee to understand how diversity topics are embedded in courses. There were seven main findings (discussed in detail below).

- Develop training opportunities and research dissemination activities that focus on professional development (particularly teaching) to advance inclusion and cultural competency in the school's curriculum (see Diversity Webinar series below)

Strategic Direction 2.3 Promote internationalization in courses through content, assignments, internships, and professional contacts of iSchool faculty.

Key Performance Indicator:

- iSchool Global Engagement Repository updates (on Canvas faculty site) based on faculty survey re: internationalization in courses (at least once per year). Discussed below.

Diversity Committee

The school's Diversity Committee is charged with fostering discussion and soliciting input from students, staff, and faculty to improve programs, curriculum, processes, and activities. Committee members include six full-time faculty members, one part-time faculty representative, one alumni representative, and one student representative.

The committee's primary role is to organize and promote departmental activities for the advancement of diversity. Its core responsibilities are as follows:

- Plan one webcast a year on a diversity topic;
- Recommend and organize additional diversity activities;
- Welcome and mentor ALA Spectrum scholars.

Diversity Webcast Series

The Diversity Committee developed a webcast series featuring talks on diversity-related topics from a broad range of information professionals. The series' goal is to foster discussion and content-sharing around equity and inclusion issues for the university, faculty, students, and alumni. The webcasts are recorded and are available on demand and on the YouTube Diversity Webinar series.

Webcasts have ranged widely in focus. For example, in November 2020 Max Machias presented Moving Beyond Diversity to Anti-Oppression to demonstrate how information professionals can incorporate anti-racist ideas, concepts, and actions. In the spring of 2019, invited guests presented Transgender Inclusion in Libraries. This webcast shared a basic understanding of the rich variety of gender identities and experiences, best practices for working with transgender patrons and communities, and tips on how to begin thinking about the impact of library policies on queer and transgender people. In 2016, the school held two webcasts: Do We Need a Climate Change? Where Diversity Meets the Academic Library and Archives Environment and How Cultural Intelligence (CQ) Makes a Difference. Are You Culturally Competent?

Diversity and International Course Work

Students begin exploring diversity issues in INFO 200 Information Communities. The course addresses Competency C of the program learning outcomes/core competencies, which aims to ensure that students apprehend the importance of designing programs and services supportive of diversity, inclusion, and equity for clientele and employees.

The table below lists the courses that are aligned to Core Competency C.

Table II. 15 - Core Competency C Courses

Courses Aligned to Core Competency C
• INFO 200 Information Communities • INFO 220 LGBTIQ Resources and Services • INFO 220 Readers Advisory Genres and Techniques for Adults • INFO 234 Intellectual Freedom Seminar • INFO 267 Indigenous Literature for Children and Youth • INFO 275 Library Services for Racially and Ethnically Diverse Communities

- INFO 281 Community Partnerships
- INFO 281 Cultural Competence for Information Professionals
- INFO 281 Examination of Global Library Issues Using Project Based Learning
- INFO 281 Indigenous Librarianship
- INFO 281 Intercultural Communication
- INFO 282 Social Crisis Management: The Emerging Role of the Information Professional
- INFO 282 Prison Library Management
- INFO 287 Adult Literacy
- INFO 287 Health Literacy and Public Libraries

Students can use the MLIS Courses and Core Competencies database to find courses that support the program learning outcomes/core competencies. *(External Review Panel: To use the tool, select any program learning outcome/core competency from the drop-down menu, and then view all courses that support the competency.)*

The following figure shows the tool's retrieval for courses that support Competency O:

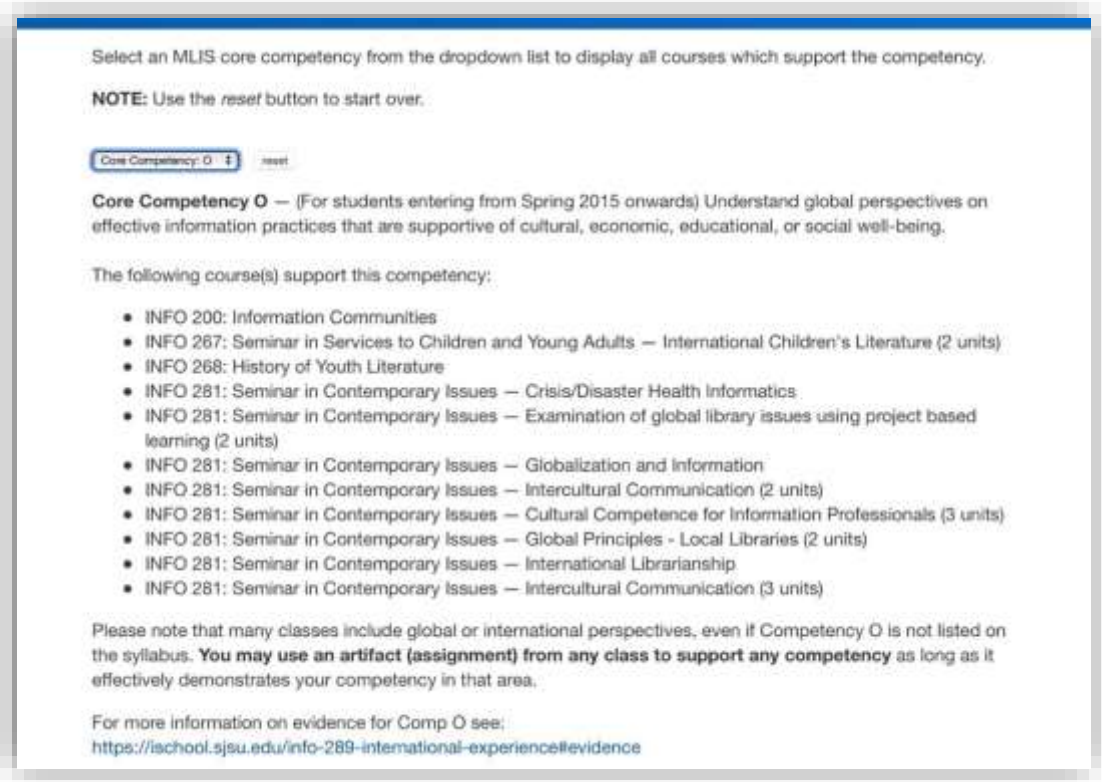


Figure II. 9 - MLIS Courses and Core Competencies Online Tool

Below are some examples of student course work related to diversity and inclusion:

- Accessible Services and Inclusive Arts Programming in the Library
- Cultural Heritage: Competitive Intelligence
- Gender Nonconformity in Pop Culture
- Transgender Legal Rights & Advocacy Resources: A Digital Collection

Partnership with the Department of World Languages and Literatures

To further intercultural understanding, as a joint venture with the Department of World Languages and Literatures, the school offers a beginning Spanish course each fall and spring. This elective was collaboratively developed by faculty members from SOI and the Department of World Languages and Literatures who worked with representatives of LIS professional associations focused on improving library services for diverse communities (e.g., REFORMA). Course objectives include preparing students to interact with Spanish-speaking patrons from various countries and communities, increasing proficiency in the identification of Spanish language information and resources, and facilitating comfort with the language to prepare to build professional relationships with Spanish-speaking patrons, librarians, and public agencies. A sample course syllabus can be found on the school's website.

Diversity Survey

The Diversity Committee conducted a Qualtrics survey in fall 2020 to see how diversity issues are integrated into the curriculum. Questions spanned a range of related topics, including the extent and nature of incorporation of diversity into course content, membership in diversity-related professional organizations, and pedagogical methods employed to address diversity-related issues.

A total of 46 responses were collected. Findings are detailed below:

- *Finding #1:* Faculty indicated that they enjoy membership in a variety of diversity-oriented professional associations and organizations at either the national, state, or regional level. The most popular groups were REFORMA (5), Asian/Pacific American Librarians Association (4), Black Caucus of ALA (3), Chinese American Librarians Association (4), and International Federation of Library Associations and Institutions (3). Other organizations reported by faculty were the International Communication Association, National Communication Association, Association for Computing Machinery, SAA Accessibility and Disability Section, International Cooperation Caucus of the Medical Library Association, and ALISE Disabilities Special Interest Group. The table below shows faculty affiliation with specific diversity-oriented professional associations.

Table II. 16 - Faculty Membership in Diversity-Oriented Professional Associations

Diversity-Oriented Association or Organization	Number of Faculty Members
American Association of Law Libraries Latino Caucus	1
American Indian Library Association	1
Asian/Pacific American Libraries Association	2
Association of Specialized and Cooperative Library Agencies	2
Black Caucus of ALA	3
California Library Association Latino Services Interest Group	1
Chinese American Library Association	5
Committee of the Status of Women in Librarianship	1
Ethnic and Multicultural Exchange Round Table	2
Gay, Lesbian, Bisexual, and Transgender Round Table	3
International Communication Association	1
International Federation of Library Associations and Institutions	1
LITA's Diversity & Inclusion Committee	1
Medical Library Association	1
Native American Archives Section (formerly Roundtable)	1
REFORMA: National Association to Promote Library and Information Services to Latinos and Spanish Speaking	7
Special Libraries Association Diversity Inclusion Community Equity Caucus	1
Total	**31**

- *Finding #2*: There were 30 unique course numbers reported. Among 48 course sections (representing 30 distinct courses) reported, 46 (96%) course sections reported coverage of diversity-related issues. Only two (4%) did not.
- *Finding #3:* All survey respondents who teach the core courses reported that they incorporate diversity-related issues.
- *Finding #4*: Faculty members were asked how they obtain information to help them address diversity-related issues. Twenty-six (23%) do so through origination of course content; 24 (21%) engage in professional development activities like workshops, lectures, etc.; and 24 (21%) read scholarly literature. The remaining 7% named the

following methods: employer diversity training, engagement in BIPOC professional communities, guest speakers with DEI perspectives, Black Twitter, program advisory committee membership, presenting and teaching about historical research and primary sources, and the Twitter community.

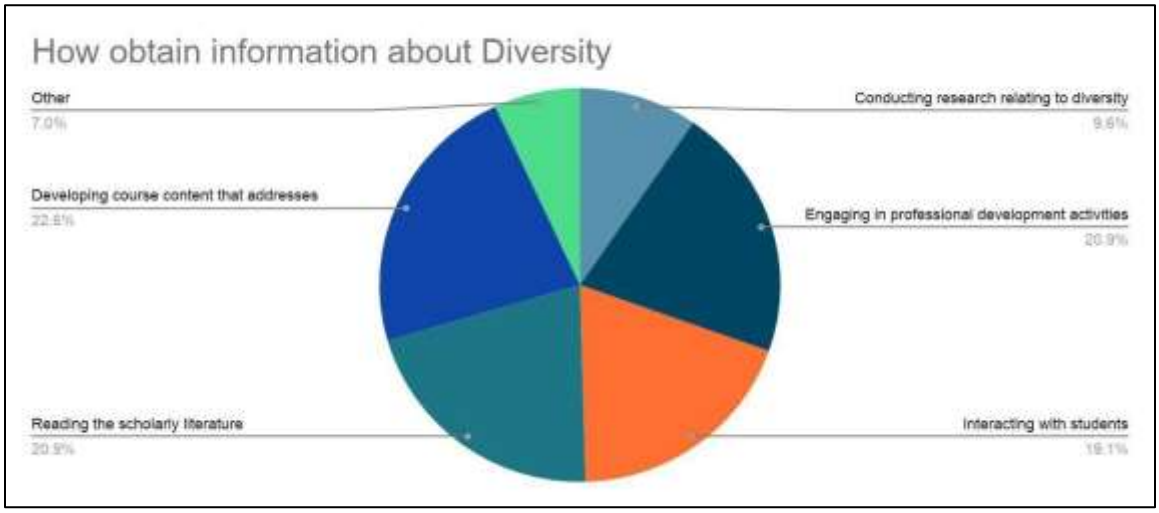


Figure II. 10 - How Faculty Obtain Information About Diversity

- *Finding #5:* Faculty reported different means of addressing diversity issues in their courses. Five faculty members commented that students may choose to address any diversity-related issue in their projects, research, and assignments. One faculty member commented, "*While course content often remains neutral, the student's research often involves analyzing and discussing organizations whose archives or records centers deal with or have artifacts/data/records addressing or focusing on the various culture, class, gender, ethnicity, and physical ability diversity sectors."* Another faculty member took a more proactive approach. They reported, "*Critical Race Theory and Participatory Action Theory are both discussed as paradigms or potential viable methods of research. Also, I have students design a survey of First Nations archivists. I have a portion of a lecture entitled 'Researching Across Cultures' that gives students some ideas of how to thoughtfully approach groups/communities that are very different from their own*." The following chart indicates the number of times that specific dimensions of diversity were referenced in responses to this question. It is evident that a significant number of dimensions of diversity are represented within the school's courses.

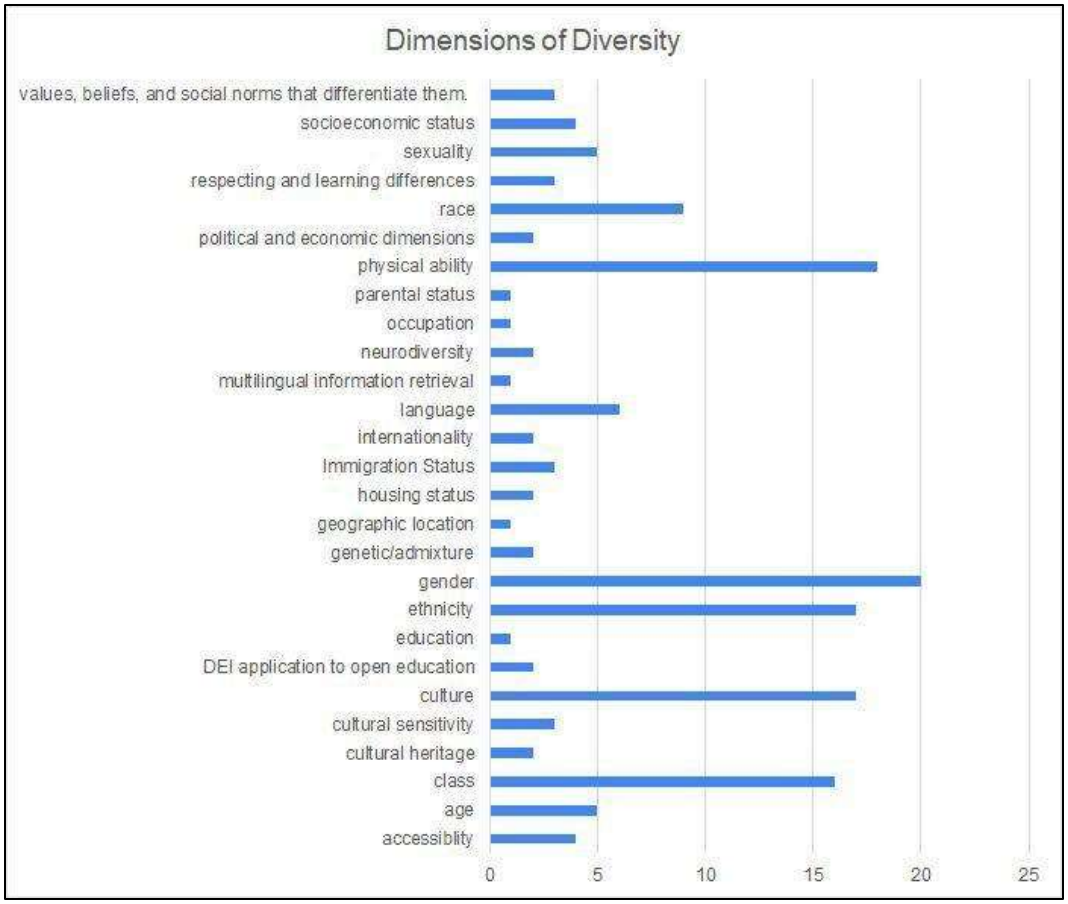


Figure II. 11 - Dimensions of Diversity in Courses

- *Finding #6:* In the 46 courses reported, these issues were covered in course lectures, assigned readings, course discussions, and course assignments for a total of 121 times. For "other," faculty reported the following as additional ways that diversity is covered: guest speakers, site visits to cultural institutions, projects with service-learning components, semester-long projects, and student-initiated discussions. The following graph depicts the breakdown of course coverage.

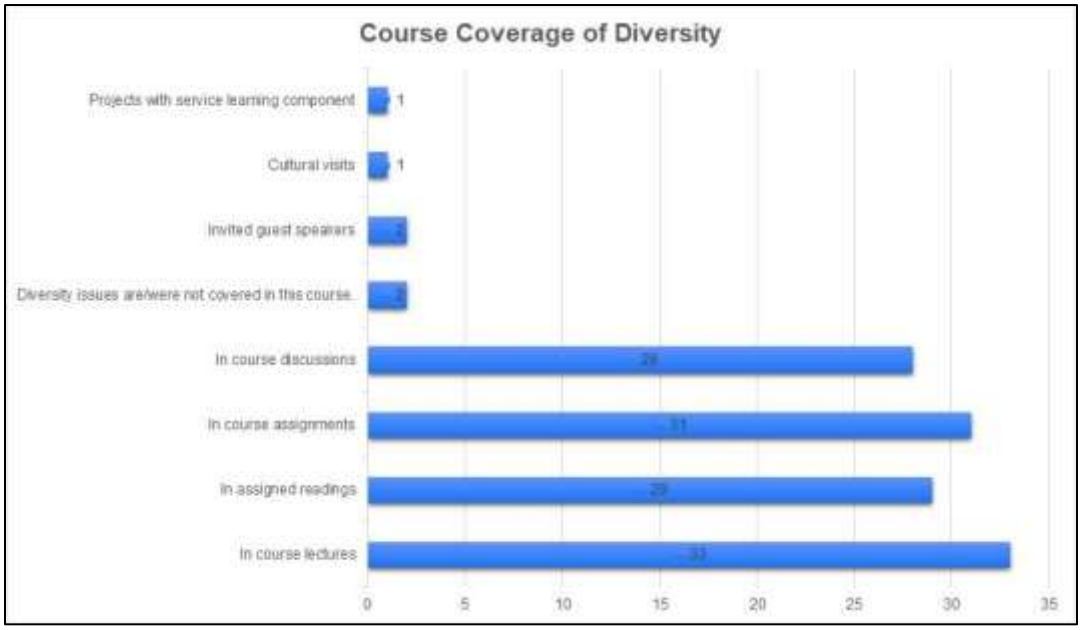


Figure II. 12 - Course Coverage of Diversity

- *Finding #7:* Teaching methods/pedagogy were also reported as they relate to addressing diversity. The pie chart below illustrates the breakdown of the different approaches.

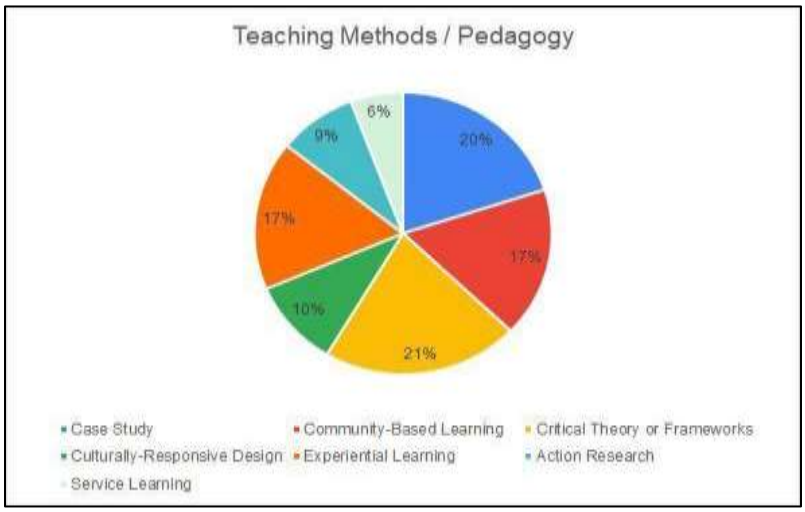


Figure II. 13 - Methods for Teaching Diversity

Diversity-Related Faculty Research Dissemination and Grant-Seeking

Many faculty members have completed or are in progress on grants centering on inclusive excellence, including Anthony Bernier's "First Generation Student Experience for LIS Success," Deborah Hicks's "Debating Diversity: How Twitter Facilitates Professional Discussions," and Michele Villagran's "Examining the Cultural Intelligence of Academic Law Librarians." Ongoing research grants include Kristen Rebmann's "TV Whitespaces for Tribal Connectivity, Equity, and Inclusion" and Anthony Chow's "Reading Nation Waterfall." Faculty members have also published numerous monographs, book chapters, and articles that focus on varied dimensions and considerations of diversity. See Standard III.5 for further information regarding faculty publications.

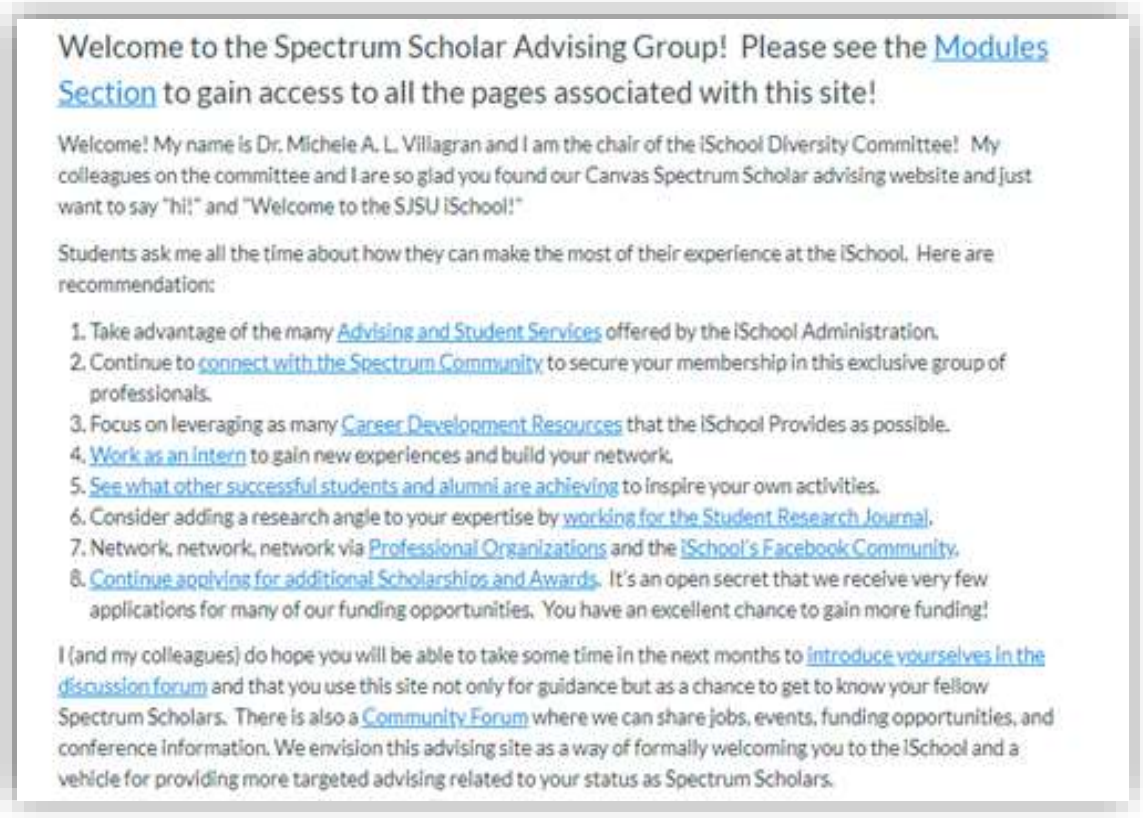
Student Honors Related to Diversity

Each year, the Director's Award for Excellence in Diversity and Inclusion is given to a graduating student who, in the opinion of the faculty, has shown outstanding leadership through a work or community service innovation, internship, or scholarly research effort benefiting an economically, linguistically, or otherwise diverse service population. The 2020 winner is highlighted on the website.

Students from all over with diverse backgrounds and experiences enroll in the MLIS program and are encouraged to apply for scholarships. This web page highlights the many diversity scholarship opportunities from library organizations committed to the creation of a diverse workforce that strive to attract future information professionals from a wide variety of backgrounds.

In 2019 three students received scholarships from REFORMA in recognition of their contributions to the field and their commitment to the organization's mission. In 2020 two SOI alumni were awarded 2020 REFORMA Dia Mini-Grants for Library Programs that Celebrate Latino Culture**.**

The Diversity Committee works with the director to conduct outreach to incoming American Library Association Spectrum Scholars, and a welcome letter is drafted and sent to all new Spectrum Scholars each fall. In addition, targeted advising information is provided on the Spectrum Scholar Advising Group in Canvas *(The External Review Panel will be joined to this group)*. The following screenshot provides a glimpse of this resource.



Welcome to the Spectrum Scholar Advising Group! Please see the Modules Section to gain access to all the pages associated with this site!

Welcome! My name is Dr. Michele A. L. Villagran and I am the chair of the iSchool Diversity Committee! My colleagues on the committee and I are so glad you found our Canvas Spectrum Scholar advising website and just want to say "hi!" and "Welcome to the SJSU iSchool!"

Students ask me all the time about how they can make the most of their experience at the iSchool. Here are recommendation:

1. Take advantage of the many Advising and Student Services offered by the iSchool Administration.
2. Continue to connect with the Spectrum Community to secure your membership in this exclusive group of professionals.
3. Focus on leveraging as many Career Development Resources that the iSchool Provides as possible.
4. Work as an intern to gain new experiences and build your network.
5. See what other successful students and alumni are achieving to inspire your own activities.
6. Consider adding a research angle to your expertise by working for the Student Research Journal.
7. Network, network, network via Professional Organizations and the iSchool's Facebook Community.
8. Continue applying for additional Scholarships and Awards. It's an open secret that we receive very few applications for many of our funding opportunities. You have an excellent chance to gain more funding!

I (and my colleagues) do hope you will be able to take some time in the next months to introduce yourselves in the discussion forum and that you use this site not only for guidance but as a chance to get to know your fellow Spectrum Scholars. There is also a Community Forum where we can share jobs, events, funding opportunities, and conference information. We envision this advising site as a way of formally welcoming you to the iSchool and a vehicle for providing more targeted advising related to your status as Spectrum Scholars.

Figure II. 14 - Spectrum Scholar Advising Group

Student Organizations Promote Intercultural Understanding

School of Information students have many options for affiliation with professional organizations that represent diverse interests and foci. Students have formed several active groups, including:

Table II. 17 - Student Professional Organizations

Student Professional Organizations
• ALA Student Chapter • ASIS&T Student Chapter • REFORMA SJSU • SAA Student Chapter • SLA Student Chapter • First Generation Students Group • Virtual Center for Archives and Records Administration (VCARA)

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

The nature of the online program, combined with courses that explore emerging trends in the information profession, prepare students to work in a rapidly changing and increasingly technological and global society.

Program Learning Outcome/Core Competency O is intended to prepare students to navigate the globalized information environment. The following courses support Competency O:

- INFO 200 Information Communities
- INFO 281 Crisis/Disaster Health Informatics
- INFO 281: Cultural Competence for Information Professionals
- INFO 281 Examination of Global Library Issues Using Project-Based Learning
- INFO 281: Global Principles-Local Libraries
- INFO 281 Globalization and Information
- INFO 281 Intercultural Communication
- INFO 281 International Librarianship

Many other courses also include global or international perspectives in their assignments. See the global assignments tracking spreadsheet for more detail. *The External Review Panel will be added to the Global Engagement Repository in the Canvas faculty site to access assignments, activities, and projects that faculty use to globalize their courses.*

Within the school, a single course can include students from around the world who must navigate different time zones for collaborative group assignments and synchronous meetings. Technological innovations and integration are key to making all this work.

Courses that address technological advances and emerging trends are as follows:

- INFO 220 Digital Humanities
- INFO 241 Automated Library Systems: Emerging Technologies
- INFO 287 AI in the Library
- INFO 287 Augmented Virtual Reality
- INFO 281 Civic Literacy
- INFO 281 Emerging Technologies and Impacts on the Information Experience
- INFO 281 Scholarly Communication and Publishing: Access, Intellectual Property, and Impact

- INFO 282 The Emerging Future: Technology Issues & Trends
- INFO 287 Gamifying Information
- INFO 287 Problem Solving with Data: Part One
- INFO 287 Problem Solving with Data: Part 2
- INFO 287 The Hyperlinked Library—Emerging Trends, Emerging Tech
- MARA 284 Blockchain DLT & Archives, Records, & Information Governance

Through their studies, students gain a wide variety of skills as they fulfill course requirements. Some of the innovative projects developed by students are featured on the Exemplary Student Showcase.

These four examples exemplify the breadth and depth of student inquiry:

- Haptics in Libraries
- Information Architecture Redesign Project: BoardGameGeek
- Online Learning Around the Globe
- Research Based Change in Libraries: Equitable Internet Access

Students may also participate in technology-focused learning opportunities, such as MOOCs and the Library 2.0 web conferences. More information regarding these resources is provided through the links below:

- Blockchain MOOC
- Blockchain Canvas Modules
- iSchool Explores Emerging Technology with Blockchain MOOC
- Student Takeaways from the MOOC

Lastly, Library 2.0 virtual conferences address current topics of interest and importance to the professional community. See the following Standard II.2.6 for more information about these events.

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 faculty focuses on educating library and information science professionals who will pursue lifelong learning. In the conclusion to the e-Portfolio culminating experience, students must articulate their plan for ongoing professional development. To foster professional growth, students have access to a range of opportunities to assume leadership roles, interact with

practitioners, and explore professional development experiences. These initiatives support strategic direction 2.5's emphasis on providing opportunities for professional education.

On-Demand Webcasts

Each semester, students can attend free webcasts, also open to the public. These events feature guest speakers focused on industry trends, career development and opportunities, virtual worlds, archives, and records management. They provide a forum for current and future information professionals to share their work and research activities. These on-demand webcast sessions are recorded and provide a free, accessible resource for anyone seeking professional growth opportunities.

Library 2.0 Web Conferences

The School of Information is a founding partner of the Library 2.0 Worldwide Virtual Conference. This free, online conference is an event for the library community at large, branded with the year and playing on the 2.0 theme. For example, the first conference was titled "Library 2.011." The conference transitioned from one annual two-day event to its current format of three topic-specific, three-hour-long mini-conferences, each of which typically draws more than 5,000 registrants. Along with the TeacherLibrarian.org network and past event registrants, Library 2.0 has to date reached a total audience of more than 50,000 from 175 countries. These conferences provide opportunities for students to present their work and to serve as session moderators and for graduates to extend their professional learning and development.

Students enrolled in a section of INFO 298 Special Studies assist in the organization of the Library 2.0 web conferences. They are involved in a variety of tasks, including:

- Researching and developing lists of organizations and individuals associated with or interested in a particular topic, followed by outreach and surveys to gauge their interest in supporting an online conference;
- Corresponding with and training conference presenters and volunteers;
- Corresponding with and providing technical support to attendees;
- Online/social media promotion and marketing of conferences;
- Live support for presenters and attendees during the actual conference.

Student Associations

To foster understanding of the importance of continuous professional development and lifelong learning, the School of Information encourages and financially supports student involvement in professional associations. All new students are given a complimentary one-year membership to a professional association. MLIS students can choose from the following: the American Library Association, the Special Libraries Association, the Association for Information Science and Technology, the Society of American Archivists, or the National Association of Government Archivists and Records Administrators.

In addition, under the guidance of a faculty advisor, students can serve in leadership roles in student chapter associations, thus engaging in professional development activities and expanding their networks. Student chapters of professional associations include:

- American Library Association Student Chapter
- Association for Information Science and Technology Student Chapter
- REFORMA Student and Alumni Group
- Special Libraries Association Student Chapter
- Society of American Archivists Student Chapter

Travel Grants

Attending and participating in professional association conferences enables students to expand their skills, build new contacts, and immerse themselves in the library and information science field. However, the cost of attendance can be prohibitive for many of our students. In an attempt to ameliorate this burden, eligible student leaders can apply for travel grants. Seven grants valued at up to $1,500 each are awarded in the fall and spring semesters for a total of 14 per academic year. Student leaders who have attended professional conferences reflect on their experience in the Canvas site that supports student associations. *The External Review Panel will be joined to this Canvas site.*

Community Impact Posters

Alumni and current students are encouraged to share their research projects, programs, and case studies to demonstrate their community impact during school-sponsored poster sessions held at professional association conferences. Community impact posters are discussed in detail in Standard I.3.

The poster sessions provide an excellent opportunity for students and alumni to hone their presentation skills in a supportive environment, network, and collaborate with peers, faculty members, and industry colleagues. Note: the information at the poster session link lists the conference where the poster was presented.

MLIS student Hayden Birkett's poster, "HERE, QUEER AND UNDERSERVED" described how LGBTQIA+ youth are underserved in libraries across America. Birkett related her experience at the session: "*My biggest takeaway from the presentation was that there is so much we can do together as librarians, and there are many people who are interested in helping solve the crisis of at-risk LGBTQIA+ youth being served in libraries.*"

Alumni Activities

School involvement continues after graduation as alumni share their successes. For example, the Alumni Voices video series showcases some of the innovative children, teen, and adult programming that alumni have developed at their libraries. The screenshot below highlights

efforts to create a "Biblio Bistro," a mobile kitchen to educate San Francisco Public Library patrons about healthy food preparation:

Figure II. 15 - Alumni Voices Video Series – Click here to view

Other videos featuring MLIS alumni at work are on YouTube. The school also exposes students to the varied career options that await them post-graduation by featuring alumni career spotlights. These profiles detail the alumni's current role and responsibilities and relate the most valuable skills they use on the job. Participating alumni welcome students to contact them with career questions and to assist with networking. The following screenshot displays the Alumni Career Spotlights front page.

Figure II. 16 - Alumni Career Spotlights

Post-Master's Certificate Program

The Post-Master's Certificate in Library and Information Science program focuses on technology and emerging trends in the information professions. It is designed for information professionals who want to update their professional knowledge and expand their skills. Students complete 15 units from one of eight career pathways focused on diverse specializations, such as digital curation, emerging technologies, web programming, and leadership and management.

Digital Assets Certificate

The Advanced Certificate in Strategic Management of Digital Assets and Services program is designed for individuals who need to quickly gain strategic, pragmatic skills related to managing the increasing variety of digital assets and services. Students complete nine units from one of three career pathways. Each pathway provides a high level of customization to fit individual interests, changing job responsibilities, and career goals.

Open Classes

The Open Classes program offers continuing education and professional development opportunities for future and current information professionals. Students can take master's-level courses and earn college credit.

Standard 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.

The School of Information prepares students for careers in many different information environments. The MLIS program requires successful completion of 43 units, including 16 units of required courses and 27 units of electives. The balance between required and elective units provides students with a theoretical and practical foundation to build a cohesive body of knowledge, and at the same time, allows them to develop a course of study that dovetails with their individual interests and career aspirations.

Regardless of the electives they select or achievements in individual courses, all graduating students must demonstrate mastery of all program learning outcomes/core competencies. The PLOs/core competencies are explicitly integrated into all courses, and every syllabus lists those which are relevant to the course. The required core courses cover all the PLOs/core competencies, and the electives reinforce them. The PLOs/core competencies are discussed in

detail in Standard I.2.

Students demonstrate mastery of the PLOs/core competencies in the e-Portfolio culminating experience, INFO 289. The e-Portfolio provides a program-based assessment through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout the program. INFO 289 and the e-Portfolio are discussed in greater detail in Standard II.1.

Career Pathways

While students may select any elective of interest, the school has developed 14 groupings of courses, known as career pathways, to help guide students in their curriculum planning. The career pathways represent a diverse range of LIS-related professional avenues, ranging from more traditional library roles, such as reference and instruction librarians, to emerging roles like usability specialists and digital assets managers. The career pathways web pages link to community profile narratives that introduce students to real-world examples of professionals pursuing careers supported by specific career pathways.

The career pathways are:

1. Academic Librarianship (see also Academic Library Career Environment)
2. Data Science
3. Digital Curation
4. Digital Services
5. Emerging Technologies and Digital Services
6. Information Intermediation and Instruction
7. Information Organization, Description, Analysis, and Retrieval
8. Leadership and Management
9. Management, Digitization, and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
10. Public Librarianship (see also Public Library Career Environment)
11. School Librarian/Teacher Librarian
12. Special Librarianship (see also Special Library Career Environment)
13. Competitive Intelligence
14. Law Librarianship
15. Medical Librarianship
16. Web Programming and Information Architecture
17. Youth Services

All career pathways are linked to the MLIS Skills at Work report that highlights relevant data from the annual assessment of job postings. For example, the Public Libraries Career Pathway specifically references sections that relate to hiring trends, job titles, job duties, and job skills in that field.

Career pathways are designed to emphasize the connection between the courses students choose and their professional goals. Students do not need to adhere to the list of suggested courses; rather, the groupings are intended to help students envision how they will parlay the skills and knowledge they gain in their courses into rewarding careers. Given the wide variety of courses can make it difficult for some students to select a single path. Thus, the school developed a career pathway intersection tool. This dynamic online resource allows students to find courses that intersect with two or more career pathways at once, enabling them to combine their interests. Below is an illustration of this robust tool, displaying the intersection of the "Leadership and Management" and "Youth Services" career pathways.

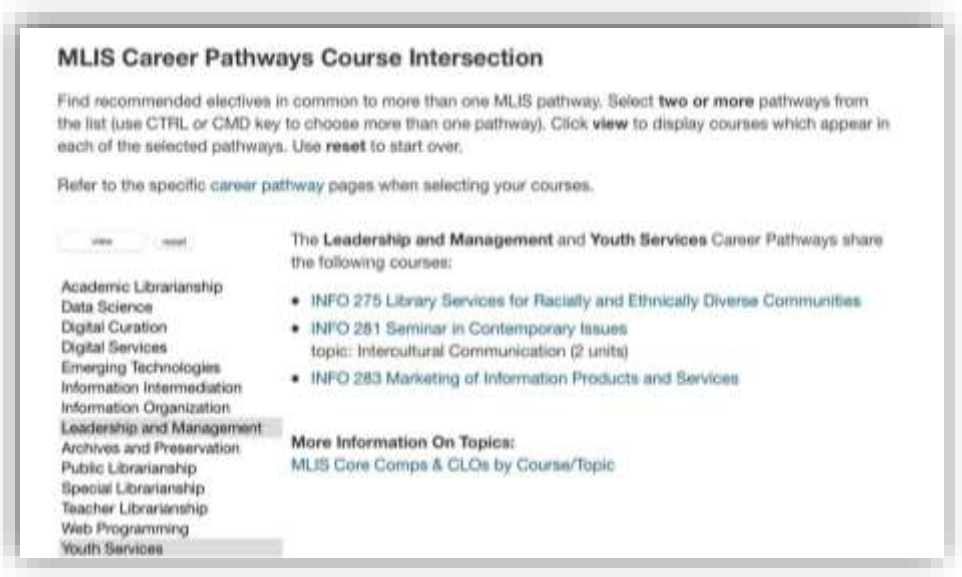


Figure II. 17 - Career Pathways Intersection Online Tool

The career pathways are reviewed and revised by faculty members guided by the program advisory committees (per the curriculum review calendar). Committee discussions can be viewed in these program advisory committee reports. Their analysis is used to guide subsequent revisions. Changes made over the course of the accreditation period are discussed in Standard II.7.

Advising

Students can utilize several advising resources to help build their unique academic path and the advising toolkit to develop a customized plan. Both faculty and staff advisors are available to students. Faculty advisors are listed on the website with introductory videos that outline their experiences and areas of expertise. The Student Services Team supports the associate director

to coordinate graduate advising and develops student success resources. The team also maintains the Canvas advising site and implements outreach, retention, and survey analyses. Team members are available to help all students by email, telephone, Zoom web conferencing, and chat. Standard IV.4 addresses advisory structure and resources in greater detail.

Courses Outside the MLIS Program

Students may take courses from other San José State University departments and/or other universities and apply those courses for credit in their MLIS program subject to approval and content relevance, as noted on the transferring units web page. No more than nine semester graduate units may be transferred. A grade of "B or better" is required for approval of a course transfer. No course(s) will be approved for transfer prior to a student's admission to the MLIS program. The transferred courses may replace electives; they cannot substitute for required core courses. The transferred course must have been completed within seven years of the student's MLIS graduation date. The university does not allow work experience to be used for academic degree credit.

Students may choose some of their electives from courses offered in the School of Information's fully online Master of Archives and Records Administration (MARA) program (nine units) or the fully online MS in Informatics program (six units). MARA students also take some MLIS electives, thus increasing interdisciplinary opportunities for students enrolled in both programs.

Students can take online learning courses from ALA-accredited U.S., Canadian, and other international institutions through the Web-based Information Science Education (WISE) Consortium. Member schools excel in delivering high-quality LIS education and are committed to online collaborative learning. This opportunity greatly expands the available topics and directions open to MLIS students. A current list of participating schools can be seen on the WISE web page.

The School of Information joined the WISE consortium in 2007. After a proposed conclusion to the WISE program following the spring 2019 semester, the University of North Carolina offered to continue administration of the program. No WISE courses were offered in the summer of 2019. Courses resumed in the fall of 2019. Between 2007 and summer 2021, 148 SJSU School of Information students took courses through the consortium. 303 students from other schools took courses at SJSU. See the table below for recent statistics regarding WISE participation.

Table II. 18 - Recent WISE Statistics by Semester

WISE Student Enrollment						
Student Group	**Fall 2019**	**Spring 2020**	**Summer 2020**	**Fall 2020**	**Spring 2021**	**Summer 2021**
SJSU students enrolled in WISE courses	6	6	6	3	6	4
External students enrolled in WISE courses at SJSU	7	10	5	9	4	11

The availability of WISE courses varies each semester. Please consult the links below for examples of courses offered to students through WISE:

- Fall 2019 WISE courses offered
- Spring 2020 WISE courses offered
- Summer 2020 WISE courses offered
- Fall 2020 WISE courses offered
- Spring 2021 WISE courses offered

Interdisciplinary Opportunities

In addition to external course work, the school's many interdisciplinary courses offer students the opportunity to identify and explore overlaps between the LIS field and other disciplines. Below is a list of electives that reflect interdisciplinary connections:

- Big Data Analytics and Management
- Collecting and Analyzing Data for Evidence Based Decisions
- Community Leadership
- Crisis Management Planning, Communication, and Deployment in Information Organizations
- Digital Humanities
- Early Childhood Literacy
- Enterprise Content Management
- Information Visualization
- Intercultural Communication
- Maps and GIS
- Medieval Manuscripts: Genres
- Text and Data Mining

Also, all students must complete INFO 285 Applied Research Methods, during which time they develop an original research proposal and learn about data collection and analysis methods. As described in Standard II.1, INFO 285's variety of foci allow students the flexibility to align this required course with their personal interests and/or career aspirations, providing yet another portal for interdisciplinary research. There are no formal cooperative interdisciplinary curricular opportunities, and such a potentiality is challenging due to the California State University funding model. Because most programs in the university are state-supported (Regular Session) and based on a FTES (full-time equivalent student) model, revenue is provided to programs based on the number of students enrolled. When courses are shared between disciplines, the individual departments receive less revenue. The School of Information has worked around this by developing Special Session programs, but most of the university's other programs are still heavily dependent on state funds (though some are moving to experiment with Special Session models). The school will monitor developments across the university to seek opportunities to enhance and deepen interdisciplinary relationships and offerings.

The school will continue to seek innovative ways to deliver curriculum, such as stackable degrees, micro-credentials, adaptive learning, and additional involvement in virtual worlds like Mozilla Hubs. But again, the school is somewhat limited by the constraints of the California State University system. Hopefully, by the next accreditation period, there may be different delivery models available to us.

Internships

Students are provided with numerous opportunities for supervised professional experiences. The internship offers students the chance to apply LIS concepts and skills in a professional setting with the guidance of a site supervisor. Internships are formalized relationships between the school and the host institution, where the institution agrees to provide regular opportunities for students and to establish a specific application and interview timeline and process. Students typically apply to and are interviewed by the institution, and the institution agrees to assume a teaching role when working with interns. Both on-site and virtual opportunities are available to students. Internships can be taken for anywhere from two to four units, which translates to 90–180 hours served per semester. They can be taken for a maximum of eight course credits over a student's career.

The school maintains a database of internship sites. As of spring 2021, there are 173 entries. A student may also independently identify an internship opportunity that is directly related to their professional interests and goals and submit a request to the faculty coordinator for approval. The coordinator will then work to secure an agreement with the host institution.

The internship handbook provides direction to students who wish to pursue an internship. All interns are guided by the student checklist as follows:

- Completion of at least 19 units before they can be approved for an internship;
- Internships can be paid or unpaid;
- A set of learning outcomes must be agreed upon by both the faculty coordinator and the internship site supervisor;
- Interns typically work between 90 to 180 hours per semester (depending on the number of units);
- Internships can be completed onsite, virtually, or through a combination of both.

The following examples describe two virtual and two onsite internships that are consistently popular with students:

Example 1: Button Museum (Virtual)

LOCATION: Button Museum
3279 W. Armitage Ave, Chicago, IL 60647
www.buttonmuseum.org

JOB TITLE: Museum Digital Archives Internship

JOB DESCRIPTION:
The Button Museum is looking for students to work with us to develop and expand our Digital Archive. Students will gain unique and specialized experience researching, describing, digitizing, and cataloging our growing collection of historic buttons.
Major responsibilities:
*Perform historical research
*Describe and catalog buttons
*Input data and research into museum database
*Possible help maintaining social media

WORK TO BE DONE: Virtual

QUALIFICATIONS:
Strong research and writing skills with a strong attention to detail.
Strong organizational skills.
Experience working Drupal Content Management System.
Experience cataloging museum objects.
Experience working with Photoshop to edit images.

Example 2: San Francisco Public Library (Virtual)

JOB TITLE: SFPL Jail & Reentry Services Intern: Reference by Mail

JOB DESCRIPTION:
The intern will, under supervision of an SFPL librarian, respond to letters mailed from incarcerated patrons around the country. Letters may include questions about reentry resources, pop culture, history, art, music, small business, and a range of other topics. Responses will be reviewed by a librarian who will provide feedback and suggestions for revision as necessary. Responses must adhere to SFPL templates and to the content limitations set forth by SFPL and by the facility where the patron is incarcerated. Interns should be detail oriented, and able to independently manage their workflow.

WORK TO BE DONE: Virtual

QUALIFICATIONS:
Excellent writing and communication skills. Ability to respond to reference question without a "reference interview" or any feedback from the patron. Experience with online databases. Commitment to social justice librarianship. Ability to clearly and succinctly explain in writing their research process. Completion of INFO 210 or other reference course required. Must be willing to adhere to rules, regulations, and content guidelines provided by SFPL librarians. Internship also includes special assignments exploring information access within jails and prisons.

Example 3: Bay Area Video Coalition (Onsite)

LOCATION: Bay Area Video Coalition
2727 Mariposa St, 2nd FLR San Francisco, CA 94110
www.bavc.org

JOB TITLE: Preservation Access Program Internship

JOB DESCRIPTION:
Bay Area Video Coalition seeks a part-time, unpaid intern for its **Preservation Access Program (PAP)**, a multi-year program funded by the Mellon Foundation. Under supervision, the intern will usher an artist's PAP project from intake to digitization, preservation, and making the content accessible on our Internet Archive page. The intern will also assist BAVC preservationists and technicians as needed on a variety of tasks (see below).
BAVC is a leading vendor in the field of archival video and audio preservation, and wishes to work with a library, archives, or film student who aspires to learn about the field of preservation, archival audio and video formats, and the developing field of born-digital and tape-based moving image preservation. We maintain a fun, fast-paced, and cooperative environment that encourages staff to share knowledge and ideas.

Duties will include (following training): Intake procedures (barcoding, inspection, metadata and cataloging); applying conservation treatments to delicate videotape material; quality control of digital files using QCTools; light clerical duties such as invoicing, shipping and receiving, and

communicating directly with clients; working with volunteers on curating the PAP Internet Archive page; transcoding access files using command line tools such as FFmpeg; social networking and event assistance as needed; updating internal documentations as workflows change

WORK TO BE DONE: Onsite

QUALIFICATIONS:
Required qualifications include: excellent written and verbal communication skills; strong attention to detail; an interest in audiovisual preservation and cultural heritage; knowledge of care and handling of archival materials; familiarity with the macOS software platform

Example 4: Los Angeles Public Library (Onsite)

LOCATION: Los Angeles Public Library (**www.lapl.org**)
630 W. 5th Street, Los Angeles, CA 90071

JOB TITLE: Intern

JOB DESCRIPTION:

Various opportunities focusing on adult reference and Children's and Young Adult librarianship. Positions available in various branches and at the Central Library.

WORK TO BE DONE: Onsite

QUALIFICATIONS:
Potential interns need to have fulfilled INFO 294 prerequisites.

APPLICATION PROCESS: Please send resume and cover letter, stating qualifications, areas of interest, and goals for this internship

Canvas Internship Site

In addition to completing hours at the internship site, students enroll in a Canvas course and complete three status reports and a final report as well as provide a confidential evaluation of the internship site. The syllabus for INFO 294 can be viewed on the website. *The External Review Panel will be added to the Canvas course*.

Below are replications of status and final report content:

Status Report One

Please use the following headings to tell us about your internship (*All headings must be fully addressed).*

- About Me
- Site Location and Description
- The Set-Up (What I am doing to date)

List **each** Learning Outcome separately **under its own heading.**

Under each separate Learning Outcome report:

- How you are underway -or not -towards meeting it
- **Specific activities/tasks** you are doing. For each give a **specific example.**
- Application Process: What activities were included in your application process? Were you required to submit a letter of application and resume? Did you engage in an interview? Was it in person, via telephone, a web conference, or other?
- Orientation Process: Describe any orientation you received. How did you receive instructions in order to get started?
- Technology: What is used for communication to complete your work?

Status Report Two

- Site Name and Location
- Progress to Goals: List **each** Learning Outcome **separately under its own heading.**

Under each separate Learning Outcome report:

- How you are underway -or not- towards meeting it
- **Specific activities/tasks** you are doing. For each, give a **specific example.**
- How have you been communicating with your site supervisor so far? Is it effective? Can you recommend a different way of communicating that might enable you to be more productive or feel more a part of the site's team?
- Prepare an elevator speech that you can use to summarize your internship and the **new skills** you acquired. Here is a link to information about an elevator speech (links to an external site) and a follow up.

Status Report Three

Use Prezi or PowToon or PowerPoint Online or Google sites or Emaze or Vimeo or YouTube or Adobe Premiere Rush or Adobe Spark or similar tools to produce a **Day in the Life** about your internship. Your task is to walk us through a day at your internship and introduce us to the work you do. The day can be conducted onsite or virtually based on internship setting. You might want to illustrate more than one day if you are working in small chunks.

Final Report

INTRODUCTION: Why did you select this site?

SITE DESCRIPTION: Description of the specific department/unit where you spent the significant portion of your internship (more detail here that in the overall description).

LEARNING OUTCOME I
Restate the full learning outcome; Describe the activities/tasks performed to obtain this outcome; Describe/discuss any problems encountered and how they were resolved. If the desired outcome was not achieved or only partially achieved, describe/discuss why.

LEARNING OUTCOME II, et al.: Follow the same format as above for **all** learning outcomes.

CONCLUSION: Address the following questions at the end of the report (separately under each heading)
- What management style did your site supervisor exhibit? Was it effective? Would you recommend any change in approach?
- What kinds of technology did you use to conduct your internship? Do you have any recommendations for technology that would have improved either communication with the site supervisor or completion of your assigned tasks?
- Explain your responsibilities briefly and then explain the issues that were of great concern to your site supervisor. For example, if you were coding EAD, was there an emphasis on quantity? Quality?
- What were the most difficult aspects of the work experience for you? Were these the "normal" difficulties of working in a new environment? Did they have to do with working "virtually" (if you were doing a virtual internship)? What steps could be taken by you or the site supervisor to improve the experience?

Internship Site Supervisor Reports

Internship site supervisors provide a confidential evaluation of each student intern in a formal report. [Redacted material: Confidential Data]. The following list summarizes the key year-over-year findings:

Traits

- Adaptability, flexibility, and versatility;
- Self-starters: ability to work independently;
- Maturity and poise;
- Confidence level;
- Willingness to try new things;
- Professionalism;
- Positive attitude;

- Pragmatism;
- Strong work ethic;
- Collegiality;
- Embraces challenges;
- Willingness to learn and apply innovative methods to tackle complex issues;
- Passion for discrete subjects or collections;
- Aptitude to convey that passion to diverse communities/constituents;
- Receptivity to and integration of supervisor and coworker feedback.

Skills, Overall

- Organizational: including goal-setting, project execution, and time management;
- Leverages opportunities for learning and community engagement;
- Collaboration and team-building;
- Technical proficiency and comfort with new technologies;
- Implementing, executing, and training others to use new technologies;
- Consistent application of professional knowledge to wide range of applications, regardless of internship site context;
- Data extraction and synthesis;
- Fluency with born digital technologies and collections;
- Communication: including oral, digital, and written.

Skills, Context-Specific

- Academic: approachability; knowledge of academic databases and learning resources; programmatic initiation and support; rapport with students, faculty, and coworkers;
- Public libraries: excellent customer service skills; instinctual reference interview methods; programming initiation and support;
- Technical services: navigation and integration of complex data sets; mastery of diverse technology;
- Archives: research skills; passion for subject area/collection focus; application of varied archival concepts and practices to diverse collections and purposes.

The following table provides insight into the high performance rates of the school's interns from 2015–2021. [Redacted material: Confidential Data] is available in Dropbox. Overall, 95% of supervisors indicated that they would hire their interns. Of the 5% who said they would not hire, almost all supervisors cited lack of financial resources and/or open positions as obstacles

to hiring. Very few identified personality issues that indicated that interns may be a better fit in a different type of information organization.

Table II. 19 - Student Intern Hiring Prospects, 2015–2021

Hiring Evaluation Data			
Year	**Number of Students Who Took Internships**	**Would Hire**	**Would Not Hire**
2015	43	41	2
2016	41	37	4
2017	66	63	3
2018	103	100	3
2019	108	102	6
2020	103	99	4
2021	55	55	0

Case Study of Melissa F's Virtual Internship

Melissa earned three units and worked 135 hours for the San Francisco Public Library's Jail and Reentry Services program as a virtual student under the supervision of a public librarian. The internship specified four learning outcomes: 1) Respond to written information requests from incarcerated individuals and determine and interpret information needs without a reference interview; 2) Evaluate information sources to determine the best answer when responding to incarcerated individuals' inquiries and select and employ reference resources including books, databases, government sources, internet search engines, and periodicals; 3) Compose thorough written responses that support the incarcerated individual's needs and adhere to the procedures and regulations set forth by San Francisco Public Library's Jail and Reentry Services Reference by Mail program; and 4) Demonstrate understanding of incarcerated patrons' unique needs and limitations by writing letters that are applicable to their situation, using a professional, respectful tone. Melissa achieved high ratings on all the learning outcomes.

In her final report, Melissa noted: "*Rachel was an excellent supervisor and demonstrated a democratic management style. She provided constructive and empowering feedback in a timely manner, which helped me quickly acclimate to the virtual internship environment. After getting to know my work, she entrusted me with making decisions when there was a complicated or sensitive*

Figure II. 18 - Melissa's YouTube Report - Click here to view

topic that needed to be addressed. She was available when I needed to confer with her, which made me feel like I always had support. Overall, I thought the internship was extremely well organized. This was my first experience doing a virtual internship and I felt supported by my supervisor and had all the resources needed to complete my tasks. Rachel kept an open line of communication with me the entire time and provided feedback which made me feel more confident in the work I was doing."

In the student strengths section, Melissa's site supervisor commented: "*Melissa was an exceptional intern. She is a skilled writer and researcher, and she is able to simplify complicated concepts very clearly and professionally in her writing. She is personable, thoughtful, and extremely thorough. We couldn't have asked for a more successful intern!*"

Interns are also asked to provide a final multimedia report. View Melissa's YouTube video report.

INFO 298 Special Studies

Students can undertake advanced independent research in individualized areas of interest by enrolling in INFO 298 Special Studies. In some cases, students may also sign up for INFO 298 at the request of a faculty member who needs a research assistant. The table below offers examples of INFO 298 projects relevant to this standard during the accreditation period.

Table II. 20 - INFO 298 Examples Relevant to Standard II.3

Faculty Member	Topic
Sue Alman	○ University of the Witwatersrand: South Africa LibGuide Development ○ Blockchain Website Assistance ○ Library 2.0: Conference Assistants ○ Emerging Future: Annotated Bibliography Creation ○ Blockchain MOOC Assistance ○ Guatemala: Librarians Without Borders
Joni Bodart	○ Effect of Third v. First Person Viewpoint on Booktalk Efficacy ○ Reflections on My Time as a Graduate Assistant
Lisa Daulby	○ Building an Information Governance Course Outline and Reading List ○ Creating a Proposal to Build Electronic Data/Records for Owl Ventures ○ Archival Paper Processing at the New York State Archives ○ Archival Paper Processing at the Tacoma Public Library History Room ○ Implementing Enterprise Content Management (ECM) Solutions for Marin County ○ Implementing a Sound Booth for Digital Literacy at the Sonoma County Library ○ Creating a Virtual Audio/Visual Historic Timeline to Represent Richard Nixon's Views of LGBT Communities ○ Creating a Photographic Collection Museum Accession Register for the Post Falls Historical Society
Debbie Faires	○ Peer mentors for INFO 203 ○ Web conference trainers/assistants ○ Carlsbad CA Library Database Evaluation ○ My Mental Health Matters: College and University Students ○ Marketing Music in the Public Library

Patricia Franks	○ Updating South San Francisco History Room's Photograph Inventory to Function as Both Intuitive Internal and External Resource ○ Preserving VCARA's Cultural Heritage ○ Memory Project Plan: Old Town Hot Springs, Steamboat Springs, Colorado ○ Photographic History of San Jose State University ○ Designing PPT to accompany the Records and Information Management textbook ○ Developing a proposal for The International Directory of National Archives ○ Assistance with The International Directory of National Archives ○ Exploring Commercial Opportunities in Virtual Worlds ○ Facilitating a Community of Practice in Virtual Worlds for Education ○ Extending Collaborative Activities in VCARA
Mary Ann Harlan	○ Digital Literacy Instruction ○ Professional Development Planning for High School Teaching Staff ○ Research on e-book Use for Pleasure Reading among Middle Schoolers
Deborah Hicks	○ Fundraising and Development Strategies for Public Libraries
Linda Main	Students developing blog posts for California Revealed ○ Building blog sites in support of classes (all sites need the passwords: shetland; brach): From Parchment to Pixel Medieval Maps Animals in the Margins Marginalia in Medieval Manuscripts Horae Incunabula in the Cradle of Print ○ Blog posts for Librarians Without Borders, Guatemala ○ Blog posts during NEH Seminar designing curriculum through an inquiry process. Source materials used: New Orleans Jazz Museum and Archive, Hogan Jazz Archive, and the Louisiana Research Collection at the Tilton Library. ○ Development of and marketing strategy for mobile kit for multiple sclerosis patients at the University of Utah Hospital: student collaborated with the National Network of Libraries of Medicine ○ Students working with the Virtual Student Federal Service to foster digital accessibility ○ Students working on taxonomies with System 1 ○ Developing social media support for the Black Heritage Library & Multicultural Center in Findlay Ohio
Alyce Scott	○ Machine Learning Applications in Libraries and Archives
Cheryl Stenstrom	○ Public Library Advocacy
Michael Stephens	○ "Connected Learning: Evaluating and Refining an Academic Community Blogging Platform" Grant Proposal ○ "Technology, Collaboration, and Learning: Perceptions and Effectiveness of Public Library Staff Professional Development" Grant Proposal ○ WordPress Immersive Experience: Information Architecture; Designing Learning Modules
Virginia Tucker	○ Legal Resources Website Development ○ Taxonomy Analysis and Assessment ○ Legal Research Instruction
Michele Villagran	○ A Qualitative Assessment of Research Consultation in Academic Law Libraries

Standard II.4

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

The articulation and ongoing review of the school's curricular offerings incorporates the knowledge and competencies statements of relevant professional organizations. The school's program learning outcomes/core competencies—as summarized below—reflect the underlying foundations and competencies common to the LIS profession, including those represented, for example, in the 2009 ALA Core Competences. Once the revised ALA competency statements are approved and agreed upon, the school will use them to help guide subsequent PLO review.

The items below represent the key themes emergent from the review of competency statements and their subsequent incorporation into the PLO review process:

- Understanding the similarities and differences between various information organizations and professional roles from historical, current, and future perspectives;
- Designing programs and services supportive of diversity, inclusion, and equity for clientele and employees;
- Understanding information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant, and appropriate information;
- Designing collaborative and individual learning experiences based on teaching and learning principles and theories;
- Organizing information (classification and controlled vocabulary systems, cataloging systems, metadata schemas);
- Selecting, evaluating, organizing, and preserving physical and digital information;
- Designing, querying, and evaluating information retrieval systems;
- Identifying, using, and evaluating current and emerging information and communication technologies;
- Identifying current and emerging technologies that impact the creation, use, and exchange of information within communities;
- Using quantitative and qualitative research methods;
- Designing research projects;
- Evaluating and synthesizing professional and research literature;
- Selecting appropriate assessment tools for evaluation purposes;
- Applying planning, marketing, and advocacy skills;

- Exercising professional leadership;
- Building good communication skills;
- Understanding the strategic planning processes;
- Building collaborative teamwork abilities;
- Identifying ways in which information professionals serve specific information communities in a global context.

The following table demonstrates how LIS professional association competency statements are tied to the appropriate MLIS career pathways.

Table II. 21 - Alignment between Professional Association Competencies and MLIS Career Pathways

Professional Association	Competency	Career Pathway
American Association of Law Libraries	Body of Knowledge (2017)	Law Librarianship
American Association of School Librarians	National School Library Standards	School/Teacher Librarianship
Association for Library Collections & Technical Services (now part of Core)	Core Competencies for Cataloging and Metadata Librarians (2017)	Information Organization, Description, Analysis, and Retrieval
Association for Library Service to Children	Competencies for Librarians Serving Children in Libraries (2020)	Youth Services
Association of College and Research Libraries	Competencies for Special Collections Professionals (2017)	Management, Digitization and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
Association of College and Research Libraries	Standards for Proficiencies for Instruction Librarians and Coordinators (2017)	Information and Intermediation and Instruction
Library Leadership and Management Association (now part of Core)	Foundational Competencies for Library Leaders and Management (2016)	Leadership and Management
Medical Library Association	Professional Competencies (2017)	Medical Librarianship
Reference and User Services Association	Professional Competencies for Reference and User Services Librarians (2017)	Information and Intermediation and Instruction
Society of American Archivists	Curriculum (2018)	Management, Digitization and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
Special Libraries Association	Competencies for Information Professionals (2016)	Special Librarianship
Young Adult Library Services Association	Teen Services Competencies for Library Staff (2019)	Youth Services

The incorporation of professional organization competencies into the school's curriculum review cycle is discussed in Standard I.2. Program advisory committees have been established for and are aligned with San José State University School of Information's career pathways,

especially those that are centered on topic areas rather than type of library. In addition, three PACs focus on specific programs: Informatics, MARA, and the Teacher Librarian program. Each PAC is led by one or more full-time faculty members and includes several LIS experts, influencers, or leaders. Meetings are documented and reports are filed regularly in iSchool retreat materials.

Standard 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.

Evaluation of the school's curriculum is both ongoing and rigorous and uses different types of data across the lifecycle of all the school's courses. These inputs span curricular design, development, assessment, and continuous refinement at the instructor level; the review of new and revised courses by the Curriculum and Program Development Committee (comprised of faculty, students, and alumni) and their final approval of full-time faculty; and the constant review by practitioners through program advisory committees to ensure currency and relevance. While the evidence and data used to make refinements to the curriculum are discussed specifically in Standard II.7, data sources and evidence are organized and publicly displayed in the Curriculum Review Calendar. These include:

- Systematic review of program learning outcomes (see 2018–2019 review)
- Curriculum review is prioritized as strategic direction 2.1
- End of course student evaluations (SOTEs or Student Opinions of Teaching Effectiveness) that are reviewed by the specific instructors and also made available to school leadership each semester
- Systematic review of core courses (2015 and 2018)
- Systematic review of the e-portfolio culminating experience (2014 and 2018)
- Systematic review of electives and career pathways (2017 and 2020)
- Annual MLIS Skills Report (annual)

Ongoing Faculty Curriculum Review Informs Planning Process

The faculty conducts a systematic review of the curriculum on a three-year cycle. This process is outlined in the curriculum review calendar and discussed in detail in Standard I.1.1. In the first

year, the required courses (INFO 200 Information Communities, INFO 202 Information Retrieval System Design, INFO 203 Online Learning Tools and Strategies for Success, INFO 204 Information Professions, and INFO 285 Applied Research Methods) are reviewed. In the second year, faculty review the culminating experience and assess students' ability to meet the program learning outcomes/core competencies as demonstrated by their work in INFO 289 e-Portfolio. In the third year, the career pathways and electives are reviewed.

The following table identifies the review timeline during this accreditation period.

Table II. 22 - Curriculum Review Cycle, 2014–2021

Three-Year Curriculum Review Cycle	
Curriculum Component	**Timeline**
INFO 289 Culminating Experience	Fall 2014–Spring 2015
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2015–Spring 2016
Electives and Career Pathways	Spring 2017–Fall 2017
INFO 289 Culminating Experience	Spring 2018
INFO 200, INFO 202, INFO 203, INFO 204, INFO 285	Fall 2018–Spring 2019
Electives and Career Pathways	Spring 2020–Summer 2020
Prepare for Accreditation	Fall 2020–Summer 2021

Core Course Coordination and Review

Each of the core courses is led by a full-time faculty member who serves as the coordinator. The coordinators for the core courses are as follows:

- INFO 200 Information Communities: Dr. Michael Stephens
- INFO 202 Information Retrieval System Design: Dr. Virginia Tucker
- INFO 204 Information Professions: Dr. Deborah Hicks

Core course coordinators are closely engaged with all section instructors. The coordinators maintain a site in Canvas where they post information and documents for instructors, e.g., syllabus templates, assignment guidelines, grading rubrics, sample assignments, and shared lectures. They also communicate regularly with section instructors to:

- Alert them to any changes in university and/or school policy requirements;
- Discuss changes in course requirements;
- Recommend changes in assignments or readings to reflect current practice in the field;
- Facilitate discussions of effective teaching techniques;
- Remind them of school-related activities involving their students, such as the opportunity to contribute to the *Student Research Journal*;
- Discuss concerns instructors might have about their students.

The coordinators conduct reviews to ensure that core courses are complementary and cover the field in a thorough manner. The 2019 review offers an example of this process. At this time, coordinators also mapped core courses to program learning outcomes/core competencies. Table II.4 shows this mapping.

Program Advisory Committee (PAC) Review

Faculty members work with the program advisory committees (PACs) in the elective curricular review process. Each of these committees is led by a full-time faculty member and composed of three to five practitioners. Meetings are held once per semester via Zoom web conferencing. Currently, committee members reside in California, Florida, Georgia, Illinois, New York, Oregon, Pennsylvania, Rhode Island, Texas, and Wisconsin. Internationally, members live in Ottawa, Canada; Vancouver, Canada; and York, England.

In an iterative cycle, the faculty leads for each program advisory committee report on the curriculum and activities related to the career pathways, gather committee members' input, and report back on implementation of their suggestions. After the meetings, the faculty leads share new course ideas with the co-chairs of the Curriculum and Program Development Committee and the school's director. Curriculum and Program Development Committee reports are also provided to the full-time faculty at each retreat.

Youth Services Program Advisory Committee

Program advisory committee input has guided the creation of variable unit courses and the sequencing of foundation courses in the career pathways. For example, the Youth Services Program Advisory Committee suggested the following course work progression for the Youth Services Career Pathway:

Prerequisite Foundation Course:

- INFO 260A Programming and Services for Children **or**
- INFO 261A Programming and Services for Young Adults

Recommended Courses:

The youth services faculty has recommended possible course work in four areas: Materials; Services and Programming; Management and Administration; and Emerging Information and Communication Technologies. This is a suggested course of study but students may explore any focus area in greater depth.

Materials (Recommend a minimum of 2 courses):

- INFO 237 School Library Media Materials
- INFO 263 Materials for Children
- INFO 265 Materials for Young Adults

Services and Programming (Recommend a minimum of 2 courses):

- INFO 210 Reference and Information Sources
- INFO 267 Seminar in Services to Children and Young Adults. Topics: Controversial Literature; Intellectual Freedom for YA, Outreach Services to Teens and Children
- INFO 269 Early Childhood Literacy
- INFO 275 Library Services for Racially and Ethnically Diverse Communities
- INFO 281 Seminar in Contemporary Issues. See current topics. *{Select class number then topics}*. Graphic novels is recommended; as is Intercultural Communication. Seminar topics can be explored through a youth services lens.
- INFO 287 Seminar in Information Science. See current topics. *{Select class number then topics}.* Recommended Topics: STEM in Libraries, Innovation and Participatory Practice in Libraries (to include Maker Spaces). Seminar topics can be explored through a youth service lens.
- Management and Administration (Recommend a minimum of 1 course)
- INFO 266 Collection Management
- INFO 282 Seminar in Library Management. See current topics. *{Select class number then topics}.* Seminar topics can be explored through a youth service lens.
- INFO 283 Marketing of Information Products and Services
- Emerging Information and Communication Technologies (Recommend a minimum of 1 course)

- INFO 240 Information Technology Tools and Applications (Web Site Design)
- INFO 246 Information Technology Tools and Applications: Advanced. See current topics. {Select class number then topics}.
- INFO 287 Seminar in Information Science. See current topics. *{Select class number then topics}.* Recommend topics related to emerging technologies.

The program advisory committees also suggest changes to existing career pathway structures. During the accreditation period, the Technology Program Advisory Committee suggested modifications to the structure of the school's Web Programming and Information Architecture Career Pathway, as shown in this link to the current foundation course structure. The PAC helped outline the specific categories delineated within "Back End" (the programming and databases that drive the provision of information organization and information seeking) and "Front End" (the design and user experience):

Web Programming Career Pathway

Back End Technology

Select at least two:

- INFO 242 Database Management
- INFO 246 Information Technology Tools and Applications: Advanced [See current topics. Select class number then topics]:
  Select topics from: Information Architecture, Drupal and Content Management Systems, APIs, Web Frameworks with Bootstrap
- INFO 293 Data Networking

Select one or two programming languages (all are INFO 246) [See current topics. Select class number then topics]:

- PHP
- MySQL
- JavaScript/jQuery
- Python

Select one on security/privacy:

- INFO 287 Cybersecurity [See current topics. Select class number then topics]

Front End Technology

Select at least one:

- INFO 251 Web Usability (to include accessibility)
- INFO 287 [See current topics. Select class number then topics]
  - AI in the Library
  - Design Thinking

- User Experience

Project Management

Select at least one from the following:

- INFO 282 Seminar in Library Management [See current topics. Select class number then topics] Topics: Project Management, "Workflow assessment and design in collaboration with technology teams."

Data Analysis

Select at least one from the following:

- INFO 246: [See current topics. Select class number then topics]
  - Information Visualization
  - Text/Data Mining
  - Big Data Analytics and Management

Experience

- INFO 294 Professional Experience: Internships (1,2,3, or 4 units)

The role of the program advisory committees and examples of courses added based on their suggestions are discussed in detail in Standard I.6. A full list of courses added to the curriculum based on PAC feedback is included here in II.7.

Insights from the LIS Field: MLIS Skills at Work Report

To monitor the job market, the school prepares an annual job trends snapshot, the MLIS Skills at Work report. During the spring semester, a student research assistant (under the supervision of a faculty member) indexes more than 400 job listings from job websites specific to the LIS field as well as those more general in scope. Slides 46–50 in the MLIS Skills at Work report depict methodology and job sites reviewed.

The career pathways are linked to the annual MLIS Skills at Work report. Each career pathway includes a section entitled "MLIS Skills at Work." The following examples (accessed via clickable links) display some of these connections:

- Academic Libraries Career Pathway
- Data Science Career Pathway
- Information Organization, Description, Analysis, and Retrieval Career Pathway
- Leadership and Management Career Pathway

Together, the data gleaned from monitoring LIS job trends and the feedback elicited from the program advisory committees support strategic direction 2.1's emphasis on broadening the curriculum to address changes in the LIS profession.

New Course Development

As part of the school's elective offerings, seminars are multi-topic courses. Current electives include INFO 220 Resources and Information Services in Professions and Disciplines, INFO 246 Information Technology Tools and Applications-Advanced, INFO 267 Seminar in Services to Children and Young Adults, INFO 281 Seminar in Contemporary Issues, INFO 282 Seminar in Library Management, INFO 284 Seminar in Archives and Records Management, and INFO 287 Seminar in Information Sciences. These electives are structured to facilitate the seamless addition of new course topics that ensure the curriculum's responsiveness to a constantly changing professional environment.

This MARA and MLIS Topics database provides a complete list of all elective topics added during the accreditation review period as a result of input from program advisory committees and employers. Given the dynamic LIS field, the importance of various topics fluctuates with job market trends. A set of course rotations helps students plan their program as new topics are routinely added.

All new courses are reviewed and approved by the full-time faculty after going through the Curriculum and Program Development Committee. New courses may be proposed by an individual faculty member, or they may be brought forth because of suggestions from a specific program advisory committee. To propose a new course, the faculty member submits a course proposal to the Curriculum and Program Development Committee co-chairs, who then solicit feedback from their committee members. The committee includes a part-time faculty representative, a student representative, and an alumni representative. The co-chairs communicate any suggestions made to the proposer, and revision continues until the committee deems the proposal ready to be brought before the entire faculty. *The External Review Panel will be joined to the Curriculum and Program Development Committee Canvas site.*

New courses that will be assigned a permanent course number (rather than designated as a topic within an existing seminar grouping) undergo an additional university review process. This process requires a formal application (signed by the director and library liaison) and a fully developed course syllabus, both of which are submitted to the college-level and university-level curriculum committees. Once these two committees sign off on the new course, the official proposal form is approved by the associate dean for the College of Professional and Global Education and the associate dean for Graduate Studies. At this point, the course is assigned a permanent course number.

Involvement of Students, Alumni, and Employers in Evaluation Process

Various tools are used to assess student satisfaction and learning outcomes. These tools include:

- Student Opinion of Teaching Effectiveness Surveys
- Alumni Surveys
- Employer Surveys

Student Opinion of Teaching Effectiveness Surveys

At the end of each semester, students are asked to complete a Student Opinion of Teaching Effectiveness (SOTE) online survey for each course in which they are enrolled. These anonymous surveys focus on the effectiveness of instruction in individual courses. An overall minimum rating of 4.0 (on a 5.0 scale) is expected. All classes are evaluated each time they are taught.

The same form is used by all California State University campuses per an agreement with the California Faculty Union.
The SOTE criteria used to gauge faculty performance are:

- Demonstrated relevance of the course content;
- Used assignments that enhanced learning;
- Summarized/emphasized important points;
- Was responsive to questions and comments from students;
- Established an atmosphere that facilitated learning;
- Was approachable for assistance;
- Was respectful of the diversity of the students in the class;
- Showed strong interest in teaching the class;
- Used teaching methods that helped students learn important concepts;
- Used grading criteria that were clear;
- Helped students analyze complex/abstract ideas;
- Provided meaningful feedback about student work.

SOTE data are sent directly to the SJSU Office of Institutional Research. Results are tabulated and returned to the individual faculty member and submitted to the school's director. The director reviews the results and uses them as part of the annual evaluation of part-time faculty. SOTE results for full-time faculty are incorporated into the retention, tenure, and promotion process. More details on this process are discussed in Standard III.8.

The director prepares a summary presentation of SOTE data for faculty that identifies the salient issues emergent from their review.

Faculty members often apply SOTE findings to modify their courses. Below, instructors share in their own words how they have responded to student feedback:

- *"I continually refine reading lists to ensure that they are as relevant as possible. I also note when older readings are included that offer historical perspectives, so that students understand their importance to course concepts. I give assignment details*

further in advance so that all students are able to better manage their time. And I plan to implement a suggestion offered when I last taught to include an additional Zoom session on copyright issues pertaining to media in libraries so that students have another opportunity to interact and ask questions about this complex issue."

- *"For my INFO 248 cataloging class, I have made video demonstrations with screen sharing of all the major assignments, in response to requests or comments in SOTES about wanting more information on how to complete assignments."*
- *"The most significant addition I made last year was adding an audio interview with the head of the Pikes Peak Library District (where I live) and his colleague from Eastern Europe on how they navigate intercultural challenges in their system. They are especially involved with the homeless. Students have appreciated expanding their sense of cultures to include even the homeless, not just recent immigrants, and it has helped bridge the gap in the course between intercultural communication and LIS."*
- *"I am recording longer lectures (~40 minutes) this summer for my fall 2020 section of INFO 220. I had been operating under the current conventional wisdom that students prefer shorter video recordings and my fall 2019 lectures kept to ~15-20 minutes, but from SOTES, I learned that there is a preference for longer recordings. I will offer both the "short" version and the "long" version for each unit."*
- *"The comments can also let one know when an assignment doesn't seem relevant any longer, which happened in INFO 265 Materials for Teens. A few semesters ago, I changed the assignment that just evaluated websites to one that asked students to develop a lesson plan to teach teens about fake news and evaluating online resources. This new assignment was more demanding but garnered very positive feedback, since it was practical - the lesson plan was something a student can use on the job, especially if they work at a high school. The SOTES motivated the change to the old assignment, and then validated that this new 'Fake News' assignment was useful."*

Examples of how instructors modified courses in response to SOTE feedback are included in Standard II.7.

Diversity-Related Feedback from Faculty Members

The Diversity Committee is currently reviewing ongoing input from faculty, such as the following:

- *"I've found that my students are much more diverse than when I was teaching for another iSchool about 10 years ago, so I think that is a sign that we are moving in the right direction; I still don't think we have enough African-American students. Is it possible to provide scholarships to support more African-American students to enroll in the program? Distance education is certainly more of an equalizer because students who do not have an LIS program in their location can get access to library education online."*

- *"We are discovering how important students coming as first-generation professionals are, particularly in online experiences. We should continue to probe the educational/pedagogical implications for this experience and look to reform our teaching to better insure the near and long-term success of these students."*
- *"I would like to see increased conversation, in collaboration with the libraries, about open access texts and open educational resources in order to provide library access to more texts and reduce the overall costs of texts for students. In the past, my desire to make the class as affordable as possible has worked against my desire to diversify my readings because the white male authors were the ones published in open access publications."*
- *"Develop more grant-based opportunities for students and teachers to work together on diversity efforts impacting local/community environments."*
- *Many instructors have been reflecting on their own white privilege such as growing up in red-lined communities, realizing you were a 'nice white parent' as part of a new school for your kids, never having a problem hailing a taxi, etc. Even though the past cannot be changed, this new awareness of inequity and exclusion should create new internal motivation to jumpstart lasting change. Telling stories or writing stories that can be read and exchanged. For people that like to talk, use VoiceThread. For writers, posting stories that can be read by other faculty."*
- *"Students in my class have the option to participate in providing reference services for individuals who are incarcerated through 'Jails and Reentry Services' (JARS), which is coordinated by two librarians at the San Francisco Public Library. Students have raved about their experiences."*

Student Performance

The evaluation of student performance via demonstrated mastery of all competencies is a key part of ongoing curriculum review, as is the assessment of student success in and feedback on individual courses. The following data provides a snapshot of this latter set of inputs, using performance and evaluative data for INFO 203. During fall 2020 and spring 2021, 100% of students who completed INFO 203 passed the course. Some students who began the course decided not to continue with the program. On average 50–60 students a semester decide to withdraw. This result verifies one of the course's intentions: to offer students the opportunity to assess their fitness for online study and continuation in the program. Data regarding the number of new students who successfully complete INFO 203 can be found on the Program Performance Page: INFO 203 Retention and Pass Data**.**

When surveyed, most students confirm that INFO 203 was critical to their overall success in the program. In fall 2019, 73% of students surveyed said that the course was "very important," and an additional 22% said that it was "somewhat important" in helping them succeed during their first semester. When asked what they liked, 24.5% mentioned the materials and tutorials,

16.8% mentioned getting started and learning more about graduate school and the School of Information, and 24.4% cited the help and support they received, especially from peer mentors and instructors.

The following survey respondent comments reflect the benefits derived from the INFO 203 curriculum:

- *"Very helpful in preparing us for the MLIS program. A great way to set up the students for success."*
- *"It is an excellent course to get students into the routine of online classes. It gives us knowledge that we might not have otherwise known that can help us be successful throughout the entire program."*
- *"INFO 203 was the perfect introduction to SJSU and the MLIS program. Ms. Runnels was warm, communicative, helpful, and supportive. I felt at home and capable of succeeding at this program. Brava to Cindy Runnels for a fantastic course!"*
- *"This is my second MA degree. This semester I am only taking INFO 203, 200, and 202. I earned a BA at UCLA and an MA at the University of San Francisco, and I am amazed at the difference here at SJSU. I have never had the level of support that this department has offered in just a few weeks. I really appreciate all the tutorials for Canvas, the King Library, access to the writing center and librarians for 200, and the support of my 203 peer mentor. I also like the way the curriculum is so well-designed like building blocks - a spiraling curriculum. I've been in education for 25 years, so I appreciate that and it is helping me very much as a new student."*
- *"I appreciate and laud the choice to offer INFO 203 as an accompaniment/orientation to the program. It provides a safe learning environment to get to know the tools necessary to be successful in the program."*

Alumni, Employer, and Internship Supervisor Surveys

Thirteen months after they graduate, alumni are emailed a link to an alumni survey. This online survey gives alumni the opportunity to reflect on their education after they have served in the field. Data gathered from the surveys yield the types of environments in which graduates are working, whether the skills they learned in the program helped them to succeed, and how long it took them to find a job. Alumni surveys are discussed in detail in Standard I.4.1.

During this accreditation period, the School of Information conducted two surveys of employers (employer survey 2016 and employer survey 2019) who have hired its alumni. Employer surveys are discussed in and available for External Review Panel viewing in Standard I.4.1.

Internship site supervisor surveys are discussed in Standard II.3.

Examples of Changes Made as a Result of Curriculum Review

All the school's courses are rigorously reviewed and refined as part of a continuous three-year cycle. Specific examples of changes made to courses based on these reviews are discussed in Standard II.7. The list below highlights a few of the courses that were refined or created based on the two review cycles that took place during this accreditation period:

1. INFO 200 Information Communities—Per student feedback and faculty review, refinements included: revision of course recordings, creation of an orientation/getting started video, increased clarity on assignment sequencing and alignment with final research paper, designation of APA 7 as the new reference style, etc. Please view full report of review results and subsequent changes.

2. INFO 285 Research Methods—Per student feedback and faculty review, refinements included: revision of new human subjects training course (moved to CITI training), new search tool and database, and new module and course section to focus on unobtrusive research methods.

3. INFO 287-15 (Augmented Virtual Reality)—Per recommendation of the Technology Program Advisory Committee, this course was created to respond to the changing LIS professional environment and to ensure MLIS students are well-prepared to navigate its technological developments.

4. Web Programming and Information Architecture Career Pathway—Per recommendation of the Technology Program Advisory Committee, this pathway was restructured due to changing technology and core competency requirements in this area.

Standard II.6

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

The following processes and procedures exemplify the ongoing data collection and evaluation conducted by the school. Detailed information about each item has been presented in Standard I and prior sections of Standard II.

The curriculum review and revision cycle is outlined in the curriculum review calendar, inclusive of thorough examination of the following components on a three-year cycle: program learning outcomes/core competencies, required courses, culminating e-Portfolio experience, and career pathways and electives.

In addition, the school uses the OLC Quality Scorecard for Online Programs, a tool for assessing and measuring the quality of online programs. Administrators of online programs can use this scorecard to evaluate program strengths and weaknesses.

The scorecard lists 75 specific indicators, which are grouped into the following nine areas of quality:

- Institutional Support
- Technology Support
- Course Development and Instructional Design
- Course Structure
- Teaching and Learning
- Social and Student Engagement
- Faculty Support
- Student Support
- Evaluation and Assessment

The school uses this tool to evaluate and continuously improve program quality. Every two years, school administrators evaluate the program's compliance with each quality indicator and assign one of the following scores:

- Exemplary
- Accomplished
- Developing
- Deficient

This web page provides links to the evaluation and assessment of each quality indicator, beginning with Evaluation and Assessment Indicator #1.

The annual review of strategic directions and key performance indicators is conducted at the November iSchool retreat. The entire faculty and staff reviews, discusses, and revises these items.

The Curriculum and Program Development Committee reviews and approves all new courses and brings them to the iSchool retreats for further discussion and approval. *The External Review Panel will be added to the Canvas site.*

As discussed previously, Student Opinion of Teaching Effectiveness (SOTE) data are reviewed by all faculty, and the school's administration receives a full report each semester. Faculty members who receive less than a 4.0 out of 5.0 meet individually with the school's director to discuss ways to elevate their instruction and improve their ratings. The director of online learning also contributes feedback to guide improvement.

Standard II.7

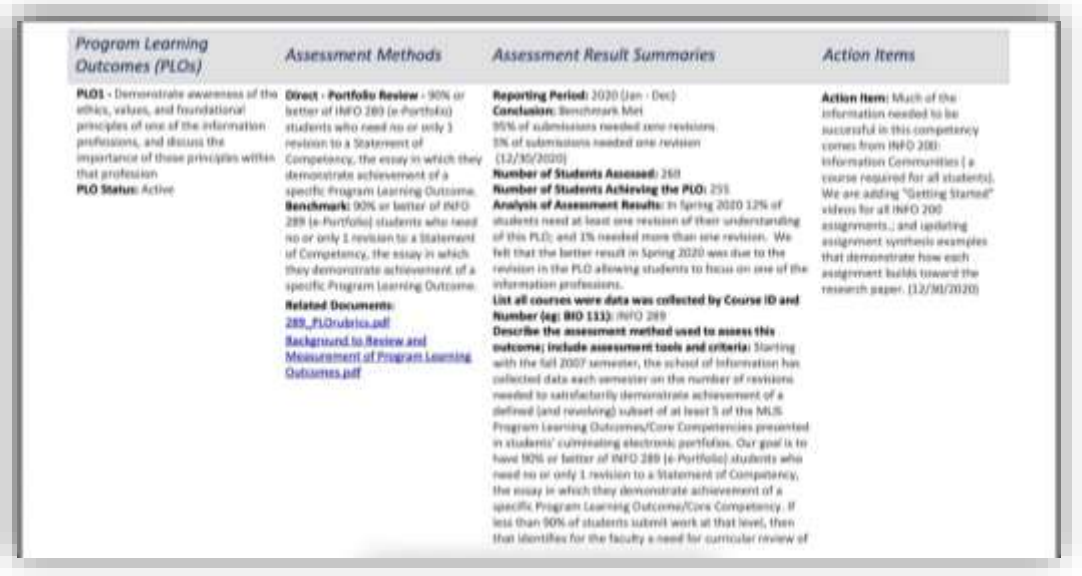
The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Ongoing Review Informs Program Planning and Improvement

The school's curriculum review is part of strategic direction 2.1: *"Address the rapidly changing library and information science profession and evolving skill sets through regularly updated curriculum and programs."* Relevant key performance indicators are evaluated during the annual strategic planning review each November, as discussed in Standard I.1.1. This is a comprehensive process, the results of which are used to guide programmatic modifications and improvements. The items described in the following sections demonstrate the assessment channels that drive programmatic changes.

Review of Overall Program Learning Outcomes/Core Competencies

Faculty analysis and discussions led to increased clarity and relevance, as documented in the [Redacted material: Confidential Data]. An example is shown below for PLO 1.



Program Learning Outcomes (PLOs)	Assessment Methods	Assessment Result Summaries	Action Items
PLO1 - Demonstrate awareness of the ethics, values, and foundational principles of one of the information professions, and discuss the importance of these principles within that profession **PLO Status:** Active	**Direct - Portfolio Review** - 90% or better of INFO 289 (e-Portfolio) students who need no or only 1 revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific Program Learning Outcome. **Benchmark:** 90% or better of INFO 289 (e-Portfolio) students who need no or only 1 revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific Program Learning Outcome. **Related Documents:** 289_PLOrubrics.pdf Background to Review and Measurement of Program Learning Outcomes.pdf	**Reporting Period:** 2020 (Jan - Dec) **Conclusion:** Benchmark Met 95% of submissions needed zero revisions 5% of submissions needed one revision (12/30/2020) **Number of Students Assessed:** 260 **Number of Students Achieving the PLO:** 255 **Analysis of Assessment Results:** In Spring 2020 12% of students need at least one revision of their understanding of this PLO; and 1% needed more than one revision. We felt that the better result in Spring 2020 was due to the revision in the PLO allowing students to focus on one of the information professions. **List all courses were data was collected by Course ID and Number (eg: BIO 111):** INFO 289 **Describe the assessment method used to assess this outcome; include assessment tools and criteria:** Starting with the fall 2007 semester, the school of information has collected data each semester on the number of revisions needed to satisfactorily demonstrate achievement of a defined (and revolving) subset of at least 5 of the MLIS Program Learning Outcomes/Core Competencies presented in students' culminating electronic portfolios. Our goal is to have 90% or better of INFO 289 (e-Portfolio) students who need no or only 1 revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific Program Learning Outcome/Core Competency. If less than 90% of students submit work at that level, then that identifies for the faculty a need for curricular review of	**Action Item:** Much of the information needed to be successful in this competency comes from INFO 200: Information Communities (a course required for all students). We are adding "Getting Started" videos for all INFO 200 assignments.; and updating assignment synthesis examples that demonstrate how each assignment builds toward the research paper. (12/30/2020)

Figure II. 19 -2018–2019 Review of PLOs

Review of Individual Program Learning Outcomes/Core Competencies

The assessment of individual program learning outcomes/core competencies yields key insights about student performance and curricular implementation. The assessment reports linked above show changes made to the curriculum based on data gathered about individual PLOs/core competencies from 2012–2020. They are publicly available on the school's website. Changes made because of these assessments and specific examples are discussed in Standard I.1.3.

Review of Required Courses

Required course reviews entail a formal process of evaluation for the MLIS's core curriculum. Required courses (INFO 203, INFO 200, INFO 202, INFO 204, and INFO 285) were reviewed twice during this accreditation period, in 2015 and again in 2018. The course structure is updated regularly to reflect assessment feedback and optimally meet students' needs. Changes made because of the evaluation of the results of review are itemized below.

INFO 203

As a result of the review conducted during this accreditation period, several opportunities for improvement were identified. This included ensuring that the popular student success planner was integrated into the required course work, adding information security, and making refinements based on software changes. More specifically, the following changes were made:

- Replacement of email lists/RSS modules with the Student Success module, formally incorporating the Student Success Planner into required course work;
- Inclusion of data security information and self-assessment (per recommendation from the Technology Program Advisory Committee);
- Updated content to reflect changes in MySJSU and the introduction of one.SJSU;
- Established an earlier deadline for the APA and web conference modules;
- Shift to Zoom web conferencing;
- Updated content per the new iSchool website launch in January 2019 (i.e., new links throughout the course site and migration of course web pages from iSchool.sjsu.edu to iSchoolapps.sjsu.edu).

For documentation of review and revisions, see:

- INFO 203 2016 Review and Changes Made
- INFO 203 2019 Review and Changes Made

INFO 200

As a result of the review conducted during this accreditation period, the following changes were made:

- Complete revision and re-recording of all Panopto lectures by Michael Stephens, including a standardized slide template, a cohesive "look and feel," and delivery via the web or downloadable video/audio podcasts;
- Creation of "Getting Started" videos for all INFO 200 assignments by Michael Stephens;
- Revision of course modules "Information Communities and Diverse Information Needs" and "Information and Misinformation" by Michele Villagran;
- Designation of the APA 7th edition style manual as the standard reference resource and recommendation for student purchase. (Note: INFO 200 remains a "no textbook" course.);
- Update of the assignment synthesis examples to demonstrate how each assignment builds toward the final research paper;
- Utilization of shared Google Drive space for all documents, including documents authored by all related to rubrics and grading;
- Darra Hofman revised the "Intellectual Freedom and Information Communities" module, including new readings and lecture;
- Relocation of all course readings and resources to King Library's Leganto product. This change makes updates to the course resources much easier and ensures consistency across all sections.
- Christie Koontz and Michele Villagran created a VoiceThread option for Blog Report #7 to augment the creation of an artifact focused on an information community's use of technology.

For documentation of review and revisions, see:

- INFO 200 2020 Review and Changes Made

INFO 202

As a result of the review conducted during this accreditation period, the following changes were made:

Assignment revisions:

- Creating Structured Metadata – 3 exercises (preparation for Project 1): updated;
- Project 1, Database Design & Evaluation (stretches over several weeks and done in small groups): updated;
- Project 2, Vocabulary Design for Target User Group: expanded to cover Comp F;
- Project 3, Website Design: updated.

Discussion topic modifications:

- Migration of supporting course documents (worksheets, cards for user research card sorting, readings, group scheduling spreadsheets) to Google Docs;
- Investigation into new database management software: Due to security issues, the INFO 202 course coordinator has been researching replacements for the current tool, WebDataPro (WDP), used for course projects. Faculty members have done early testing of NinjaTables, a WordPress plugin, which would be compatible with the WordPress products used in other courses.

For documentation of review and revisions, see:

- INFO 202 2020 Review and Changes Made

INFO 204

As a result of the review conducted during this accreditation period, the following changes were made:

- Recommendation to make the APA 7th edition style manual a suggested or required purchase for all INFO 204 students;
- Inclusion of new webinar #1: The Leadership and Management Program Advisory Committee's "Day in the Life of a Leader" series has offered rich content for INFO 204 students. To extend their awareness of emergent professional roles in the LIS field, the PAC created a new webinar that highlights recent trends to support INFO 204's focus on the breadth of career and professional opportunities for students in the LIS environment;
- Inclusion of new webinar #2: The PAC has also created a webinar that explores crisis management to support INFO 204's focus on disaster planning and facilities management;
- Incorporation of new course material from iSchool faculty member's publication: The school requested that King library purchase the e-book version of Wayne Disher's new book of library management case studies, *Library Management Problems Today*, so that INFO 204 faculty members could incorporate material into relevant course modules.

For documentation of review and revisions, see:

- INFO 204 2019-2021 Review and Changes Made

INFO 285

As a result of the review conducted during this accreditation period, the following changes were made:

- New resource for training course: INFO 285 requires students to take a training course on human subject protection. In 2018, the National Institute of Health discontinued its training course “Protecting Human Research Participants (PHRP),” which had been one of the resources for student fulfillment of this requirement. Given this change, all INFO 285 sections now use the Collaborative Institutional Training Initiative (CITI) online workshop "Students Conducting No More than Minimal Risk Research," which is also the required training program used by the SJSU Institutional Review Board;

- New research tool and database: In fall 2018 SJSU King library initiated a subscription to SAGE Research Methods, which is now used by all INFO 285 instructors;

- New course section: A new section was added to provide an overview of frequently used unobtrusive research methods, including content analysis and analysis of existing statistics. This section covers the difference between unobtrusive research methods and methods where human subjects are involved, determination of proper methods based on project needs, and identification of appropriate data sources.

For documentation of review and revisions, see:

- INFO 285 2015 Review
- INFO 285 2019 Review

Program Advisory Committee (PAC) Input

During this accreditation period, PAC input is reflected by the addition of variable unit courses and new electives. The Knowledge Organization Program Advisory Committee recommended discontinuation of the three-unit course Advanced Cataloging. They suggested that the school replace this offering with a variety of one-unit classes that focus on specific skills. Those one-unit courses currently cover RDA, subject analysis, classification, linked data, and serials. The Technology Program Advisory Committee suggested adding two new courses: a one-unit course on APIs and a one-unit course on workflow assessment and design in collaboration with technology teams. Lastly, the Leadership and Management Program Advisory Committee suggested adding three one-unit courses on political advocacy, crisis management, and sustainability, respectively.

Elective additions implemented to respond to changing professional environments include the following courses:

1. AI in the Library
2. Application Programming Interfaces (APIs)
3. Augmented Virtual Reality
4. Blockchain
5. Civic Literacy
6. Classification Schemes
7. Crisis Management Planning, Communication, and Deployment in Information Organizations
8. Curating Exhibitions from Archival Collections
9. Automated Library Systems. Topic: Emerging Technologies
10. Data Services in Libraries
11. Design Thinking
12. Seminar in Contemporary Issues: Exploring the Digital Content Lifecycle
13. Digital Humanities
14. Automated Library Systems: Emerging Technologies
15. Fostering Accessibility in the Library (first taught spring 2022; no syllabus posted to website yet)
16. Enterprise Content Management and Digital Preservationhttps://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=8885
17. Health Literacy and Public Libraries
18. Incunabula and Early Printing
19. Information Vendor Landscape
20. Innovation and Participatory Practice in Libraries
21. Library Services and Tools for the Digital Age
22. Linked Data
23. Emerging Technologies and Impacts on the Information Experience
24. Open Access
25. Open Education Librarianship
26. Political Advocacy
27. Python

28. RDA
29. Reference in the Age of Google: Marketing, Outreach, Management, Evaluation
30. Serving Homeless Patrons at the Public Library
31. Scholarly Communication and Publishing: Access, Intellectual Property, and Impact
32. Social Crisis Management: The Emerging Role of the Information Professional
33. STEM in Libraries
34. Subject Analysis
35. Libraries Take the Lead on Sustainability
36. Visual Resources Curation and Arts Librarianship
37. Web Frameworks with Bootstrap
38. Workflow Assessment and Design in Collaboration with Technology Teams

Career Pathway Review

Program advisory committees and faculty systematically review both career pathways and the school's elective courses every three years. Two recent examples include the evaluation and refinement of both the Youth Services and the Web Programming and Information Architecture career pathways in order to align course options and sequencing with contemporary trends in the field. Detailed examples of the Youth Services PAC process and revision have been provided here, and the Web Programming and Information Architecture PAC process and revision is discussed here.

Student Opinion of Teaching Effectiveness Surveys (SOTEs)

At the end of each semester, students are asked to complete an anonymous online survey for each course in which they are enrolled. These surveys focus on the effectiveness of instruction in individual courses. Faculty members often apply SOTE findings to modify their courses. The following items are some of the alterations implemented by faculty as a result of their evaluation of SOTE findings during this accreditation period:

- Improved navigation of the course site;
- Adjusted flow of assignments;
- Increased frequency of feedback provided to students regarding their performance;
- Modified assignments to include group work, presentations, and/or screencasts;
- Increased use of collaborative authoring tools to share material with classmates;
- Revised course readings;
- Incorporated new technology tools into assignments so that students are introduced to emerging technology and required to explore it.

Summary of Standard II

The school's MLIS curriculum is a dynamic and structured framework that draws upon faculty members' diverse expertise to deliver a high-caliber educational experience that equips students with the requisite skills and experience to enter the library and information science field. All the school's courses are mapped to the program learning outcomes/core competencies and are regularly reviewed through a systematic process involving core course coordinators, program advisory committees, and feedback from students, alumni, internship supervisors, and employers.

Over the course of the accreditation period, the faculty and administration have been pleased with the planning, delivery, evaluation, and outcomes of the school's MLIS curriculum. The LIS field is highly skills- and competencies-based, and the MLIS program equips graduates with a skill set that can be applied in a variety of professional work environments, of which libraries are just one facet. In this regard, the school will continue to offer, expand on, and/or draw from the following key programmatic aspects and stakeholders:

- Multiple-topic courses: These curriculum staples enable us to add relevant and emergent topics to the curriculum as the job market, scope of work, and professional environment change.

- Variable unit courses: These courses broaden students' skills without impacting the overall number of units required for the degree.

- Program advisory committees: These committees are key to continually reviewing and reworking the school's career pathways and elective offerings in accordance with LIS practitioners' and employers' input in a dynamic professional environment.

- Additional interdisciplinary opportunities within the university: This is challenging due to the California State University funding model. Because most programs in the university are state supported (Regular Session) and based on a FTES (full-time equivalent student) model, revenue is provided to programs based on the number of students enrolled. When courses are shared between disciplines, the individual departments receive less revenue. The School of Information has worked around this by developing Special Session programs, but most of the university's other programs are still heavily dependent on state funds (though some are moving to experiment with Special Session models). The school will monitor developments across the university to seek opportunities to enhance and deepen our interdisciplinary relationships and offerings.

- Curricular innovations: The school is eyeing innovative ways to deliver curriculum, such as stackable degrees, micro-credentials, adaptive learning, and additional involvement in virtual worlds like Mozilla Hubs. But again, the school is somewhat limited by the constraints of the California State University system. Hopefully, by the next accreditation period, there may be different delivery models.

- Undergraduate degree: The immediate curriculum changes in the school focus on the new undergraduate degree in Information Science and Data Analytics.

- INFO 285 expansion: The school will examine the most popular career pathways and consider offering sections that focus on the methods relevant for those pathways. For example, as more and more students are considering jobs in non-traditional environments (e.g. the information industry), it could be beneficial to offer a 285 section specific to that field.

- Integration of diversity: The school is making a more concerted effort to investigate and extend the inclusion of diversity-related issues into curriculum models and delivery as well as additional programmatic offerings. The school continues to develop and solicit new topics and speakers for the Diversity webinar series and to incorporate more DEI-related pedagogical material into curriculum and T3 Teaching Workshop sessions. The school is also a participant in the College of Professional and Global Education EDI events, such as the **Equity, Diversity, Inclusion, and Social Justice Webinars***,* and the college's DEI committee is chaired by the school's faculty member Michele Villagran. The school is confident that there will be further opportunities for growth in this sector.

- Internship promotion: The school continues to look for opportunities to expand its robust internship network and to seek new ways to encourage students' participation in this experience.

- Professional development opportunities: The school has developed abundant professional development and continuing education opportunities that fuel continuous growth and relevance. Certificate programs, master's-level courses for college credit, webcasts, MOOCs, and conferences all promote lifelong learning, and the school is always searching for new avenues of expansion in this domain.

- Curriculum review cycle enhancements: The school's three-year review cycle recommences in fall 2022. Required courses will be evaluated first, followed by the career pathways, e-Portfolio, and program learning outcomes/core competencies. The school looks forward to learning from and responding nimbly to this process.

Appendices

Appendix II. A - MLIS Elective Courses

Elective	Summary	Administrative Notes
INFO 210 Reference and Information Services	A process-oriented examination of how information professionals answer reference questions. The interpersonal skills required for effective question negotiation and the sources with which questions are answered are stressed.	*Prerequisite: INFO 202* *Repeatable with different content up to 3 units.*
INFO 220 Resources and Information Services in Professions and Disciplines	Examination of the nature of resources for, and services to, professions and disciplines including methods of communication, characteristics of users, and current methods of meeting research needs in libraries and information centers. Examples of topics studied include: Legal Resources, Maps and Geographic Information Systems, Film and Media Collections, Digital Humanities, GLBT services, Psychology of the Information User, Readers Advisory Genres and Techniques, Data Services in Libraries. See: current topics. ***Select class number then topics.***	*Prerequisites: INFO 210* *Repeatable with different content up to 9 units.*
INFO 221 Government Information Sources	Government information sources, their bibliographic organization, use in all types of libraries and information centers, issues of access, availability, dissemination, and preservation of federal, state, and local sources; and aspects of depository and non-depository collections.	*Prerequisite: INFO 210*
INFO 230 Issues in Academic Libraries	Investigation of current issues impacting the functioning of the academic library. Topics covered include issues related to social and political environments, clientele, services, collections, physical settings, financing and staffing, and future trends in the academic library sector.	*Prerequisites: INFO 200, 202, 204*
INFO 231 Issues in Special Libraries and Information Centers	This course will investigate current issues that impact the functioning of special libraries/information centers. Topics covered will include issues related to social and political environments, clientele, services, collections, physical settings, financing and staffing, and future trends in the special library/information center sector.	*Prerequisites: INFO 200, 202, 204*
INFO 232 Issues in Public Libraries	Investigation of current issues that impact the functioning of the public library. Topics covered include issues related to social and political environments, clientele, services, collections, physical settings, financing and staffing, and future trends in the public library sector.	*Prerequisites: INFO 200, 202, 204*
INFO 233 School Library	A seminar course designed to explore the role of	*Prerequisites: INFO 204, 250*

Media Centers	the school library media teacher and the school library media program in the educational community. Emphasis will be on the creation of effective learning environments, involvement in the curriculum and teaching process, as well as philosophies of service and management.	
INFO 234 Intellectual Freedom Seminar	Focuses on current intellectual freedom issues and the centrality of intellectual freedom to librarianship.	*Prerequisites: INFO 200, 204*
INFO 237 School Library Media Materials	Survey of materials in a variety of formats that meet the needs of K-12 students. Materials will be examined that support state and national curriculum standards as well as materials that support independent reading and learning.	*Prerequisites: INFO 200, 202, 203, 204*
INFO 240 Information Technology Tools and Applications	Builds the skills needed to structure, store, process, access, and present information in a Web environment. Will typically cover the design of web sites and web coding and scripting languages.	*Prerequisite: INFO 202*
INFO 241 Automated Library Systems	Planning, implementation, and management of a library automation project. How to evaluate major library automation systems for purchase and negotiate the acquisition process. Survey of current trends, practices, and issues in the field.	*Prerequisite: INFO 200, 202, 204* *Repeatable with different content for up to 3 units.*
INFO 242 Database Management	Design and implementation of relational databases with web access for database-driven web applications. Learn about database management systems (such as Oracle), database administration, and database querying with SQL.	*Prerequisites: INFO 200, 202, 204* *Recommended: INFO 240*
INFO 244 Online Searching	Techniques and concepts for searching online, including strategies, database content, search options, and understanding the information environment. The course includes extensive hands-on experience with subscription search engines.	*Prerequisite: INFO 202*
INFO 246 Information Technology Tools and Applications – Advanced	Content changes often. Topics typically offered include XML, Web programming languages such as XSLT, JavaScript, PHP, MYSQL, Python, Web 2.0 and social media, content management systems (Drupal), Information Architecture, Information Visualization, Big Data Analytics and Management, Web/Text/Data Mining. See current topics. ***Select class number then topics.***	*Prerequisite: INFO 202. Other prerequisites may be added depending on content.* *Repeatable with different content up to 12 units.*
INFO 247 Vocabulary Design	Survey of principles and practices used to index information-bearing objects such as documents or images. Includes term assignment, review of existing vocabularies, thesaurus design, metadata structures, and automatic and natural language processes.	*Prerequisite: INFO 202*
INFO 248 Beginning Cataloging and Classification	Theory and practice of bibliographic control, including the study of representative cataloging using descriptive cataloging standards, machine-	*Prerequisite: INFO 202*

	based representation using MARC format and other standards, and subject analysis and classification using LCSH, Dewey, LCC, and RDA.	
INFO 250 Design and Implementation of Instructional Strategies for Information Professionals	The library as an integral part of teaching, learning, and training in different settings. Emphasis on collaborative design between librarians and teachers/professors that includes planning, teaching, and assessment of learning activities using the library's resources and technology.	*Prerequisite: INFO 200*
INFO 251 Web Usability	Through examination of theory, methodologies, and real-life cases, INFO 251 offers a user experience (UX) framework for developing information systems. Students will learn the principles of user-centric design and style for particular circumstances and populations.	*Prerequisite: INFO 202*
INFO 254 Information Literacy and Learning	Provides theory and practice for teaching information literacy in a LIS setting. The course emphasizes learning theory as well as the practical aspects of teaching. Students learn methods and tools for teaching in both synchronous and asynchronous settings.	*Prerequisite: INFO 200*
INFO 256 Archives and Manuscripts	An introduction to the theory and practice of managing archival documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished material. Topics covered include manuscript and records acquisition and appraisal, arrangement and description, conservation and preservation, reference, and access.	*Prerequisites: INFO 200, 202, 204*
INFO 259 Preservation Management	Examination of preservation practice, with emphasis on emerging theories, models, and technologies.	*Prerequisites: INFO 200, 202, 204*
INFO 260A Programming and Services for Children	This course examines the importance of programming for children, including parent education programs, story hours, outreach techniques, services with schools, summer reading programs, and program series such as weekly or monthly programs on manga, knitting, book discussions, or homework help.	*Prerequisites: INFO 200*
INFO 261A Programming and Services for Young Adults	Administration and delivery of professional library and information services with multicultural young adult populations: features critical youth studies cultural/historical research, resources, policy, threats, tools, methods, service philosophies, and management skills necessary for a comprehensive profile of YA library services.	*Prerequisites: INFO 200*
INFO 263 Materials for Children	Survey of materials in a variety of formats including nonfiction, beginning chapter books, fictional genres, paperback series and electronic resources, and how they can help meet developmental needs. Collection development tools and techniques for this material will also be included.	*Prerequisites: INFO 200, and INFO 260A or INFO 261A*

INFO 265 Materials for Young Adults	This course will allow students to take an in-depth look at materials in a variety of formats for teens, including fiction, popular nonfiction, graphic novels, movies, computer games, websites, other media, and determine how they can meet developmental needs.	*Prerequisites: INFO 200, and INFO 260A or INFO 261A*
INFO 266 Collection Management	Study of collection management in all types of libraries and information centers. Includes analysis of information needs, criteria for selection, collection use evaluation, and resources for collection development.	*Prerequisites: INFO 202, 204*
INFO 267 Seminar in Services to Children and Young Adults	Seminar in planning, developing, and evaluating youth services. Special needs of children and youth such as controversial literature and intellectual freedom issues, will be featured. See current topics. ***Select class number then topics.***	*Prerequisites: INFO 200, and INFO 260A or INFO 261A* *Repeatable with different content up to 9 units.*
INFO 268 History of Youth Literature	The history of literature for children and teens from its earliest examples to today's current trends, including how childhood has changed over the years and the influence of culture on those changes and on the materials created for children and teens.	*Prerequisites: INFO 200*
INFO 269 Early Childhood Literacy	Covers a wide variety of topics important for an understanding of early childhood multi-literacies in library and non-library environments, including current research, best practices, and practical examples that can be implemented in various work environments with children.	*Prerequisites: INFO 200*
INFO 275 Library Services for Racially and Ethnically Diverse Communities	Focuses on developing skills for planning, implementing, and evaluating programs for addressing the information needs of racially, ethnically, and linguistically diverse communities. Reviews the major national, state, and local studies.	*Prerequisites: INFO 200, 204*
INFO 281 Seminar in Contemporary Issues	Investigation of major contemporary issues within the information profession; topics range from censorship to the need for a national information policy. Topics change each time the course is offered. Examples of topics studied include: Digital Copyright; Information Ethics; Information Secrecy; International and Comparative Librarianship; Intercultural Communication; Metadata; and Examination of global library issues using project-based learning, See current topics. ***Select class number then topics.***	*Prerequisites: INFO 200, 202, 204* *Other prerequisites may be added depending on content.* *Repeatable with different content to a maximum of 9 units.*
INFO 282 Seminar in Library Management	Application of management theory to specific problems. Readings and discussions of the development of effective strategies for planning and implementing organizational change. Course content changes each time it is offered. Examples of topics: Change Management, Digital Assets Management, Financial Management, Human	*Prerequisites: INFO 200, 204* *Repeatable with different content up to 9 units.*

	Resources Management, Leadership, Grant Writing, The Emerging Future, Using Social Media for Competitive and Company Research, and Project Management. See current topics. ***Select class number then topics.*** View a Student Showcase of projects created in the Emerging Future: Technology Issues and Trends seminar.	
INFO 283 Marketing of Information Products and Services	Applications of marketing concepts to library and information services. Market analysis, user surveys, market targeting, and introduction of services will be featured.	*Prerequisites: INFO 200, 204*
INFO 284 Seminar in Archives and Records Management	In-depth study of current issues and practices in archives and records management. The course offers a variety of different topics that address areas of research and application such as oral history; managing photographic collections; digitization and digital preservation; digital curation; tools, services, and methodologies for digital curation; medieval manuscripts, codicology, and paleography; medieval manuscripts, genres, and incunabula; curating exhibitions from archival collections; history of books; and history of libraries in the U.S. See current topics. ***Select class number then topics.***	*Prerequisites: INFO 200, 202, 204; Other prerequisites may be added depending on content.* *Repeatable with different content up to 12 units.*
INFO 286 Interpersonal Communication Skills for Librarians	Surveys the principles and practice of interpersonal communication in small group and peer relationships.	*Prerequisites: INFO 200, 204*
INFO 287 Seminar in Information Science	Current issues and problems in information science. Content changes each time it is offered. Examples of topics include: digital libraries, user experience, hyperlinked library, gamifying information, Scratch, STEM in libraries, innovation and participatory Practice in Libraries (to include maker spaces), institutional repositories and services, and library services and tools for the digital age. Student learning outcomes and competencies vary based on content. See current topics. ***Select class number then topics.***	*Prerequisites: INFO 200. Other prerequisites may be added depending on content*. *Repeatable with different content to a maximum of 9 units.*
INFO 293 Introduction to Data Networking	Information and communication technologies are a strategic necessity for organizations worldwide. This course provides students with the foundational understanding of the design, development, and implementation of information and communication technologies in organizations. Topics will include networking standards and the OSI Model, transmission basics and network media, TCP/IP protocols, WANS and remote connectivity, wireless networking, voice and video over IP, virtual networks and remote access, and network security and troubleshooting.	*Prerequisites: INFO 200, 202, 204.*
INFO 294 Professional Experience: Internships	Experience in a selected public, academic, special library or other information-based organization.	*Prerequisites: INFO 200, 202, 203 204, and 9 units of*

	Internships can be physical or virtual. See more information.	*electives.* *Students must be in good academic standing [3.0 CUM GPA or above and no outstanding incompletes].* *Credit/No Credit grading. 2 to 4 units: Each unit is equivalent to a minimum of 45 hours of work.* *Repeatable for a maximum of eight units of credit.*
INFO 295 School Library Field Work	A supervised professional experience of school librarianship at the levels of both elementary and secondary (middle or high) schools. Emphasis is on observation and guided practice with a credentialed school librarian (library media teacher).	*Prerequisites: INFO 200, 202, 203, 204, 233, 237, 248, 250, 266, 285.* *Students must be in good academic standing [3.0 CUM GPA or above and no outstanding incompletes].* *Credit/No Credit grading.* *3 units*
INFO 298 Special Studies	Independent research and projects for advanced students. Consent of a faculty advisor required. See more information.	*Prerequisites: INFO 200, 202, 204. Other courses depending on research or project topic and goals.* *Credit/No Credit grading. 1 to 3 units: Each unit is equivalent to 45 hours of work.* *Repeatable for a maximum of six units of credit.*

Appendix II. B - Complete List of Variable Unit Courses

One-Unit Classes

Course Number	Topic	Units
INFM 202	Informatics: Security Overview	1
INFM 208	Information Security: Information Assurance	1
INFO 210	Reference Collections in the 21st century	1
INFO 220	Music Librarianship	1
INFO 220	Consumer Health Librarianship	1
INFO 241	Current Expansions of the ILS (e-books, social media)	1
INFO 241	Emerging Technologies (linked data, the Internet of Things)	1
INFO 241	The ILS and Basic Functionality for All Library Systems	1
INFO 246	APIs	1
INFO 246	Web Frameworks with Bootstrap	1
INFO 246	Fundamentals of Programming	1
INFO 267	Indigenous Literature for Children and Youth	1
INFO 281	Open Education: OER and Open Pedagogy	1
INFO 281	Civic Literacy	1
INFO 281	Emerging Technologies and Impacts on the Information Experience	1
INFO 281	Serving Homeless Patrons in Public Libraries	1
INFO 281	Exploring the Digital Content Services Lifecycle	1
INFO 281	Open Access	1
INFO 281	Digital Copyright	1
INFO 281	Fostering Accessibility in the Library	1
INFO 281	Graphic Novels	1
INFO 281	Information Privacy	1
INFO 281	Community Partnerships	1
INFO 282	Public Communication	1
INFO 282	Leadership	1
INFO 282	Financial Management	1
INFO 282	Knowledge Management	1
INFO 282	Human Resources Management	1
INFO 282	Workflow Assessment and Design in Collaboration with Technology Teams	1
INFO 282	Change Management	1
INFO 282	Marketing of Products and Services	1
INFO 282	Social Crisis Management: The Emerging Role of the Information Professional	1
INFO 282	Political Advocacy	1
INFO 284	Medieval Manuscripts: Codicology	1
INFO 287	Evidence Based Practice	1

INFO 287	RDA	1
INFO 287	Subject Analysis	1
INFO 287	Classification Schemes	1
INFO 287	Serials	1
MARA 284	Health Information Management	1
MARA 284	Advocacy and the Professional Image of Archivists in Popular Culture	1
MARA 284	Ethics for Archivists and Records and Information Management Professionals	1
MARA 284	Navigating the Archives and Records/Information Management Job Market	1
MARA 284	Design for Teaching & Learning in Social Virtual Reality	1

Two-Unit Courses

Course Number	Topic	Units
INFM 201	Informatics Technology Foundations	2
INFM 203	Big Data Analytics and Management	2
INFM 204	Human Centered Design	2
INFM 205	Informatics Project Management	2
INFM 207	DAM-Digital Assets Management	2
INFO 210	Reference in the Age of Google: Marketing, Outreach, Management, and Evaluation	2
INFO 220	Legal Resources	2
INFO 220	Maps & GIS	2
INFO 220	Visual Resources Curation and Arts Librarianship	2
INFO 246	Blockchain: Technology and Applications	2
INFO 246	Graphic Design for Librarians	2
INFO 246	Python	2
INFO 267	International Youth Literature	2
INFO 267	Outreach Services to Teens and Children	2
INFO 281	Examination of Global Library Issues Using Project-based Learning	2
INFO 281	Global Principles - Local Libraries	2
INFO 281	Indigenous Librarianship	2
INFO 281	Information Integrity	2
INFO 281	Intercultural Communication	2
INFO 281	Marketing Your LIS Skills in a Networked and Changing World	2
INFO 281	Scholarly Communication and Publishing: Access, Intellectual Property, and Impact	2
INFO 282	Crisis Management Planning, Communications and Deployment	2
INFO 282	Information Vendor Landscape	2
INFO 282	Marketing Your Skills in a Networked World	2
INFO 282	Project Management	2
INFO 282	Social Network Analysis and Social Analytics	2
INFO 282	Sustainability	2
INFO 284	Curating Exhibitions from Archival Collections	2

INFO 284	Enterprise Content Management	2
INFO 284	History of Books	2
INFO 284	History of Libraries in the US	2
INFO 284	Incunabula and Early Printing	2
INFO 284	Medieval Manuscripts: Genres	2
INFO 284	Medieval Manuscripts: Paleography	2
INFO 284	Oral History	2
INFO 284	Special Collections	2
INFO 287	AI in the Library	2
INFO 287	Augmented Virtual Reality	2
INFO 287	Civic Technology for Librarians	2
INFO 287	Design Thinking	2
INFO 287	Health Informatics	2
INFO 287	Linked Data	2
INFO 287	Problem Solving with Data-Part One	2
INFO 287	Problem Solving with Data-Part Two	2
INFO 287	Scratch	2
MARA 284	Professional Experience: Internships	2
MARA 284	Blockchain DLT & Archives, Records, & Information Governance	2
MARA 284	Community Archives	2
MARA 284	Digital Forensics for Archivists	2

Standard III: Faculty

Standard III: Faculty

Standard 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.

Context Statement: Faculty, Systematic Planning, and the Curriculum

Led by the director and associate director, both full professors with over 50+ years combined experience in the LIS profession and field, the school has a diverse faculty across academic rank, discipline, expertise, and demographics. Its overarching commitment to equity, diversity, and inclusion (EDI) is exemplified by its governance structure, which positions faculty in a central role in systematic planning. This planning includes the continuous revision of program learning outcomes (PLOs)/core competencies, strategic planning, strategic directions, and curriculum and the application of data and mapping to ensure the program's alignment with the evolving needs of the field. More specifically, through a structured process, faculty keep abreast of developments in the LIS environment and apply that knowledge to evaluate and revise the PLOs and to ensure that all courses and their respective course learning outcomes (CLOs) meet the needs of students and the LIS organizations that hire them.

The systematic planning process includes, but is not limited to, consistent and cyclical review of the program learning outcomes/core competencies, core courses, culminating e-portfolio, electives, and career pathways. All curriculum is overseen by a Curriculum and Program Development Committee comprised of faculty, students, and alumni. In addition, through program advisory committees (PACs), faculty work with LIS practitioners to ensure that curriculum is not only relevant but cutting-edge and is aligned and mapped to the school's PLOs and CLOs. All PLOs are specifically addressed within the program's core courses. The director is also counseled by an International Advisory Council composed of leaders in the various LIS environments and disciplines that are covered by the iSchool's degree programs.

Faculty

The School of Information's faculty are recognized leaders in quality online education, research, and scholarship. All faculty members possess expertise in diverse research areas and extensive teaching and curriculum development experience. Their combination of strengths makes significant contributions to the school's students, to the university, and to the information professions. Drawing from the wide knowledge base of its 137 faculty members (27 full-time faculty members and 110 part-time instructors), the school offers courses in a wide range of subject areas.

Operating within a Union-Governed California State University System

All CSU faculty are governed by the Collective Bargaining Agreement (CBA) between the California State University (CSU) and the California Faculty Association (CFA). Agreements cover all faculty (full-time and part-time) at all 23 campuses, including librarian and counselor faculty. The current contract commenced in 2014 and expired in 2021. A new contract has been tentatively agreed upon and is under ratification. The contract has 41 governance articles. It is attached as Appendix III. A.

Within this system, the recruitment of tenure-track faculty proceeds upon the provost's approval, which is based on the deans' presentation of evidence reflecting growth in their respective departments/colleges. Recruitment follows the detailed procedures outlined in the university's Faculty Recruitment Guide (union-driven). Per the Recruitment, Tenure, and Promotion (RTP) policies, tenure-track faculty are reviewed in years one, two, and five by their departmental RTP committee. The option is to retain or not retain. In year three, the reviews pass through various committees (department, college, university, and provost). The committees can choose to retain or not retain the faculty member. In year six, the faculty member's dossier is reviewed by the various university committees as well as by the president. This evaluation culminates in a tenure, promotion, or termination decision. Tenured faculty do not go through a retention process. They are subject to a five-year post-tenure review that entails evaluation of their SOTE ratings and a self-assessment.

Part-time faculty members are hired as needed based on independent submission of an application, response to the school's recruitment via professional lists and/or LinkedIn, or upon recommendation of an existing faculty member. They are required to possess a master's degree—or higher—and relevant professional experience. They are interviewed by the director or associate director.

Full-time lecturers are appointed based on their application or the director's invitation. The appointment of both full-time and part time lecturers follows an administrative process dictated by the university and handled by administrative staff. Lecturers must submit transcripts and three references and undergo background checks. Neither part-time nor full-time lecturers have research or service requirements; therefore, both are evaluated by the director using peer reviews and SOTE ratings (with the expectation that they will achieve an overall 4.0 on a 5.0 scale). There is no promotion pathway, merely retention.

Full-Time Faculty

At the time of its last accreditation review in 2014, the School of Information had 28 full-time faculty members: 12 tenured, four tenure-track, and 12 non-tenure-track. Since then, the school has incrementally shifted toward a higher proportion of tenured and tenure-track positions, from 57% in 2014 to 64% effective fall 2020. As of fall 2021, the school has 14 tenured faculty members (eight full professors and six associate professors); four tenure-track assistant professors; and nine non-tenure-track lecturers.

The pandemic impacted the school's faculty retention. Patricia Franks (professor) and Debbie Faires (lecturer) both retired in May 2021 as part of the COVID-related University Early Retirement Program. The school also lost two full time-lecturers, Lisa Daulby and Cheryl Stenstrom, due to changes in California law (Assembly Bill 5) that prohibit the university from compensating individuals who reside outside of the United States unless they have authorization to work in the country and a U.S. social security number. Previously, the university could hire these individuals as faculty but pay them as vendors.

The School of Information was recently approved to recruit five new faculty members at open rank in 2021–2022, with the majority likely to be tenure-track to help balance out the faculty. These recruitments align with the university hiring themes listed below but hired faculty must be able to teach across the breadth of the school's programs. The search for five new faculty members is currently underway:

- Data Science, or Human Centered Cybersecurity, or UX Interaction Design (1 position);
- Digital Data, Information, and Records in a Changing Digital Environment: Teaching and research focus is on how the changing formats of digital records, e.g., bots, blockchains, virtual and augmented realities, 3D objects, mobile/social media, impact quality, reliability, authenticity ethics, responsibility, privacy, control, transparency, accountability, transborder flow, preservation, and security. (2 positions);
- Digital Health/Health Informatics/Health Information Systems: Teaching and research focus is on issues of access, equity, and literacy to health-related information within underserved and marginalized populations, especially Latinx communities. (1 position);
- Collections Access and Management: Teaching and research focus is on Indigenous-oriented libraries, archives, cultural centers, and organizations, with special emphasis on Latinx and Native American communities. (1 position).

Three lecturers were also added recently: Renee Jefferson and Lei Zhang were promoted from part-time faculty members to full-time lecturers in spring 2021 and fall 2021, respectively, and Alison Johnson was hired in fall 2020. Dr. Jefferson specializes in action research and evidence-based data; Dr. Zhang focuses on information retrieval, cataloging, linked data, and vocabulary control; and Alison Johnson teaches courses in reference and user services, online searching, and information retrieval systems. The school also hired a new director, Anthony Chow. Dr. Chow's areas of expertise are numerous and far-reaching, with a focus on technology,

information-seeking behavior, and the information needs of underrepresented and Indigenous populations. He has a solid record of achievement in the LIS field across a range of specializations and roles. More discussion of Dr. Chow is included in Standard V.3.

As of fall 2021, the ethnic diversity of the full-time faculty is 59% White (16) and 41% Non-white (11 total: six Asian, two Hispanic, one Pacific Islander, one East Indian; one Black). This represents a marked improvement since just a year prior, in fall 2020, when the ethnic diversity of the full-time faculty was 71% White (20) and 29% Non-white (eight total: four Asian, two Hispanic, one Pacific Islander, one East Indian).

Tenured and Tenure-Track Faculty

All tenured and tenure-track faculty members have earned PhD degrees or doctoral degrees, as required by San José State University, and their professional experiences reflect a range of information environments. Faculty profiles and CVs provide detailed information and are available on the website. Appendix III. B shows tenured and tenure-track faculty members' education, rank, expertise, and teaching areas.

The university and the school maintain guidelines for the regular review of tenured and tenure-track faculty members as part of the retention, tenure, and promotion process. The process and guidelines are discussed in Standard III.8.

Since the 2014 accreditation review, the school has hired six new tenure-track faculty members and has promoted a total of ten faculty members to either associate professor or full professor status. The table below shows data about the new hires. All faculty have been successfully promoted and tenured as applicable.

Table III. 1 - New Tenure-Track Hires

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2015	Mary Ann Harlan	School and Youth Librarianship, Young Adult Literature, Information Practices
Fall 2016	Virginia Tucker	Information Retrieval, Database Design
Fall 2018	Deborah Hicks	Professional Identity of Librarians, Academic Librarianship
Fall 2018	Michele Villagran	Diversity, Inclusion, Community and Equity; International/Comparative Librarianship
Fall 2020	Darra Hofman	Digital Copyright, Privacy, Copyright, Risk Management
Fall 2020	Souvick Ghosh	Information Retrieval, Artificial Intelligence, Data Management

The newest tenure-track hires, Deborah Hicks, Michele Villagran, Darra Hofman, and Souvick Ghosh, have added expertise to the program in important areas.

Deborah Hicks expands the coverage of management and leadership and is also the new core course coordinator for INFO 204 Information Professions. Her research on professional identity lends greater depth to the INFO 204 curriculum and to the range of information environments covered in the career pathways.

Michele Villagran's expertise in cultural competence and diversity is another valuable addition to the school. She serves as chair of the Diversity Committee and was a key player in the launch of a series of webinars on diversity-related topics that took place in 2020. Darra Hofman adds expertise to the Management, Digitization and Preservation of Cultural Heritage and Records (Archival Studies and Records Management) Career Pathway. Her teaching and research focus on the impact of emerging technologies, such as blockchain technology and artificial intelligence.

Souvick Ghosh specializes in information retrieval and online teaching. His research interests center on the application of artificial intelligence to information management and retrieval—an emerging field in education. His background in computer/data science invites opportunities for interdepartmental collaborative research projects in data science, computer science, and computer engineering.

Non-Tenure-Track Faculty / Full-Time Lecturers

The school benefits from the expertise and teaching skills of nine non-tenure-track faculty members, referred to as full-time lecturers. The lecturers provide expertise in subject areas such as digital curation, informatics, early literacy, resource description access (RDA), legal research, archives and records management, and leadership.

Three full-time lecturers were added recently: Renee Jefferson and Lei Zhang were promoted from part-time faculty members to full-time lecturers in spring 2021 and fall 2021, respectively. Alison Johnson was hired in fall 2020. Their expertise and teaching assignments are described in Appendix III. C.

Four of the nine full-time lecturers have doctoral degrees, and one has a JD. One full-time lecturer has a PhD in progress. The other three have MLIS degrees. Faculty profiles and CVs detailing academic degrees and professional experiences are available on the website. Appendix III. C illustrates the credentials, teaching areas, and expertise of the school's nine full-time lecturers.

In addition to their teaching responsibilities, full-time lecturers participate in quarterly faculty meetings and have other duties, including serving on the school's governance committees and program advisory committees.

Full-time lecturers also participate in committee leadership roles, as follows:

- Sue Alman co-chairs the Curriculum and Program Development Governance Committee with Linda Main;
- Mary Bolin co-chairs the Knowledge Organization Program Advisory Committee with Virginia Tucker;
- Mary Bolin also co-chairs the School's Student Scholarships and Student and Alumni Networking Committee with Mary Ann Harlan;

- Alyce Scott co-chairs the Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee with Dr. Patricia Franks. Now that Dr. Franks has retired, Scott will serve as the committee's sole chair. Scott also represented the school on the advisory board and professional experts panel of the bitcurator.edu grant awarded by IMLS from 2018–2021 to the University of North Carolina at Chapel Hill School of Information and Library Science (UNC SILS), in collaboration with the Educopia Institute, the BitCurator Consortium, and the Council of State Archivists (CoSA). In addition, she represents the school on the Public Broadcasting Preservation fellowship program, which has been renewed by IMLS though 2022.

Debbie Faires's work is particularly noteworthy. In addition to being a full-time lecturer, she was also the school's director of online learning. Her contributions to support student learning and to enhance the quality of faculty teaching are covered in Standard III.2. She retired in May 2021 and has been replaced by Bethany Winslow. Upon Winslow's hire, the role was reclassified from a faculty assignment to a staff position to focus more concertedly on instructional design and support.

Cheryl Stenstrom and Lisa Daulby left the school in December 2020 due to California's new AB 5 law (mentioned previously) but were both involved with the program during most of the accreditation review period.

The table below reflects the share of full-time faculty in delivering teaching, research, and service activities required for the program. The table is compiled from review of the ALISE statistical reports prepared over the course of the accreditation period.

Table III. 2 - ALISE Statistical Report Data, 2015–2020

Courses Taught by Full-Time and Part-Time Faculty (2015-2020)						
Year	Number of Required Courses Taught by Full-Time Faculty	Number of Required Courses Taught by Part-Time Faculty	Percentage Taught by Full-Time Faculty	Number of Electives Taught by Full-Time Faculty	Number of Electives Taught by Part-Time Faculty	Percentage Taught by Full-Time Faculty
2015	44	32	57.89%	88	121	42%
2016	69	35	57.89%	97	101	46%
2017	56	32	63.63%	96	83	46%
2018	45	26	63.38%	71	111	34%
2019	48	28	63.1%	72	115	34%
2020	54	39	58.01%	91	118	44%

Full-time faculty are granted releases from teaching responsibilities for various reasons, including grants, core course coordination, sabbaticals, and service roles. Appendix III. D presents the full-time faculty releases during this accreditation period.

The core course coordination model actively involves all full-time faculty in teaching. Within this model, each of the three core courses (INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions) and INFO 285 Applied Research Methods is treated as an individual "cluster" and overseen by its own full-time faculty coordinator. This structure ensures that full-time faculty members are overseeing students' achievement of **all** program learning outcomes/core competencies, since the PLOs/core competencies are comprehensively represented in all four required courses. Full-time faculty members are also immersed in PLO/core competency assessment by means of their service as e-Portfolio advisors for the culminating experience course students take to demonstrate mastery. Only full-time faculty members can act in this advisory capacity. The role of the core course coordinators is discussed in Standard II.1, including changes made because of core course reviews conducted by the full-time faculty members who oversee them. The e-Portfolio and the advising process are discussed in Standard II.1.

The school's full-time faculty are actively engaged in research and service, both of which inform and enhance their teaching and the student experience. Further discussion and representation of service and research activity can be found in Standards III.1 and III.5.

Part-Time Faculty

The 110 part-time instructors' extensive professional applied experience in their teaching areas balances and complements the competencies of tenured and tenure-track faculty members. Their contributions are an integral part of students' learning experiences and add to the breadth of the career pathways and coverage of specialized topics in the curriculum. One of the school's pronounced strengths lay in its ability to recruit nationally based on needed curricular competency, thereby circumventing the limitations of geographical proximity to the Bay Area.

All part-time instructors hold at least one master's degree, and many (38.5%) hold advanced degrees beyond a master's degree (e.g., PhD, EdD, or JD). Many of them are leaders in their professional settings and serve as managers, directors, administrators, supervisors, coordinators, and division heads. This includes information professionals in settings where they manage entire institutions, special collections units, divisions, and service areas. Although part-time faculty are not required to engage in research and service, many of them do. Please refer to Standard III.5 and the relevant appendices for a representative account of part-time faculty members' involvement in these domains.

Part-time faculty members' subject area expertise expands the school's course offerings and enriches program quality. Many part-time instructors are well-versed and work in emerging technology sectors such as digital curation, health informatics, social media research, virtual libraries, and information visualization.

A sampling of part-time instructors and the courses they teach is featured below:

- Ruth Barefoot, Library Director, City of Anacortes, WA (INFO 232 Issues in Public Libraries);

- Scott Brown, Senior Cybrarian, Oracle Corporation (INFO 282 Social Media/Competitive Intelligence);

- Dr. Frank Cervone, Executive Director of Information Services, School of Public Health, University of Illinois (INFO 282 Social Network Analysis and Social Analytics);

- Dr. Todd Gilman, Librarian for Literature in English, Yale University (INFO 230 Issues in Academic Libraries);

- Charles Greenberg, Library Director, Rowan School of Osteopathic Medicine (INFO 220 Medical and Health Sciences Librarianship).

Further details about the backgrounds and expertise of part-time instructors are shown in Appendix III. E.

Faculty Service to the University, College, and School

Full-time faculty members serve the university, college, and school as program coordinators, search committee members, professional association student chapter advisors, and chairs of advisory boards that include third-party experts.

- Some representative examples of full-time faculty service to the university, college, and school during this accreditation period include:

- Anthony Bernier has served as faculty advisor for the *Student Research Journal* from 2011 to the present.

- Michelle Chen served as coordinator of the Advanced Certificate in Big Data program, 2014–2017.

- Debbie Faires served as faculty advisor to the ALA Student Chapter from 2005 to spring 2021. Following Professor Faires's retirement, Alison Johnson has taken over as faculty advisor.

- Mary Ann Harlan served as chair of the University Library Board, 2018–2020. Joni Bodart currently serves in this role.

- Sandra Hirsh has served as faculty advisor to the ASIS&T Student Chapter from 2011 to the present; She was also a member of several committees: University Strategic Planning Steering Committee, 2017–2021; University Budget Advisory Committee, 2016–2021; and College of Applied Sciences and Arts Dean Search Committee, 2014–2015.

- Lili Luo has served as coordinator of the Center for Information Research and Innovation from 2018 to the present. She also served as director of the Center for Applied Research on Human Services at the College of Applied Sciences and Arts from 2016 to 2018.

- Linda Main has served on the University Strategic Enrollment Management Committee from 2019 to the present. She also served on the University Student Fairness Committee from 2017 to 2019 and was a member of the University Graduate Studies and Research Committee, 2015–2019.

- Kristen Rebmann served on the University Faculty Senate Program Planning Committee from 2017 to 2018.

A complete list of full-time faculty members' service to the university is provided in Appendix III. F.

Although part-time faculty members are not required to perform service for the school, college, or university, some of them elect to do so. The table below shows exemplary involvement in service roles during the accreditation period.

Table III. 3 - Exemplary Part-Time Faculty Service to the University, 2015–2021

Faculty Member	Service Activity
Ann Agee	Member, Student Scholarships and Student and Alumni Networking Committee
Cheryl Dee	Member, Faculty Research and Development Committee Faculty Advisor, SLA Student Chapter
Wayne Disher	Member, Diversity Committee
Timothy Dickey	Member, Faculty and Research Committee
Diane Kovacs	Member, Curriculum and Program Development Committee
Rosanne Macek	Faculty mentor, Teach Online Summer Certificate Program, Summer 2020, sponsored by SJSU's Center for Faculty Development, eCampus, and Office of Diversity, Equity, and Inclusion
Maria Otero-Boisvert	Member, Student Scholarships and Student and Alumni Networking Committee
Aaron Schmidt	Member, Technology and Resources Committee

Faculty Service to the Profession

Full-time faculty members make significant contributions to the library and information science professions in a variety of domains. They act in leadership positions in many different professional organizations, serve in peer reviewer and editorial roles for publications, and assume a range of other service duties, including as external evaluators for tenure candidates, external examiners of PhD students, and conference committee members.

A few examples of such contributions are as follows:

- Anthony Bernier, Chair, ALA Library History Roundtable, 2020–2022;
- Anthony Chow, Member, ALA Committee on Library Advocacy, 2019–2021;
- Mary Ann Harlan, Editor, *California School Library Association Journal*, 2017–2019;
- Deborah Hicks, Member, Annual Conference Committee, 2019;
- Sandra Hirsh, President, ASIS&T, 2015; President, ALISE, 2020–2021;

- Cheryl Stenstrom, Chair, Library Statistics and Values Taskforce, Canadian Library Association, 2012–present;
- Michele Villagran, Chair, REFORMA National Education Committee, 2018–present.

Descriptions and itemized tables of their service, leadership, and advisory roles in the LIS field are provided in Standard III.4 and the appendices. Altogether, the full-time and part-time faculty members are active in more than 100 professional organizations. A list of these organizations is shown in Appendix III. G. See Appendix III. H for representation of the full-time and part-time faculty's extensive and diverse membership in LIS organizations.

Standard 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.

The school granted numerous promotions and tenures during the accreditation period, and 100% of the faculty that were up for retention, tenure, and promotion (RTP) achieved success. Six tenure-track faculty were promoted to associate professor.

Table III. 4 - Promotions to Associate Professor

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2016	Christine Hagar	Crisis and Health Informatics, Applied Research Methods
Fall 2017	Michael Stephens	Emerging Technologies in Libraries, Innovation in Information Environments
Fall 2019	Michelle Chen	Data Analytics, Online User Behavior
Fall 2019	Tonia San-Nicolas Rocca	Information and Cybersecurity, Information Retrieval System Design
Fall 2020	Mary Ann Harlan	School and Youth Librarianship, Young Adult Literature, Information Practices
Fall 2020	Virginia Tucker	Information Retrieval, Database Design

Four associate professors were promoted to full professor.

Table III. 5 - Promotions to Full Professor

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2015	Patricia Franks	Archives and Records Management, Information Governance and Security
Fall 2016	Anthony Bernier	Programming and Services for Young Adults, Research Methods–Historical Research
Fall 2018	Lili Luo	Information Access in the Digital Environment, Academic and Health Librarianship, Research Methods–Multiple Methodologies

Fall 2019	Kristen Rebmann	Library Services for Diverse Communities, Instructional Design and New Literacies, Research Methods–Research in Online Contexts

Four faculty retired and were granted emeritus status.

Table III. 6 - Faculty Granted Emerita

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2018	Christine Hagar	Crisis and Health Informatics, Applied Research Methods
Fall 2019	Debra Hansen	History of Books and Libraries, Oral History, Historical Research Methods
Fall 2020	Debbie Faires	Educational Technology, LIS Pedagogy, Online and Distance Learning
Fall 2020	Patricia Franks	Archives and Records Management, Information Governance and Security

Instructional Support for Faculty Teaching

Different forms of faculty support create and sustain a stimulating research and learning environment. Throughout most of the review period, new faculty members were oriented by Debbie Faires, Director of Online Learning. The role has recently been assumed by Bethany Winslow, given Faires's retirement in May 2021.

Figure III. 1 -Faculty Development and Instructional Support (view video)

All new full-time and part-time faculty members are also required to complete a Teaching Online course before they begin teaching. The course is delivered via Canvas and has eight scaffolded modules that cover the following: how to design a course based on learning objectives; how to organize course content, learning, and assessment activities; and how to teach in alignment with the program learning outcomes/core competencies. The course models online learning fluency through discussions, evaluation, and engagement with a variety of learning formats. *The External Review Panel will be joined to the course.*

Required T3 Workshops

Other instructional support for promoting and maintaining excellence in faculty teaching are described in the following sections: Teaching Tips and Techniques (T3) Workshops, the Canvas Faculty Site, and the Tech Tips blog.

In 2012 the school introduced Teaching Tips and Techniques (T3) Workshops to help faculty members learn about the latest technologies from colleagues and other experts. Sue Alman,

full-time lecturer, coordinates the series. Faculty members are required to participate in one T3 workshop (or to watch a recording) and to submit a workshop evaluation form during each semester they are teaching. Some examples of recent topics include: "Best Practices in Online Instruction for Adult Learners;" "The Next Evolution: Google Workspace;" "Incorporating Hands-on Technology Experiences;" "Using WordPress Blogs in your Classes;" and "Establishing a Social Presence in Your Class with VoiceThread." *The External Review Panel will be joined to the T3 site to review all sessions.* Appendix III. I lists the 48 total (or three per semester) T3 workshops delivered during the accreditation period.

In addition, the Canvas faculty site (separate from the Teaching Online course for new faculty described above—External Review Panel members will be added to the site) provides the following:

- Course accessibility requirements
- Archive of T3 workshop recordings
- Examples of rubrics and best practices
- Start of semester information
- Grading processes
- Canvas page templates
- Pedagogical resources to internationalize courses

The Tech Tips for Faculty blog provides another resource for faculty support and technological knowledge. It features a monthly newsletter that is distributed to all faculty members and archived on the blog site. It is produced and maintained by the director of online learning. The blog highlights instructional and pedagogical tools, such as advanced features of Zoom and Google Slides, as well as various professional development opportunities to increase faculty's comfort with and knowledge of existing and emergent technologies.

Documentation of these resources, administrative information, and more extensive details about procedures for faculty members are available in the Faculty Handbook.

Ongoing Support and Professional Development of Part-Time Faculty

Part-time instructors are provided with a range of training, support, and professional development opportunities, including: preparation to teach online via the Teaching Online course for new faculty members; support from the director of online learning and the associate director; support from the Information Technology Team and administrative staff; support from the Student Services Team, who help answer student questions that are not related to course content; feedback from a full-time faculty member, who is responsible for the peer-review process; and access to the Canvas faculty site containing resources and important information.

Continuing professional development for part-time instructors is required through participation in the Teaching Tips and Techniques (T3) workshops.

Mentorship

New tenure-track faculty members are assigned two mentors to support them in achieving the objectives to earn tenure: a tenured faculty member and the Retention, Tenure, and Promotion (RTP) Committee chair. Currently, Dr. Kristen Rebmann is serving as committee chair. Full-time lecturers are also provided with mentors to support them in their teaching and advising responsibilities. Details about mentorship of tenure-track faculty and full-time lecturers are provided below.

Mentoring for Tenure-Track Faculty

Tenure-track faculty are provided with four forms of mentorship:

1. The school's director is always available to discuss teaching and research and ensures that the college dean is made aware of tenure-track faculty work and progress. The director meets formally with each tenure-track faculty member at least once a year to review progress and checks in informally on a regular basis.

2. The associate director and graduate advisor are available to answer any administrative questions.

3. The chair of the Retention, Tenure, and Promotion (RTP) Committee works closely with tenure-track faculty on their dossier preparation and provides guidance on research and teaching.

4. A tenured faculty member is assigned by the director to mentor each tenure-track faculty member. However, tenure-track faculty are encouraged to approach any tenured faculty member for mentoring and guidance as needed.

Mentoring for Lecturers

Lecturers primarily have teaching and advising responsibilities. Mentoring is provided by:

- The director of online learning
- The associate director and graduate advisor

Course Coordination

As mentioned previously and addressed in Standard II.1, each of the required core courses is led by a full-time faculty coordinator who is responsible for mentoring and supporting the six to eight full-time and part-time faculty members who teach that course.

- The core course coordinator:
- Is a full-time faculty member with a specialization in that area;
- Serves as guide and mentor for both full-time and part-time faculty members who are teaching the core courses;
- Ensures that course learning outcomes are appropriate and that all course sections address the same outcomes;
- Conducts regular assessments to ensure that the core courses are complementary and thoroughly cover the field;
- Ensures that core courses provide the foundation on which subsequent courses build.

Technical and Administrative Support for Faculty Teaching, Service, and Research

The school provides full-time faculty with laptop computers to ensure that they are equipped with the necessary technology to teach their courses effectively; the equipment is updated and replaced on a three-year rotation.

All faculty members receive extensive instructional tools that align with the most current online learning technologies. These include: VoiceThread for captions, Zoom for web conferencing and recording, Panopto for recording lectures with embedded webcam captures and full captioning, WordPress for student-created blogs, among others. The school's Information Technology Team monitors and evaluates emergent technologies of interest for application to faculty teaching and responds to direct faculty requests. Faculty members apply technological tools expansively and creatively to enhance course content and delivery and to facilitate a stimulating learning environment.

For example:

- Faculty members create recorded content for each week or module per the Recorded Content Policy, adopted in 2013. The policy specifies best practices for augmenting a faculty member's teaching presence within the online classroom and includes guidance on making recordings relevant and engaging. These recordings also enhance the ability to share content through a media-rich tool (see an example from INFO 203 Online Learning Tools and Strategies for Success). All of the recordings are captioned or accompanied by transcripts for accessibility;
- Faculty members can meet with students at any time using the Zoom Pro licenses provided by the university. Guest speakers join students and faculty members for discussions on this platform as well (see an example from INFO 287 The Hyperlinked Library). In addition, the Zoom chat tool allows faculty members, administrators, students, and staff members to quickly exchange short instant messages;
- Dr. Michael Stephens utilizes WordPress and BuddyPress in his section of INFO 200 Information Communities and in INFO 287 The Hyperlinked Library. Through these

applications, students can work in a collaborative space that features user profiles, blogs, status updates, and @ usernames.

Faculty members who take on service roles receive support and resources to fulfill their responsibilities. For example, course coordinators are provided with release time to help with the considerable investment represented by this commitment, as are student chapter and student journal advisors. Appendix III.D lists the periods and reasons for faculty course releases during the accreditation period.

Faculty members can also receive financial support to participate in professional organizations and conferences, to adopt innovative teaching methods, and to conduct and report on their research activities. For instance, the school covers membership fees for full-time faculty members to join the Association for Information Science and Technology or the Association for Library and Information Science Education. Travel costs to professional conferences are supported when the full-time faculty member is participating as a speaker, presenting research data, or serving as a committee member. Subject to these criteria, tenured faculty members receive $4,000 a year to support travel to conferences; tenure-track faculty members receive $6,000 a year; and full-time lecturers receive $2,000 a year. Travel fund criteria for full-time faculty and part-time faculty are included in the Faculty Handbook.

Several full-time faculty members participate as supervisors in the Gateway PhD Program and receive honorariums upon completion of the student advisee's milestones (e.g., approval of proposal, reaching candidate status, and degree conferral). The school also pays for the faculty supervisor's travel to attend the PhD program's annual onsite research workshop. (Other meetings of the PhD student cohort are held via web conferencing.)

Tenured faculty members are eligible for sabbatical leaves. Please see Standard III.7 for details and Table III. 15 for a list of faculty members who took sabbaticals during the period under review. The university also sponsors a number of research-based grants that are open to all faculty members, most notably the SJSU Research, Scholarship and Creative Activity (RSCA) Seed Grant Program. Faculty grants are discussed in Standard III.5.

- In all these endeavors, faculty members are complemented and supported by the essential team of staff members listed below:
- Administrative Services: Kristina Luna, BA, Administrative Services Manager; Roffna Principe, BA, Administrative Support Coordinator;
- Communications: Nicole Purviance, BA, Director of Marketing and Communications;
- Information Technology: Alfredo Alcantar, BA, Learning Management System Services Coordinator; Derek Christiansen, MLIS, MBA, Web Technologist; Dale David, MLIS, Learning Management System Administrator; Abigail Laufer, MLIS, Network Administrator; TC Truong, BS, Information Technology Support Specialist;
- Student Services: Sheila Gurtu, MLIS, Student Outreach Specialist; Gina Lee, BA, Student Services Coordinator; Taryn Reiner, MA, Student Support Specialist.

Assessing Support for Faculty Teaching

The school ensures that faculty members provide excellent online teaching through the provision of the multiple support systems described above, including ongoing professional training and technical assistance. The school's robust faculty development programs contributed to SJSU's receipt of the Online Learning Consortium's 2017 Excellence in Faculty Development for Online Teaching award.

The school uses the Online Learning Consortium Quality Scorecard as a self-assessment tool. Section 7 of the scorecard assesses faculty support and covers the six areas described below. Ratings include: deficient, developing, accomplished, and exemplary. Although this is a self-assessment tool, supporting evidence is provided for each category. *The External Review Panel can view the supporting evidence by following the link provided above to Section 7 and moving through the six areas.*

Scorecard Ratings for Faculty Support

The school received an Exemplary rating on all six scorecard criteria.

Table III. 7 - Exemplary Ratings on All Criteria

Scorecard Ratings

1. Technical assistance is provided for faculty during online course development and online teaching. Rating: **Exemplary**.
2. The institution ensures faculty receive training, assistance, and support to prepare faculty for course development and teaching online. Rating: **Exemplary**.
3. Faculty receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts. Rating: **Exemplary**.
4. Faculty are provided ongoing professional development related to online teaching and learning. Rating: **Exemplary**.
5. Clear standards are established for faculty engagement and expectations around online teaching (e.g., response time, contact information, etc.). Rating: **Exemplary**.
6. Faculty are informed about emerging technologies and the selection and use of new tools. Rating: **Exemplary**.

Faculty Teaching Evaluation by Students

As discussed in Standards I and II, regular and consistent evaluation by students plays a key role in ensuring teaching excellence. The university conducts these evaluations each semester, known as the Student Opinion of Teaching Effectiveness (SOTE) survey, and ratings are assigned on a scale of one (lowest) to five (highest) based on 12 specific criteria and an inclusive rating ("Overall, this instructor's teaching was effective"). The table below shows the figures and percentages of SOTE scores above 4.0 for all iSchool faculty members during the accreditation period.

Table III. 8 - Faculty Teaching Evaluations Above 4.0 (1-5 scale), Fall 2015–Spring 2021

Teaching Evaluations (2015-2021)			
Rank	**Total Number**	**Number above 4.0**	**% above 4.0**
Tenure-Track	20	17	85%
Lecturer	12	12	100%
Part-Time	133	112	84%

As indicated by the data in the above table, student evaluations provide evidence of exceptionally high-quality teaching.

Recognizing Excellence in Faculty Teaching

Full-time and part-time faculty members are recognized for their achievements in teaching and their contributions to the school through the following annual awards:

- **Outstanding Professor**: Tenured or tenure-track faculty member recognized for overall excellence in their academic assignment;
- **Outstanding Lecturer**: Full-time or part-time faculty member who has achieved widespread recognition based on excellence in teaching, scholarship, or creative activities and/or service to the school;
- **Outstanding Teacher**: Full-time or part-time faculty member who consistently receives high recognition from students based on excellence in teaching;
- **Distinguished Service**: Full-time or part-time faculty member noted for exemplary service to the school or for extraordinary dedication to achieving the school's aims and to enriching the lives of those associated with it.

Faculty members have also been recognized by a range of other organizations and in varied capacities. Appendix III. J documents the awards received by School of Information faculty, both full-time and part-time, during the accreditation period.

Recognizing Faculty Research Activity: Center for Information Research and Innovation

Faculty research is integral to teaching endeavors and to the facilitation of a stimulating learning and research environment. The Center for Information Research and Innovation was created in 2014 to showcase faculty research activity and grant projects. Faculty members are currently investigating the following topics: Debating Diversity: How Twitter Facilitates Professional Discussions (Deborah Hicks); Native American Community Anchors: TV WhiteSpaces for Tribal Connectivity, Equity, and Inclusion (Dr. Kristen Rebmann); and Recasting First Generation Student Experience for LIS Success (Dr. Anthony Bernier).

Visitors to the online research center can find a list of upcoming events where faculty members will present on their research. Further details on faculty grant projects are discussed in Standard III.5.

Standard III.3

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

San José State University is committed to recruiting and retaining diverse faculty members who are exceptionally qualified to teach and conduct research in their areas of expertise. The university's Faculty Recruitment Guide covers all stages of the recruitment process for full-time faculty members, from the initial request and job posting approval to the review of applications, interviews, candidate evaluations, and ranking report sent to the dean of the College of Professional and Global Education. The School of Information's own practices for faculty recruitment reflect the university's policies and those of the disciplines and professions within the library and information science domains.

Departmental search committee members are required to attend a training workshop conducted jointly by University Personnel Faculty Affairs and the Office of Diversity, Equity and Inclusion that offers strategies for ensuring diverse applicant pools and avoiding unconscious bias. The External Review Panel can view slides from a recent training workshop.

Retention and Promotion

Retention of excellent faculty members who represent diverse backgrounds is assured through a wide range of support, as discussed in Standard III.2.

Tenure-Track or Probationary Faculty

The school's Retention, Tenure, and Promotion (RTP) policies are governed directly by the university's two policies, S15-7, University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures and S15-8, University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards. Tenure-track faculty are reviewed in years one, two, and five by their department's RTP committee. The option is to retain or not retain. In year three, the reviews are conducted by various committees in the university (department, college, university, and provost). The committees can opt to retain or not retain the faculty member. In year six, the faculty member's dossier is reviewed by the same university committees, in addition to the president. The process culminates in tenure, promotion, or termination.

Tenured Faculty

Tenured faculty do not go through a retention process. They are subject to a five-year post-tenure review that evaluates SOTE ratings and a self-assessment. This process is governed by

the university's guidelines and policy. More specifically:

> "Post tenure review is specified in the Collective Bargaining Agreement (CBA) Article 15.35: *For the purpose of maintaining and improving a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations at intervals of no greater than five (5) years.* SJSU's policy on post tenure review is S97-5 Post Tenure Review (PDF). It asserts that the purpose of the Post Tenure Review is to evaluate the professional effectiveness of the faculty member in terms of the scope and currency of their professional work, with reference to their current and future professional career plans. The review, to the extent possible, should focus on a positive, formative, and proactive approach to enhancing faculty careers."

Full-Time/Part-Time Lecturers

Neither part-time nor full-time lecturers have research or service requirements. Therefore, they are evaluated by the director using peer reviews and SOTE ratings, with the expectation that they will achieve an average score of 4.0 on a 5.0 scale. There is no promotion pathway; they are either retained or not retained.

Recruitment and Job Postings

In adherence to the university's requirements, the School of Information's job postings include the following language specific to diversity and inclusion:

- *San José State University enrolls over 35,700 students, a significant percentage of whom are members of minority groups. As such, this position is for scholars interested in a career at a national leader in graduating Underrepresented Minorities (URM) students. SJSU is a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander Serving Institution (AANAPISI); 40% of our students are first-generation, and 38% are Pell-qualified. The university is currently ranked fifth nationally in increasing student upward mobility. The university is committed to increasing the diversity of its faculty so our disciplines, students, and the community can benefit from multiple ethnic and gender perspectives. San José State University is California's oldest institution of public higher learning. Located in downtown San José (Pop. 1,000,000) in the heart of Silicon Valley, SJSU is part of one of the most innovative regions in the world. As Silicon Valley's public university, SJSU combines dynamic teaching, research, and university-industry experiences to prepare students to address the biggest problems facing society. SJSU is a member of the 23-campus California State University (CSU) system.*

- *San José State University is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, or disability.*

Here is an example of a recent job posting for a tenure-track assistant professor in information

retrieval, human computer interaction, and digital archives. The search closed December 1, 2019 and resulted in the hire of two assistant professors: Souvick Ghosh and Darra Hofman.

Part-Time Faculty Recruitment

Every two years, the school is required by the university to report on efforts made to maintain and refresh temporary faculty applicant pools, as shown in this example of an applicant pool report for part-time instructors, reflecting extensive outreach to professional organizations, job placement websites, and electronic lists. See Appendix III. K for the advertisement used to recruit part-time faculty.

The part-time faculty application pool is reviewed by the director and the associate director as hiring needs are identified. When a potential faculty member is targeted, the associate director follows up by email and/or Zoom. The director grants final approval. If no potential faculty member is identified within the applicant pool, the associate director will conduct further outreach via electronic lists in a dedicated subject area and through LinkedIn.

Managing Recruitment

The university launched a new faculty recruitment tracking tool for managing candidate applications in May 2020 that was adopted by all SJSU schools and departments as of July 1, 2020. The new tool is called Common Human Resources System (CHRS), and its primary goal is to promote consistency in faculty recruiting processes across all CSU campuses. The CHRS tool replaces the faculty search portion of Interfolio that was used for tracking candidates for faculty positions prior to May 2020.

Standard 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 Designated Teaching Areas and Effectiveness in Teaching

As discussed in Standard III.1, full-time and part-time faculty members are recruited for their expertise in specific areas of the school's curriculum. New tenured and tenure-track faculty members must demonstrate their academic and professional background in their proposed teaching areas through various means, such as a CV, recommendations, and formal presentations. Part-time instructors must show relevant experience via a CV and professional recommendations. All tenured and tenure-track faculty members and almost half of the school's full-time lecturers have PhDs. Part-time instructors hold at least a master's degree and have a variety of backgrounds and expertise, from academic and public library directors to digital curators, records managers, and research analysts. A complete list of tenure-track faculty, lecturer, and part-time faculty degrees, expertise, and professional settings can be

found in Appendices III.B, III.C, and III.E, respectively.

Teaching competence is not assumed, and both full-time and part-time faculty members undergo rigorous peer reviews each semester. Peer reviews are based upon the school's online teaching standards and indicators, which stipulate, *"The instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester."* These standards also require that *"course content is up-to-date, reflecting recent developments and current professional practice;"* course assignments should be *"graduate level;"* emphasize a *"conceptual grasp of the material;"* incorporate *"recent developments and established professional standards;" and facilitate "practical applications in the field."*

The peer-review process and the role it plays in the systematic evaluation of faculty members is discussed in Standard III.8.

Faculty teaching competence is an important component of the Student Opinion of Teaching Effectiveness (SOTE) surveys conducted at the end of each semester. These surveys focus on the effectiveness of instruction in individual courses. They give students the opportunity to rate and comment upon important areas of pedagogical competence, most notably the value of course content, the effectiveness of assignments, and the instructor's contribution to student learning. SOTE ratings have a significant impact on RTP decisions for full-time faculty members and retention of part-time faculty members. For more information regarding how SOTE results are used in the systematic evaluation of faculty, including retention policies, see Standard III.8. Full-time and part-time faculty members who receive SOTE scores below 4.0 on a 1-to-5-point scale are provided with guidance from the director of online learning, the peer reviewer, and the Learning Management System (LMS) coordinator, all of whom suggest improvements and share best practices for future course implementation. Additionally, faculty members may be directed to resources offered through the Center for Faculty Development. Any part-time instructor or full-time lecturer who receives SOTE scores below 4.0 for three consecutive semesters is not retained.

Over the accreditation period (2015–2021), the grand mean for all faculty and instructor student teaching evaluations was a 4.4 out of 5.0, or an "excellent" rating.

Table III. 9 - SOTE Ratings for All Instructors by Semester (2015–2021)

Semester	Tenure-Track	Lecturers	Part-Time	Total
Fall 2015	4.2	4.5	4.3	**4.3**
Spring 2016	4.0	4.5	4.4	**4.3**
Summer 2016	4.0	4.5	4.4	**4.3**
Fall 2016	4.2	4.6	4.4	**4.4**
Spring 2017	4.3	4.6	4.4	**4.4**
Summer 2017	4.2	4.7	4.4	**4.4**
Fall 2017	4.3	4.6	4.4	**4.5**

Spring 2018	4.4	4.7	4.5	**4.5**
Summer 2018	4.3	4.8	4.5	**4.5**
Fall 2018	4.2	4.6	4.5	**4.4**
Spring 2019	4.2	4.7	4.5	**4.5**
Summer 2019	3.8	4.5	4.4	**4.2**
Fall 2019	4.1	4.6	4.5	**4.4**
Spring 2020	4.3	4.7	4.5	**4.5**
Summer 2020	4.3	4.8	4.5	**4.5**
Fall 2020	4.3	4.7	4.6	**4.5**
Spring 2021	4.3	4.5	4.7	**4.5**
Average	**4.2**	**4.6**	**4.5**	**4.4**

The grand mean for student teaching evaluations for full-time faculty was 4.2 out of 5.0.

Table III. 10 - Full-Time Faculty Teaching Evaluations (2015–2021)

[Redacted material: Confidential Data]

The grand mean for student teaching evaluations for full-time lecturers was 4.6 out of 5.0.

Table III. 11 - Full-Time Lecturers: SOTE Averages, Fall 2015–Spring 2021

[Redacted material: Confidential Data]

The grand mean for student teaching evaluations for part-time faculty was 4.5 out of 5.0. The figure below shows that the trendlines for average student teaching evaluations have increased over the accreditation period across all faculty and instructors. In 2015, the average was 4.3, and in 2021 it was 4.5.

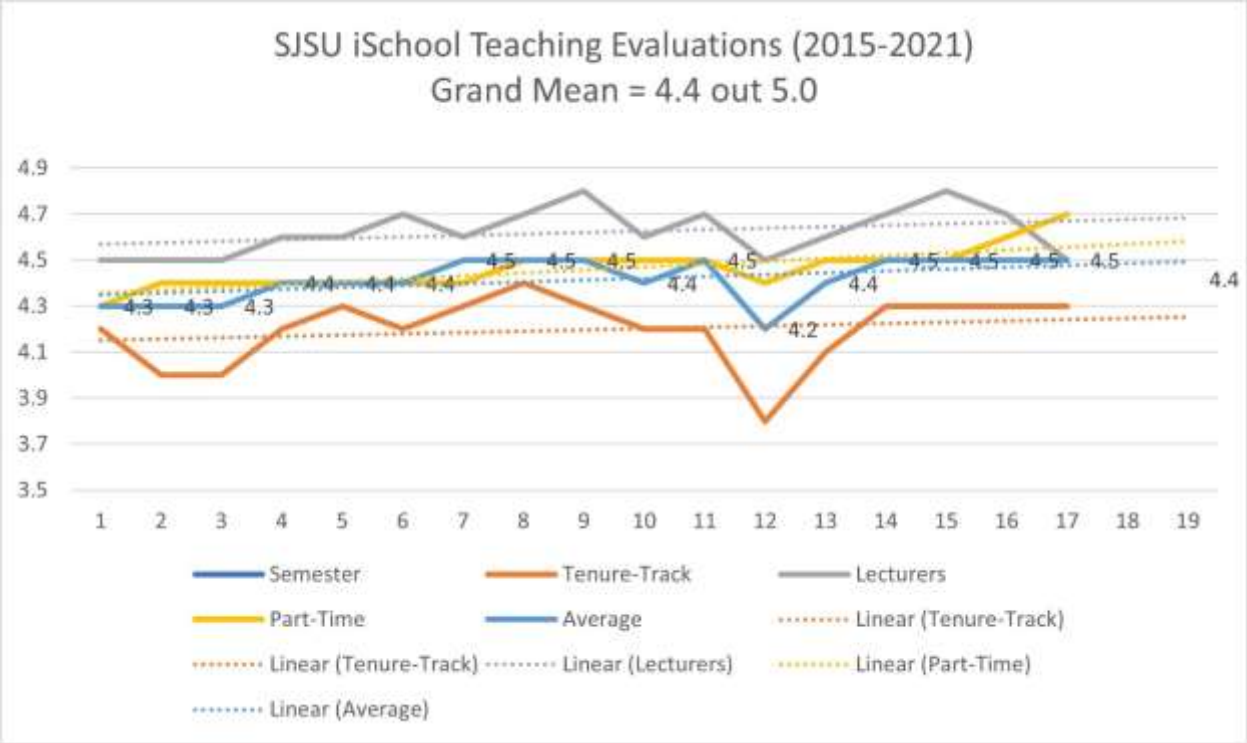


Figure III. 2 - All Student Teaching Evaluations (2015–2021)

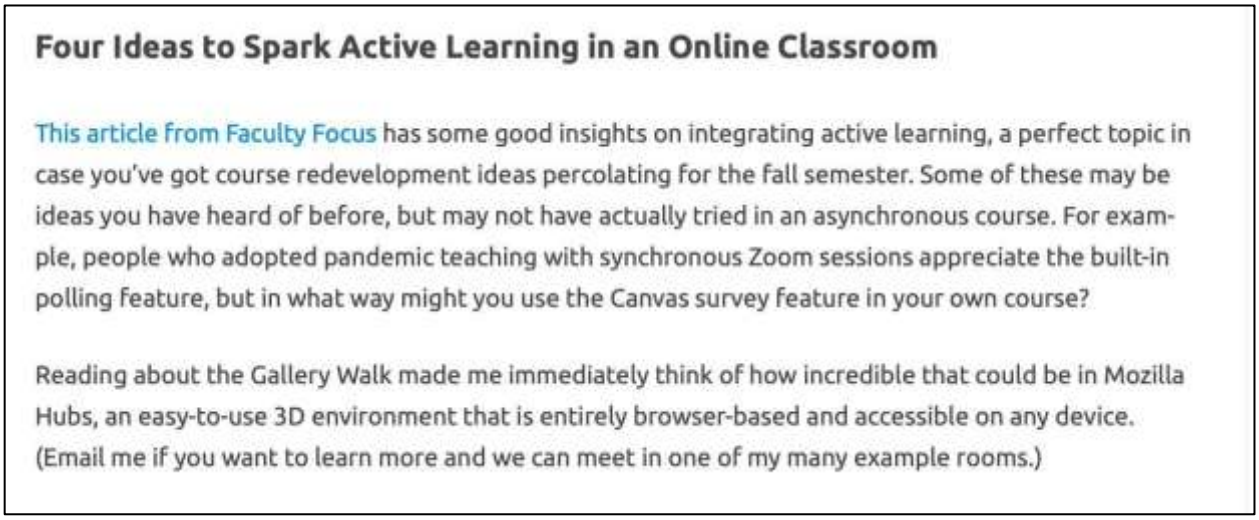
More than 86% of faculty members earned an average SOTE score above 4.0 during the accreditation period. The SOTE average of **all** faculty members in every semester during the period under review is above 4.0. The director identifies instructors with an average SOTE score of less than 4.0 and either meets with them individually and/or assigns remediation through instructional support staff.

Technological Skills and Knowledge

Since the school's MLIS program is 100% online, faculty members' interest in and adoption of new technologies is essential to their pedagogical effectiveness.

As discussed previously, all new faculty members are required to complete a Teaching Online course before they begin their appointment. The director of online learning conducts this course in Canvas each semester. *The External Review Panel will be joined to the course.*

All faculty members are expected to participate in at least one of the school's Teaching Tips and Techniques (T3) workshops offered each semester so that they can become familiar with the latest technologies and learn how to incorporate them into their courses. These one-hour online sessions are led by faculty members who share strategies about how to employ technology to enhance teaching and student engagement. T3 workshops are discussed in detail in Standard III.2. In addition to T3 workshops, the Tech Tips blog provides guidance to faculty members for improving online instructional delivery and enhancing the overall student experience. The following screenshot provides an illustration of the Tech Tips platform.



Four Ideas to Spark Active Learning in an Online Classroom

This article from Faculty Focus has some good insights on integrating active learning, a perfect topic in case you've got course redevelopment ideas percolating for the fall semester. Some of these may be ideas you have heard of before, but may not have actually tried in an asynchronous course. For example, people who adopted pandemic teaching with synchronous Zoom sessions appreciate the built-in polling feature, but in what way might you use the Canvas survey feature in your own course?

Reading about the Gallery Walk made me immediately think of how incredible that could be in Mozilla Hubs, an easy-to-use 3D environment that is entirely browser-based and accessible on any device. (Email me if you want to learn more and we can meet in one of my many example rooms.)

Figure III. 3 - Technology Tips

Active Participation in Professional Organizations

Full-time faculty members are active in a host of scholarly and professional organizations representing all the school's research specialties and career pathways. The administration believes that faculty engagement with the profession is very important; therefore, the school pays full-time faculty members' membership fees to either the Association for Information

Science and Technology (ASIS&T) or the Association for Library and Information Science Education (ALISE). In addition, the school provides financial support for full-time faculty members to attend scholarly and professional conferences.

Full-time faculty members belong to a wide range of organizations relevant to their research and teaching specializations. These include all the major national professional associations: the American Association of Law Libraries, American Association of School Librarians, American Library Association, ARMA International, Society of American Archivists, and Special Libraries Association. Several faculty members are affiliated with regional associations, most notably the California Library Association. Many also belong to multidisciplinary organizations, such as the American Educational Research Association, the Institute for Operations Research and the Management Sciences, and the American Historical Association. A list of the professional organizations that full-time faculty members belong to is provided in Appendix III. G.

Of note is the faculty's increasing involvement in international organizations. As shown in Appendix III. M, full-time faculty members are active in the Association of Canadian Archivists, Chinese American Librarians Association, and International Federation of Library Associations and Institutions (IFLA). Some faculty members hold offices in these organizations. For instance, Cheryl Stenstrom serves as chair of the Canadian Library Association's Library Statistics and Values Task Force, and Sandra Hirsh is co-chair of IFLA's Continuing Professional Development and Workplace Learning Committee. Others serve on international conference planning committees, including Michael Stephens (Internet Librarian International, UK) and Michelle Chen (Institute of Electrical and Electronic Engineers, Big Data Service, Germany).

Faculty involvement in professional associations takes many forms. For example, former director Sandra Hirsh was elected president of ALISE in 2019 and served in this position in 2020. She was also president of ASIS&T in 2015. Anthony Bernier was the chair (and co-chair) of the Library History Interest Group at ALISE from 2017 to 2019, and Kristen Rebmann chaired the ALISE/Bohdan S. Wynar Research Paper Award Committee from 2017 to 2018. Sue Alman is a member of the Beta Phi Mu National Board. Patricia Franks is vice president and board member of the National Association of Government Archivists and Records Administrators Certificate Committee.

Appendix III. M provides a comprehensive view of full-time faculty members' service to the profession, including LIS organizational involvement; editorial, advisory, and reviewer roles (see Appendix III. N); and additional professional activities that contribute to the field (see Appendix III. O).

Part-time instructors are also prominent in their professional communities and are engaged in activities ranging from serving as association directors to helping develop best practices and international standards (see Appendix III. P).

The following offers a sampling of part-time instructors' professional leadership during the period under review:

- Ann Agee: Vice-Chair, Secretary, and Member, Association of College and Research Libraries Research and Scholarship Committee
- Gerald Benoit: Communications Officer, ASIS&T Information Visualization Special Interest Group
- Meredith Farkas: President and Vice President, Association of College and Research Libraries Oregon Chapter
- Nancy Friedland: President, Theatre Library Association
- Africa Hands: Co-Chair, Association for Library Service to Children Advocacy and Legislation Committee
- Joanne Rodger: Director, Board of Directors, Library Association of Alberta

Part-time instructors are also active in leadership positions and service roles in a diverse array of LIS-related organizations and engage in varied pursuits to advance the field and their professional development. Appendix III. P provides a **sampling** of some of the school's part-time faculty members' service to the profession, including LIS organizational involvement; Appendix III. Q provides a list of part-time faculty's advisory, editorial, and reviewer roles; Appendix III. R lists part-time faculty's additional professional activities.

Diversity-Focused Organization Membership

Full-time and part-time faculty members also participate in numerous organizations that support and promote diversity, equity, and inclusion. A survey conducted by the school's Diversity Committee in fall 2019 found that faculty members enjoyed membership in a variety of diversity-oriented professional associations and organizations at the national, state, and regional levels. The most popular groups were the ALA's Black Caucus, Chinese American Librarians Association, Rainbow Round Table, and REFORMA. The table below provides a snapshot of faculty participation in diversity-oriented professional associations.

Table III. 12 - Faculty Membership in Diversity-Oriented Professional Associations

Diversity-Oriented Association or Organization	Number of Responses
American Association of Law Libraries Latino Caucus	1
American Indian Library Association	1
Asian/Pacific American Libraries Association	2
Association of Specialized and Cooperative Library Agencies	2
Black Caucus of American Library Association	3
California Library Association Latino Services Interest Group	1
Chinese American Library Association	5
Committee of the Status of Women in Librarianship	1
Ethnic and Multicultural Exchange Round Table	2
Gay, Lesbian, Bisexual, and Transgender Round Table	3
International Communication Association	1
International Federation of Library Associations and Institutions	1

Library Information Technology Association's Diversity and Inclusion Committee	1
Medical Library Association	1
Native American Archives Roundtable	1
REFORMA: National Association to Promote Library and Information Services to Latinos and Spanish Speaking	7
Special Libraries Association Diversity Inclusion Community Equity Caucus	1
Total	**31**

In addition, faculty members are involved in the following organizations: American Library Association's Committee on the Status of Women in Librarianship, California Library Association Latino Services Interest Group, Library Information Technology Association's Diversity and Inclusion Committee, Native American Archives Section, and Special Libraries Association Diversity Inclusion Community Equity Caucus.

Awards

A final indicator of the faculty's involvement in the information professions is reflected in the numerous awards they've received, as shown in this selective list of full-time and part-time faculty awards. More comprehensive representation of faculty awards is shown in Appendix III.J.

Table III. 13 - Full-Time Faculty Awards

Mary Bolin	iSchool Outstanding Lecturer Award	2019
Debbie Faires	iSchool Outstanding Teacher Award	2019
Mary Ann Harlan	iSchool Distinguished Service Award	2017
Jason Kaltenbacher	iSchool Outstanding Lecturer Award	2020
Tonia San Nicolas-Rocca	iSchool Distinguished Service Award Distinguished Alumni Award, CSU, San Bernardino	2019 2017
Elizabeth Wrenn-Estes	iSchool Outstanding Lecturer Award	2018

Table III. 14 - Part-Time Faculty Awards

Ann Agee	iSchool Special Recognition Award	2018
Cheryl Dee	iSchool Distinguished Service Award Medical Library Association Fellow	2018 2015
Maggie Murphy	ALA Movers & Shakers Award	2020
Gonzalo Oyarzún	National Innovation Award "Avonni" for Digital Public Library National Innovation in Education Award for "Young Programmers"	2016 2015
Joey van Arnhem	Demetria N. Clemons Distinguished Mentor Award, College of Charleston, South Carolina	2015

Library 2.0 Conference Series

The school continues to contribute to the profession through the Library 2.0 Worldwide Virtual Conference series, which it co-founded in 2011. The series provides a valuable free learning opportunity for students, alumni, and professionals across the globe. Faculty members serve as both presenters and moderators and find opportunities for students to participate.
During the period under review, three mini conferences were offered each year to engage the professional community in an international exchange of ideas concerning current and future practice and research.

A range of topics were discussed, as reflected in the following conference titles:

- The Emerging Future: Technology and Learning (Library 2.015)
- Privacy in the Digital Age (Library 2.016)
- Makerspaces (Library 2.017)
- Blockchain Applied: Impact on the Information Profession (Library 2.018)
- Social Crisis Management (Library 2.018)
- Design Thinking (Library 2.018)
- Open Data (Library 2.019)
- Wholehearted Libraries (Library 2.020)
- Small, Rural, and Independent Libraries (2.020)
- Sustainability in Libraries (2.020)
- Reinventing Libraries for a Post COVID World (2021)
- Libraries as Community Anchors (2021)

Standard 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.

There are three different ranks for full-time faculty members: tenured, tenure-track, and non-tenure-track (full-time lecturers). Each rank has different expectations regarding research and scholarship. The evidence and summaries below demonstrate how the school has addressed and met strategic direction 6's goal to foster a research environment.

Tenured and Tenure-track Faculty Research and Scholarship

The focus for tenured and tenure-track faculty members is on the quality of their publication. The school's tenured and tenure-track faculty members have a sustained record of publication and actively seek and secure external funding for their research and scholarly activities.

As new tenure-track faculty members are recruited, the school looks for candidates who have a demonstrated track record of research and scholarly achievement. The school's retention, tenure, and promotion (RTP) guidelines align with those of the university and recognize diversity in scholarship and research across disciplines. This is exemplified in the guidelines: *"Scholarly achievement includes work based on research and entailing theory, analysis, discovery, interpretation, explanation, or demonstration. Examples: books, articles, reviews, technical reports, computer software and hardware development, positively reviewed grant proposals, papers read to scholarly associations, documentaries, works of journalism, patents, translations, etc."*

Quality of publications is a key measure of research activity and scholarship. As noted in the RTP guidelines (also discussed in detail in Standard III.8), scholarship expectations vary depending upon the faculty member's area of expertise. For instance, the guidelines state that *"A historian may write monographs and relatively few refereed articles, whereas a researcher in information retrieval may write only journal articles and never publish a monograph."* Also of relevance in this domain is the fact that LIS research, like much scientific research, is often co- or multiple-authored, whereas most historical scholarship is single-authored.

The range of faculty expertise leads to diverse scholarly publication patterns. The RTP guidelines underscore the variety in publication patterns: *"In general, monographs undergoing a standard editorial selection process, chapters in books undergoing a standard editorial selection process, and refereed journal articles (print or online) carry the greatest weight. Conference papers that are both refereed and published in proceedings are also important."*

Faculty members have a dual responsibility to the discipline and to the profession, and contributions to the professional literature should reflect the scholarship of the author, as well as the audience for which they were written. Thus, many faculty members publish in both refereed and professional journals, especially faculty members whose research focuses on a particular user group or institution.

Full-time faculty members demonstrate the range of publishing patterns one would expect from a faculty with diverse research and professional interests. For example, one faculty member has a total of 12 refereed journal articles and 11 conference presentations during the period under review, while another authored four books. Some faculty members have a balance of scholarly and professional papers and publications, while for others, either the majority or all their productivity is in their area of research. Faculty members whose interests focus on a specific population (e.g., children or young adults) or a particular kind of institution (e.g., public libraries or archives) have a higher number of publications in practitioner-focused outlets than do those whose research is less closely tied to specific professional issues.

The full-time faculty members showcase a healthy diversity in research and scholarship. During the review period, they published 106 refereed articles (93 of these by tenured and tenure-track faculty members) in 61 different journals (either peer-reviewed, editor-reviewed, or both) and delivered, moderated, or served as panelist on over 185 presentations at 126 conferences. This pattern reflects both the breadth and the complementarity of faculty research. The journal with the greatest representation is the *Journal of Education for Library and Information Science* (12 articles), followed by *Public Library Quarterly* (five articles). Please see Appendix III. S for summaries of current full-time faculty peer reviewed publications from 2015 to 2021, Appendix III. T for monographs, Appendix III. U for contributions to edited volumes, and Appendix III. X for faculty publications in refereed journals and non-refereed articles.

The faculty demonstrates international reach through its extensive involvement in professional conferences. During the accreditation period, faculty members presented papers, delivered keynotes, and participated in panels in countries around the world, including Australia, Canada, China, Japan, Cameroon, and Malaysia, and in numerous European cities. Faculty members presented and participated most frequently at the Association for Library and Information Science Education Annual Conference followed by that of the California Library Association. Appendix III. Y documents full-time faculty members' conference presentations and keynotes over the course of the accreditation period; Appendix III. Z shows the number of faculty members represented at each conference; Appendix III. AA lists the number of presentations at each conference; and Appendix III. AB lists the keynote speeches that faculty members delivered.

The school's full-time faculty members also frequently deliver professional presentations, workshops, and webinars. Appendix III. AC highlights some of that work over the course of the accreditation period.

Faculty research and innovation is regularly disseminated and highlighted through the Center for Information Research and Innovation (CIRI) blog as well as through informal online meet-ups organized by the Faculty Research Committee.

Full-Time Lecturer Scholarship

The diverse and sustained publication patterns of the school's full-time lecturers are quite like those of tenured and tenure-track faculty members, even though lecturers do not have the same requirement for scholarly work as their tenured and tenure-track colleagues. The publication summaries represented in Appendices III. S - X (which include refereed articles, monographs, book chapters, and non-refereed articles for tenured and tenure-track faculty and lecturers) show that refereed journal articles compose most full-time lecturers' publications, a total of 16 articles (out of the 106 produced by the full-time faculty). Full-time lecturers authored seven monographs (out of the 31 produced by the full-time faculty) and six book chapters (out of the 54 produced by the full-time faculty).

Full-time lecturers have also done an excellent job representing the school at both scholarly

and professional (or unrefereed) conferences. In doing so, they bring valuable visibility to the school, while disseminating specialized knowledge distilled from their work in the field.

Between 2015 and 2021, full-time lecturers gave more than 25 presentations at conferences with a peer-review process and almost 40 at professional events. Details regarding full-time lecturers' conference participation and professional presentations are included in Appendix III. AC.

Part-Time Faculty Scholarship

Part-time instructors have been extremely productive in research and publication activity. For instance, between 2015 and 2021, they published 121 peer-refereed articles in 90 journals. Part-time faculty scholarship is represented in the following appendices: Appendix III. AD for refereed articles, Appendix III. AE for monographs, Appendix III. AF for contributions to edited volumes, Appendix III. AG for representative refereed journals, and Appendix III. AH for non-refereed articles.

Part-Time Faculty Conference Participation

Part-time instructors attend numerous professional conferences. During the period under review, part-time faculty members presented papers, delivered keynotes, and participated in panels at over 200 conferences in countries around the world, including South Africa, Australia, Japan, and Canada, and in various European cities. The three conferences in which they participated most frequently were the American Library Association Annual Conference, the Association of College & Research Libraries Annual Conference, and the Association for Library and Information Science Education Annual Conference.

Appendices III. AI–AK document part-time faculty members' conference presentations over the course of the accreditation period. Appendix III. AI offers a year-by-year breakdown of conference participation; keynotes are identified parenthetically. Appendix III. AJ shows the number of faculty members represented at each conference. Appendix III. AK lists the number of presentations at each conference.

Grants

The attainment of grants provides evidence of the quality of the school's faculty. As with publication in peer-reviewed journals, a grant award demonstrates that experts in the field have considered a project's merits and found it well-designed and intellectually substantive. Since 2015, tenured and tenure-track faculty members, full-time lecturers, and part-time instructors have received grants every year, totaling 71 grant awards, including both external ($6.02 million) and internal ($210,478) grant funding. Externally grant-funded full-time faculty awards are listed in Appendix III - AL, and internal awards are represented in Appendix III – AM. The grants show a natural distribution between smaller "seed money" awards and larger awards for projects at more mature stages. Funding agencies include the Institute of Museum and Library Services, private foundations, San José State University, and the College of Professional and Global Education.

Grant-funded projects reflect the school's commitment to the advancement of research-based knowledge and contribution to the information professions. Institutional support for the obtainment of external funding to enhance the scope and scale of scholarship is provided by the Faculty Research Committee, whose members offer strategic counsel throughout all stages of grant proposal development. This process resonates with the school's strategic direction 6.2's focus on developing methods to support faculty in seeking research grants.

Standard III.6

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

Context Statement: Faculty Diversity Enhances Program Objectives and Enriches the Intellectual Environment

The school's faculty reflect significant diversity across degrees, and their areas of expertise are strategically aligned with the school's degree programs and curriculum. This correspondence and the expansive intellectual and professional environment it fosters nurture the accomplishment of the school's program learning outcomes (PLOs). During the accreditation period, all tenure-track faculty who were eligible for tenure have successfully earned it. Collectively, the school's tenure-track and tenured faculty serve as leaders in research, teaching, and service in many different LIS sectors. Furthermore, its full-time and part-time lecturers are recruited from across the country and are leading practitioners in all types of libraries and information organizations and professions. For more information, see Standard III.5 and the following detailed information about the school's faculty.

Academic Degrees and Specialized Knowledge

Tenured and tenure-track faculty members hold doctorates from 16 different universities, representing some of the most prestigious library and information science programs in the nation. Four faculty members hold doctorates from the University of California (UC) system: UC Berkeley, UCLA, UC San Diego, and UC Irvine. Three faculty members hold doctorates from institutions located in Texas: Texas Woman's University, University of North Texas, and University of Texas at Austin. Two faculty members have earned doctorates from Queensland University of Technology in Australia. Other institutions represented include Capella University, Claremont Graduate University, Florida State University, Indiana University, University of Hawaii, University of Illinois at Urbana-Champaign, and University of North Carolina at Chapel-Hill.

The school's four newest tenure-track faculty members possess diverse backgrounds and expansive perspectives. They have earned PhDs at a range of institutions, as follows:

- Deborah Hicks, University of Alberta
- Michele Villagran, Pepperdine University
- Darra Hofman, University of British Columbia
- Souvick Ghosh, Rutgers University

Full-time lecturers hold credentials from additional universities, including Capella University, City University of Seattle, Queensland University of Technology, San José State University, University of British Columbia, University of Denver, University of Illinois at Urbana-Champaign, University of Iowa, University of Nebraska, and University of Pittsburgh. Please refer to Appendix III.B and III.C for a summary of the CVs, degrees, and expertise of tenured and tenure-track faculty members and full-time lecturers, respectively.

All the school's part-time instructors have earned master's level degrees. 38.5% also hold doctoral degrees, such as PhDs, JDs, and EdDs. Numerous part-time instructors have additional training and degrees, representative of many different fields and specializations. Please refer to Appendix III.E for a summary of the CVs, degrees, expertise, and professional settings of part-time faculty members.

Diversity of Backgrounds and Research Activity

Full-time faculty members possess diverse bodies of knowledge that drive the program's breadth and depth. Nine tenured and tenure-track faculty members hold doctorates in library and information science, and the others hold doctorates in a range of fields, including information systems, information science, history, instructional systems design, communications and media, educational policy studies, and organizational leadership. The four new tenure-track faculty members lend additional expertise in the areas of educational administration, organizational leadership, cultural competence, digital archives and emerging technologies, information retrieval, and artificial intelligence. Among the full-time lecturers, three hold doctorate degrees in the fields of library and information science, one has a doctorate in educational measurement and statistics, one has a JD, three have MLIS degrees, and one is in the process of earning a PhD in global leadership.

Faculty members have overseen and engaged in varied projects through INFO 298 Special Studies. The projects they have supervised during the accreditation period include: "A Qualitative Assessment of Research Consultation in Academic Law Libraries," "Archival Paper Processing at the New York State Archives," "Digital Literacy Instruction," "Guatemala: Librarians Without Borders," and "Machine Learning Applications in Libraries and Archives." Please refer to Standard II.2 for a discussion and complete list of INFO 298 Special Studies.

The breadth of faculty members' research activity is also represented by the varied projects and

topics that have been supported by external and internal grant funding throughout the accreditation period, as shown in Appendices III. AL and III. AM, respectively.

Academic Planning and Assessment

As noted in this standard's context statement, faculty are involved at all levels of decision making and curricular review, revision, design, and development. Examples of faculty participation in the school's program planning and assessment include:

- The school collects quantitative and qualitative data to evaluate INFO 289 e-Portfolio, the culminating experience in which students demonstrate mastery of all MLIS program learning outcomes/core competencies. The number of revisions needed to satisfactorily exhibit achievement is examined. The program-based assessment and the assessment of individual program learning outcomes not only serve to evaluate student achievement, they are also used as part of the school's ongoing curricular review process. This cycle is discussed in Standard I.1.1 and further explained in Standard II.5.
- The school provides annual detailed assessment reports to the university that address planning and assessment. The most current report is available on the website.
- The co-chairs of the Curriculum and Program Development Committee survey full-time and part-time faculty members annually to track coverage of international experience topics in their courses. Survey data can be viewed in this spreadsheet, which provides course numbers and representative assignments that demonstrate international reach and dimensions. For example, in INFO 231 Issues in Special Libraries and Information Centers, students consider how risk management is often an international issue, from complications surrounding art/museum/zoo library cooperation around the world, to international cases in law firms, to varying international information security rules, to copyright restrictions affecting multinational corporations' bottom line. Students are tasked with selecting two risk management scenarios or issues that are new to them and preparing a paper that documents their findings to share with classmates. *The External Review Panel will be joined to the Global Engagement Repository in Canvas.*
- The Diversity Committee chair regularly solicits input from students, staff, and faculty to foster discussions that improve and increase diversity-related programs, processes, and activities. A discussion of the diversity survey and its results can be found in Standard II.2.4.
- Faculty members also contribute to college and university planning and decision-making in several capacities, such as:
- Sandra Hirsh, former School of Information Director, and Linda Main, Associate Director, serve on numerous college and university committees dedicated to academic planning and assessment, including the Strategic Enrollment Management Committee (Hirsh and Main), University Strategic Planning Steering Committee (Hirsh), University Budget Advisory Committee (Hirsh), University Program Planning Committee (Main), and Academic Technology Advisory Committee (Main);

- In 2018, Dr. Michelle Chen was a member of the SJSU Innovation Design Collaborative Task Force. She provided input to develop a strategic plan for creating a dynamic entrepreneurial learning environment at the university. Dr. Chen also serves on the Information Technology Research Consultation Board to advise and inform the vice president of information technology and the chief information officer on priorities concerning all aspects of technology and research support;
- Dr. Geoffrey Liu served as a member of the SJSU International Programs and Students Committee of the Senate from 2015–2018. In this role, Dr. Liu considered issues related to the experiences of international students and scholars and reviewed and recommended policies and procedures on SJSU international programs and activities, including Study Abroad and Away faculty-led programs;
- Dr. Lili Luo served on the SJSU Program Planning Committee from 2013–2016, where she reviewed assessment reports from the university's different departments, schools, and colleges.

Multidisciplinary Collaboration

Several faculty members have collaborated in interdisciplinary grant-funded projects on campus. Lili Luo joined forces with the SJSU School of Social Work to investigate how librarians and social workers could team up to improve access to information about local social service resources. Their work included an assessment of a local public library program that uses volunteer social workers to provide one-on-one consultations with patrons. Michelle Chen, a member of the SJSU Big Data and Cybersecurity Center, contributed her expertise to a collaborative research project with a colleague from the SJSU Department of Hospitality, Tourism and Event Management. The project investigated how tourists' social media word-of-mouth evolves during a mega event, such as the Super Bowl, yielding insights into event planning and hotel promotions. The school collaborated with the Department of Public Health and Recreation and the Department of Kinesiology to develop the MS in Informatics degree. Lastly, since 2011, through its partnership with the SJSU Department of World Languages and Literature, the school has offered online courses in Spanish language and culture to students. This initiative supports strategic direction 2.3's focus on promoting internationalization in courses through content, assignments, internships, and professional contacts of faculty members.

Extensive and Continuing Engagement in the Field

Faculty research advances the LIS field. For example, during the accreditation period, Sandra Hirsh and Sue Alman secured funding from IMLS's National Leadership Grants for Libraries to extend their expertise in emerging technologies to the investigation of possible uses of blockchain technology by libraries and information centers. Anthony Bernier's experience in young adult services led to his procurement of a Diversity Research Grant from the ALA to research first generation LIS student success. As part of the International Team of the Social Sciences and Humanities Research Council of Canada, Patricia Franks and several of her students investigated trust issues and digital records in an increasingly networked society. Dr. Kristen Rebmann also contributed to the field by obtaining several grants for using TV

WhiteSpaces for digital access and inclusion, developing disaster communications kits, and advancing Native Americans' tribal connectivity and equity. The school's new director, Anthony Chow, has brought his three-year IMLS grant award allocated to address barriers to access to literacy resources and libraries for Native American children. More detail on faculty research and grant activity can be viewed in Appendices III.L and III.M.

Many faculty members maintain high professional profiles and are popular speakers at conferences and workshops. The following are several examples of faculty member presentations given during this accreditation period:

- Well-known for his *Library Journal* column, "Office Hours," and his blog, Tame the Web, Michael Stephens lectures frequently on the future of libraries and the hyperlinked library. During the 2015–2022 accreditation period, he delivered more than 20 presentations throughout the United States, Europe, and Australia;
- Michele Villagran, an expert in cultural intelligence, delivered four keynote presentations;
- School library expert David Loertscher gave four presentations (primarily on developing learning commons) in the United States and Japan;
- Sue Alman, a specialist in blockchain technology, delivered more than 10 presentations on various blockchain-related topics in the past two years.

Please see Appendix III. AC for a representative list of full-time faculty members' professional presentations.

International Contributions to the Profession

As noted above, faculty members are increasingly involved in the profession's international arena. For example:

- Lili Luo has collaborated with a professor from the School of Economics and Management at Shanxi University in China on a project funded by the National Social Science Fund of China that focuses on examining libraries' role in providing health information services and enhancing health literacy. This collaborative research has led to one peer-reviewed publication in the *Journal of Academic Librarianship* and another in *Library Quarterly*.
- Linda Main has been subcontracted to the Highlands and Islands Enterprise group in Scotland, with the Na h-Eileanan an Iar digital tourist initiative. Dr. Main works as a project manager with a virtual team throughout the year and sometimes onsite in the summer. The project focuses on embedding history and culture in digital tourism apps and initiatives for the Hebridean islands.
- In 2018, Michael Stephens was invited to speak at the National Library of Australia, as well as at the Townsville, Queensland Library, on emerging trends and professional development. During his visit, Dr. Stephens spent 30 days in Australia working with

librarians in various locations, gave several presentations at the University of Southern Queensland related to his scholarship and teaching, met with faculty on campus, and participated in the Asia Pacific Library and Information Conference events.

- Sandy Hirsh was invited as a visiting scholar at Rikkyo University in Tokyo, Japan in October 2017. During her two-week stay, she delivered large public lectures on the topic "The Global Transformation of Libraries, Library and Information Science Education, and Library and Information Science Professionals." In addition, Dr. Hirsh led two seminars with the university's LIS students about career development, time management, work/life balance, and career paths. During the period under review, Dr. Hirsh also established connections with Vietnam National University (VNU), working collaboratively with SJSU's Department of Social Work on a grant-funded project to explore options for delivering online education to VNU students.
- In 2015, Debbie Faires worked on the Pakistan Distant Education Enhancement Program (PDEEP), a partnership between SJSU and Allama Iqbal Open University (AIOU) in Islamabad, Pakistan. Funded by the U.S. State Department, the program enhanced AIOU's distance education capacity. PDEEP created, taught, and distributed training modules on a variety of topics associated with distance learning.
- From 2013 to 2019, Patricia Franks was a U.S. member of the InterPARES Trust, an international group of scholars and professionals funded by the Social Sciences and Humanities Research Council of Canada. Dr. Franks led two project teams for "Retention and Disposition in a Cloud Environment" and "Social Media and Trust in Society." She published a book in 2018, *International Directory of National Archives*, which included 144 archival writers from 13 countries. Contributors included an international team of 113 educators, professionals, and students in the field of records and archives.

More information on faculty members' continual engagement in the LIS field and their international contributions to the profession is detailed throughout Standard III's discussions of faculty background and expertise, consultancies, presentations, grant activity, service to the field, and awards.

Intellectual Environment

The Center for Information Research and Innovation (CIRI) provides public visibility for the faculty's intellectual activity. The virtual research center's website highlights current faculty research and collaborations, while the CIRI blog provides a venue for faculty members to informally discuss their research questions and activities.

The online informal meet-up series, organized by the Faculty Research Committee, provides another venue to promote faculty scholarly and professional achievements. For instance, Deborah Hicks gave an online presentation in October 2018 regarding her research on public libraries' conversations via microblogging platforms like Twitter. CIRI and the online informal meet-up series support strategic direction 6.1's focus on showcasing faculty research.

Standard 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.

Context Statement: Faculty Are Involved in All Aspects of Research, Teaching, and Service

All faculty are hired to serve and help accomplish the school's organizational vision and mission through research, teaching, and service. Full-time faculty implement the curriculum by aligning their specializations and expertise with coverage areas deemed important to earn the MLIS degree. They carry a three-course teaching load each fall and spring semester. Tenured and tenure-track faculty are expected to produce research and scholarship that fosters the study of and solutions to societal problems and that reflects advancements in the field and continued professional growth in their areas of interest and specialization. Finally, all full-time faculty members are expected to engage in service within the school/college/university and in relevant professional organizations aligned with their areas of expertise. The school has six standing governance committees and a RTP committee as well as hiring committees as applicable. Full-time faculty are either assigned or elected by their peers to serve on these respective committees. They also serve as leaders of program advisory committees and as e-Portfolio advisors for graduating students each semester. Lastly, they are integrally involved with annual review and revision of strategic directions.

Full-Time Faculty

Full-time faculty members are hired for their expertise, and their course assignments reflect that. Prior to the beginning of each semester, the director and associate director prepare a course schedule, with attention to rotations, which is then entered into the automated scheduling system. The system issues invitations to faculty members that they can accept or refuse. If they accept, the course is automatically added to the schedule on the web page. If they decline, then the associate director follows up or looks for a replacement instructor. Typically, faculty members teach a regular rotation of courses that align with their professional specializations and academic expertise as well as the school's needs.

Tenured and tenure-track faculty members teach three courses in the fall semester and three courses in the spring semester. To help tenure-track faculty members understand the university's and school's teaching expectations, the school developed criteria for successful academic assignment as part of the RTP guidelines. Research and service are not official elements of full-time lecturers' academic assignments; therefore, they teach four courses in the fall semester and four courses in the spring semester, unless their teaching load is reduced

because of other responsibilities. Tenured and tenure-track faculty members and full-time lecturers have the option to teach courses in the summer and receive additional compensation for doing so. In addition, full-time faculty members can receive course release for assigned roles or specific projects, such as serving as the *Student Research Journal* advisor, the Center for Information Research and Innovation coordinator, or core course coordinators for INFO 200 Information Communities, INFO 202 Information Retrieval System Design, INFO 204 Information Professions, or INFO 285 Applied Research Methods. They can also use grants to fund course releases. See Appendix III. D for course releases provided during this accreditation period.

As previously mentioned, to ensure instructional quality, all new faculty members must complete the Teaching Online course. In this course, they study technical and pedagogical topics and begin to develop their course site with close supervision and guidance. New faculty members also participate in at least one web conference session to discuss the varied uses of a synchronous communication platform. *The External Review Panel will be joined to the Teaching Online course.*

The school has established standards and indicators for online teaching. These are posted in the online Faculty Handbook and are introduced to new faculty members in the Teaching Online course. The standards are referred to during each semester's peer reviews, as discussed in Standard III.8. Additionally, the minimum instructional expectations for faculty (shown below), are posted in the Faculty Handbook and on the Canvas faculty site and reinforce and supplement the standards. Specific expectations, such as a 48-hour maximum response time, are clearly stated. *The External Review Panel will be joined to the Canvas faculty site.*

Minimum Instructional Expectations for All Faculty

The bulleted items below delineate the teaching expectations for all iSchool faculty members:

- Provide a syllabus using the online template provided by iSchool for form and substance; the syllabus should also meet the university's guidelines;
- Submit textbook selections (required, recommended, none) by the deadline using the template provided by iSchool;
- Fulfill assignment and grading obligations as contained in your syllabus, in a timely manner and submit final grades by the deadlines established;
- Release course content on a pre-established schedule;
- Fulfill your personal availability ("office hours") as they are scheduled each semester
- Provide instructor-generated content within the course per the iSchool recorded content policy; ensure ADA compliance;
- Show ongoing presence in the class (such as through email, discussion forums, announcements, substantive feedback);

- Provide feedback on student progress within first third of the semester;
- Adhere to established class schedule with advance notice to students of schedule changes;
- When working with a student on either a thesis or a special study, commit the requisite amount of time needed to ensure a successful completion of the project;
- Incorporate your own research and professional knowledge and experience in the class materials/meetings;
- Meet the iSchool written online teaching standards;
- Keep student opinion of teaching effectiveness (SOTE) ratings at 4.0 or higher;
- Submit class requests for teaching assignments for upcoming terms when requested.

The bulleted items below delineate the communication expectations for all iSchool faculty members:

- Communicate with students, colleagues and staff in a respectful and timely (i.e., within 48 hours) manner;
- When out of communication for an extended period of time set an automatic response to email and voice messages unless you are planning on checking/answering at regular intervals. Otherwise alert students to times when you will be unavailable;
- Respond in a timely manner to requests for information from administrative and technical staff.

All iSchool faculty are also expected to participate in school-wide professional development T3 faculty training sessions. This includes attending at least one session and submitting a feedback form about the impact of the session.

The full-time faculty members, including all tenured and tenure-track and some full-time lecturers, advise students enrolled in INFO 289 e-Portfolio each fall and spring semester. Faculty members help students draft, edit, assemble, and demonstrate their core competencies as they complete the culminating experience. Faculty workloads also include student advising and committee work.

In addition to their regular course rotations, many full-time faculty members engage in other teaching activities during the academic year. These include supervising students enrolled in INFO 298 Special Studies and participating on INFO 299 Thesis committees.

Faculty members also represent the school by serving on college and university committees, advising the student associations and the Student Research Journal, working as core course coordinators, coordinating program advisory committees for the career pathways, serving on governance committees, and contributing to the professional community in myriad ways. In

addition, they perform varied service roles in LIS organizations of all kinds and conduct many different professional activities. Appendices III.M and III.P list faculty members' service roles to LIS organizations, Appendices III.N and III.Q detail their editorial and reviewer roles in various publications, and Appendices III.O and III.R highlight their numerous professional endeavors.

Please see Standard III.1 for extensive discussion and enumeration of full-time and part-time faculty members' service to the school, college, and university. Appendix III. F provides a detailed view of the faculty's contributions to the campus community through service activities. All these extracurricular activities are considered part of a faculty member's service record in personnel reviews.

As already noted, all tenured and tenure-track faculty members are expected to develop a solid research stream, and, over the course of their careers, to establish a strong record of peer-reviewed publications. The school recognizes the challenges of fulfilling multitudinous publishing and professional responsibilities while maintaining a strong teaching presence. To help faculty members (particularly tenure-track faculty members) succeed, release time is granted so that they can fulfill non-teaching, research, and service commitments. Faculty members are encouraged to include release funds in their grant applications to afford them sufficient time to complete their projects. Appendix III. D shows course release data from 2015–2021. The school also helps faculty members to meet their teaching, service, and research requirements by limiting course size to 35 students.

When eligible, tenured, and tenure-track faculty members can apply for a sabbatical via the university's competitive process to provide them release time for professional development opportunities such as conducting research, engaging in scholarly and creative activities, improving instruction, or obtaining instructional retraining. Since 2015, a total of five faculty members have been awarded a sabbatical leave. Their sabbatical research focused on online communities, school librarianship, public librarianship, archives, and equity and diversity for Native American communities. Accomplishments include conference presentations and publication of journal articles and books. The table below lists the faculty members who received sabbaticals during the accreditation period.

Table III. 15 - Faculty Sabbaticals

Academic Term	Faculty Member	Project Scope
Fall 2015	Lili Luo	**Research and Dissemination Focus:** • Topic: Librarians' Peer Support for Research Engagement via Online Communities; • Presentation of findings at 2016 ALISE Conference; • Publication of findings in *College & Research Libraries* (2017).
Fall 2017	Patricia Franks	**Publication Focus:** • Publication of *International Directory of National Archives*, 1st ed. pub. 2018; • Publication of *The Encyclopedia of Archival Authors, 1515–2015*, 1st ed. pub. 2019;

		• Revision of *Records and Information Management* (2013), revision pub. 2018.
Fall 2017	David Loertscher	**Research Focus:** • Topic: School Librarians and Their Impact on Student Success.
Spring 2018	Michael Stephens	**Research and Dissemination Focus:** • Topic: Professional Learning Experiences of Public Librarians in Australia; • Presentation of findings and speaking engagements at various universities, libraries, and conferences, including the Asia-Pacific Library and Information Conference, Gold Coast, Australia, 8/2/2018.
Spring 2021	Kristen Rebmann	**Research Focus** • Native American Community Anchors: TV WhiteSpaces for Tribal Connectivity, Equity, and Inclusion

Standard 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.

Faculty evaluation is governed by policies established by the California State University (CSU) system in conjunction with the California Faculty Association, a union that represents all full-time and part-time faculty members. Within the CSU system's overarching guidelines, each CSU campus establishes its own criteria and procedures for the retention, tenure, and promotion (RTP) process. San José State University's RTP standards and procedures, available on the university's personnel website, dictate the school's evaluation process.

Retention, Tenure, and Promotion Standards for Tenure-Track Faculty

Evaluations of tenure-track faculty members follow the university's retention, tenure, and promotion (RTP) process, which occurs over a six-year period. In years three and six, a faculty member submits a substantive dossier through the SJSU eFaculty system that provides evidence of their teaching effectiveness, scholarly achievements, and service activities. The dossier contains all student evaluations, peer reviews, and copies of publications. The faculty member also writes an interpretive narrative describing and highlighting their work. The dossier is evaluated by faculty committees on three levels: 1) school, 2) college and 3) university. The director, dean, and provost also write reviews of the faculty member's performance. The purpose of these reviews is to ensure that each faculty member meets the school's and university's RTP requirements and to provide guidance and feedback for improvement. Faculty members are also encouraged to meet annually with the director and dean for further counsel. The faculty member's sixth-year evaluation determines retention and tenure, and the university's president, based on committee recommendations, makes the final decision. A

faculty member is often promoted to associate professor or full professor at this time. This document details the retention, tenure, and promotion standards and procedures.

Evaluation of Effectiveness in Academic Assignment

As covered in Standard III.7, all faculty members are expected to meet the minimum instructional expectations and are subject to teaching evaluation. The university defines "academic assignment" as the specific role given to a faculty member to support the university's educational mission. The evaluation policies specify that when considering teaching effectiveness, administrators and personnel committees must conduct a "holistic evaluation" and use multiple sources of evaluation. Faculty members undergo two types of review: 1) Student Opinion of Teaching Effectiveness (SOTE) surveys, which are completed online by students at the end of each semester for each course they are enrolled in and 2) peer reviews, which are conducted by a faculty member of equal or, preferably higher, rank than the individual under review.

Student Opinion of Teaching Effectiveness (SOTE) Surveys

According to the California State University's Collective Bargaining Agreement, every course offered is evaluated by students. Therefore, all faculty members are evaluated using Student Opinion of Teaching Effectiveness surveys. Through SOTE surveys, students assess the perceived quality of course content and the effectiveness of its delivery. The SOTE survey is meant to serve as one component of a holistic review of faculty performance.

Faculty teaching is rated on a 1 to 5 ordinal scale (1 = least effective and 5 = most effective) representing the following areas:

- Demonstrated relevance of the course content;
- Used assignments that enhanced learning;
- Summarized/emphasized important points;
- Was responsive to questions and comments from students;
- Established an atmosphere that facilitated learning;
- Was approachable for assistance;
- Was respectful of the diversity of the students in the course;
- Showed strong interest in teaching the course;
- Used teaching methods that helped students learn important concepts;
- Used grading criteria that were clear;
- Helped students analyze complex/abstract ideas;
- Provided meaningful feedback about student work.

Students are also given the opportunity to provide written, open-ended comments, which are

included in the faculty member's personnel file. The school uses SOTE survey results in retention decisions, and students are strongly encouraged to submit their reviews. However, the university recognizes that *"student opinion surveys measure student satisfaction rather than learning"* (SJSU policy F12-6, p.11). Therefore, certain protections are in place. For example, SOTE surveys with less than a 50% response rate (or having fewer than 10 respondents) are flagged as potentially unreliable and used with caution in faculty reviews (SJSU policy F12-6, p. 12). The school looks for an overall standard of a 4.0 (on a 5.0 scale).

The averages represent faculty who have taught dozens of courses as well as those who have taught only a few or even just one. The criteria, questions, and scoring system are standardized regardless of whether the course is a "core course" or a special interest elective. It may be that some course material is inherently more challenging, and thus professors who routinely teach such courses are subject to lower scores not directly linked to their overall performance, mastery of material, or pedagogical aptitude. Other factors that may influence SOTE scores include class size, instructor characteristics, and complexity of material (see also below).

The following information is excerpted from the most recent Interpretation Guide for Student Opinion of Teaching Effectiveness (SOTES) Surveys (2019):

- *Several factors are known to systematically influence student evaluations, including academic discipline, course level, class size, student grades, and instructor characteristics (e.g., gender, race and ethnicity, and language background).*
- *SJSU Policy F12-6: Since student opinion surveys measure student satisfaction rather than student learning, they cannot be considered perfect indicators of teaching quality.*
- *Research on student evaluations at other universities has also shown that ratings are often lower when students are required to take a class as compared to when they are taking the class as an elective (Arreola, 2000). Similarly, students often offer higher ratings to courses outside their area of study than to courses within their major (Theall & Franklin, 2001). Note, however, Beran et al. (2009) argue that these effects may be mediated by varying levels of student engagement.*

The SOTE survey results for tenured and tenure-track faculty members compose part of their review process. The SOTE results for full-time lecturers, as well as for part-time instructors, are provided to the director, who conducts a review and shares it with the college's associate dean. If a part-time instructor fails to reach 4.0 after three attempts, they are not retained (unless a discussion with the director clarifies extenuating circumstances, e.g., a highly technical course).

If any faculty member, regardless of rank, consistently receives a score of less than 4.0 on SOTE surveys, they are provided with guidance from the director of online learning, a peer reviewer, and the learning management system coordinator, who suggest improvements to the course and best practices for implementation. Additionally, faculty members may be pointed to resources offered through the Center for Faculty Development. A breakdown of SOTE averages by semester and percentage of faculty earning scores above 4.0 is provided in [Redacted

material: Confidential Data]. The average SOTE scores of all faculty members are shown in [Redacted material: Confidential Data].

To help all faculty members understand how teaching is evaluated through SOTE surveys, the previous director recorded a video presentation. In this resource, the director details the process and shares lessons learned from survey results that faculty members can apply to strengthen instruction and enhance SOTE scores for their courses.

Peer Reviews

Tenure-track faculty members (i.e., probationary faculty members) are required to undergo a minimum of one peer evaluation per academic year. Each course is reviewed at least once during the probationary period. Additional reviews can be conducted at the request of the faculty member or director. For tenure-track faculty members, the peer reviewer is a tenured faculty member who adheres to specific guidelines developed and approved by the school based on the university's RTP standards and procedures and articulated in the school's Faculty Handbook. Based on an evaluation of teaching strategies, course materials, and course content, the peer reviewer considers the context, purpose, and objectives of the course and its implementation (SJSU policy F12-6). Ultimately, the peer review is *"intended to assist a candidate's pedagogical development, and critical comments should not be automatically construed as a negative review."* The peer review becomes part of a tenure-track faculty member's personnel file. Peer reviewers are assigned by the school's RTP Committee chair each semester. Additionally, tenure promotion candidates are reviewed at least twice during the review period. Reviews cover a representative sampling of courses. The following sections outline the peer review process.

Peer Review Guidelines

All tenure-track, temporary full-time, and part-time faculty members must undergo peer evaluation of their courses. The frequency of these reviews depends on the nature of the instructor's appointment and status, as follows:

- Tenure-track, probationary faculty must have a minimum of one peer evaluation per academic year. Each course taught should be reviewed at least once during the probationary period. Additional reviews can be conducted at the request of the faculty member or Director.
- Tenured, promotion candidates should be reviewed at least twice during the review period. Reviews should cover a representative sampling of courses.
- Temporary full-time faculty should be reviewed in the first year that they are appointed. Thereafter they should be reviewed once during the appointment period.
- Part-time temporary instructors must be reviewed in at least one course in their first semester of appointment and at least every third semester thereafter. If this is not feasible, reviews should be made as often as is practicable.

Additional peer evaluations may be made under certain circumstances and on an as-needed basis:

- When requested by any faculty member. Tenured full professors may request a peer review for professional development.
- At the discretion of the Director or Associate Director.

Peer Review Purpose and Content

University Policy #F12-6 articulates a formalized process and an established set of criteria. The policy states that peer reviewers should consider the following factors when evaluating a course: 1) context, purpose, and objectives of the course; and 2) implementation of the course. When assessing online courses, reviewers should evaluate the course from the student perspective.

Some departments use a standardized form, with a list of evaluation criteria that ask for a numeric rating as well as commentary. The iSchool's peer review standards outline the purpose of peer reviews and what they should cover. Peer reviews should indicate the evidence used in evaluating teaching effectiveness. The course syllabus should always be examined. Content on the course's learning management site (lectures, readings, assignments, discussions, etc.) should also be considered, as appropriate to the class. In addition, peer reviewers should note any unfavorable conditions in the learning environment beyond the faculty member's control. The reviewee has the right to respond to the evaluation in writing within seven calendar days after receiving the review.

Peer reviews are assigned by the RTP Committee chair each semester. The reviews should be conducted by a faculty member of equal or, preferably, higher rank than the individual being reviewed. Peer review training offered by the Center for Faculty Affairs is optional. The iSchool director is responsible for ensuring that the peer reviews follow the approved guidelines. Reviews that do not follow the guidelines will be returned to the reviewer for revision.

Peer Review Procedures

The following steps outline the peer review process:

1. The chair of the RTP Committee assigns the peer reviews each semester.
2. The peer reviewer should contact the faculty member being reviewed and ask to be enrolled in the Canvas site of the course being reviewed. According to university policy, this contact must be made at least 5 days prior to the review being conducted.
3. The review will be written in memorandum format on SJSU stationery and have a signature at its conclusion.
4. The memorandum should begin with the following information: name of the faculty being reviewed; name of peer reviewer; course number; course title; semester and year; date of evaluation. A model for this memorandum is provided below.

5. Following this introductory matter, the reviewer should list the materials consulted for the evaluation (i.e., syllabus, prepared lectures, assignment guidelines, discussion participation, responses to student questions, etc.). The reviewer should also indicate any adverse conditions affecting the class beyond the instructor's control.
6. The body of the review should cover the criteria established in the iSchool RTP Guidelines: teaching strategies, course materials, course content, and mode of delivery. In commenting on each of these areas, keep in mind the teaching standards used in the SOTES, most notably: relevance of course content; interest in teaching the course; intellectually challenging teaching methods; assignments that enhance learning; responsiveness, approachability, and creation of an atmosphere that facilitates learning; respect for diversity; fair grading methods; and meaningful feedback.
7. The original, signed review should be submitted to the administrative coordinator (Roffna Principe). A copy of the review should be sent to the faculty member as well.
8. The administrative coordinator will ask the reviewed faculty member to sign the original review, after which she will place the review in the faculty member's official personnel file. The faculty member should keep a copy of the review for inclusion in RTP reports.
9. The reviewed faculty member may respond to the review in writing. The response will also be placed in the faculty's personnel file.

Full-Time Lecturer Review

Full-time lecturers (non-tenure-track faculty members) are reviewed in the first year of their appointment. Thereafter, they are reviewed once during their appointment period, which usually spans three years and can be renewed.

Full-time lecturers have no research or service requirements. They are evaluated annually by the director, who uses peer reviews and SOTE ratings (4 .0 score is expected on a 5.0 scale) as assessment criteria. The option is to retain or not retain.

Part-Time Faculty Review

The school conducts regular peer reviews of all faculty members using the online teaching standards and indicators. Peer review is one of the important and systematic ways in which part-time instructors are supported and encouraged in their online pedagogy and professional development. The six online teaching standards cover:

1. Course design and structure
2. Course content
3. Instructor contribution to course content and student learning
4. Interaction and collaboration
5. Student assessment

6. Use of technology

San José State University School of Information Online Teaching Standards and Indicators

The following replication of the university's Online Teaching Standards and Indicators lays out the criteria in detail:

Standard 1. Course Design and Structure

The course is designed, organized, and delivered in an effective and systematic manner. All elements of the course are clearly identified and easily located. Materials are sequenced properly and contribute to student learning.

Additional specifications include:

- Course syllabus follows established template and contains all elements required by SJSU, including a statement regarding the core competencies supported;
- Syllabus clearly states Course Learning Objectives (CLOs), requirements, deliverables, grading criteria, and deadlines and indicates whether textbooks are required or recommended;
- Course calendar (including general topics covered and assignment due dates) is made available prior to semester's start and is reasonably maintained;
- Course has an effective orientation unit that explains how the course is structured, what its technology requirements are, and how online tools will be used;
- Course content is divided into manageable instructional units or modules. These units are sequenced logically and build upon one another to meet course learning goals;
- Course materials for each instructional unit are clearly organized, appropriately labeled, and posted in a timely manner. Their format and presentation are consistent and predictable;
- The course wrap-up summarizes the semester's learning, establishes the connections between this course and other courses, and prepares students to move forward in their program;
- Instructor's writing and presentation styles are professional quality;
- Intellectual property rights are recognized and respected.

Standard 2. Course Content

Course content is up to date, reflecting recent developments and current professional practice. Course assignments are graduate level, designed to achieve the course's learning goals, and have measurable outcomes. Assignments are designed to meet the university's accessibility requirements and varied to show sensitivity for differing learning styles among students. Required readings and other assigned materials and resources are of reasonable quantity and enhance student learning.

Additional specifications include:

- Course content is graduate-level and appropriate to the course's learning goals. It emphasizes a conceptual grasp of the material, incorporates recent developments and established professional standards, and facilitates practical applications in the field;
- Assignments and learning activities encourage critical reflection and thoughtful analysis. They require students to demonstrate their ability to locate, critically analyze, and synthesize information and to communicate findings through graduate-level writing and/or oral presentation;
- The purpose and goal of each assignment or weekly activity is explained and clearly aligned with the course's learning objectives;
- Course activities are varied to enhance learning and accommodate different learning Styles;
- Online discussions contribute to course content and student learning.
- The instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester;
- The instructor uses appropriate teaching methods and pedagogical approaches to stimulate interest and achieve course learning goals.

Standard 3. Instructor Contribution to Course Content and Student Learning

The instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester. The instructor uses appropriate teaching methods and pedagogical approaches to stimulate interest and achieve course learning goals.

Additional specifications include:

- Instructor contributes significantly to student learning through regular online lectures, discussions, class meetings, and other teaching methodologies appropriate for the course;
- Lectures, readings, discussion questions, and other course materials demonstrate the instructor's advanced knowledge and professional experience;
- Instructor has continuing presence in threaded discussions and uses his or her contribution to enhance student learning of the material;
- Instructor varies teaching methods as appropriate for different types of material and segments of the course;
- Instructor communicates ideas and information clearly and effectively and displays passion for topic

Standard 4. Interaction and Collaboration

Course design should include multiple means of communication, including learner-to-instructor, learner-to-content, and learner-to-learner interactions. Instructor should respond respectfully and within a reasonable timeframe to student questions and provide regular feedback throughout the semester.

Additional specifications include:

- Instructor provides a brief biographical statement as well as contact and availability information;
- Instructor creates a sense of community by frequently communicating with students regarding course activities, the posting of new content, current assignments, approaching deadlines, and other pertinent information;
- Instructor establishes a personal presence by including recorded (video or audio) content in each module;
- Instructor creates forums for students to introduce themselves and ask questions about the course content, expectations, and assignments;
- Instructor responds to student questions and suggestions in a helpful, timely manner, normally within 48 hours;
- Course assignments, when appropriate, encourage and facilitate student discussion, teamwork, group projects, and other means of interaction;
- Course assignments and activities are clearly aligned with the course's learning objectives, and student outcomes are measurable. Instructor evaluation of assignments provides constructive feedback as to quality of work and areas needing improvement;
- Responses from instructor encourage and support creative thinking.

Standard 5. Student Assessment

Course assignments and activities are clearly aligned with course learning objectives, and student outcomes are measurable. Instructor evaluation of assignments provides constructive feedback as to quality of work and areas needing improvement. Responses from instructor encourage and support creative thinking.

Additional specifications include:

- Course learning objectives are clearly delineated for each assignment;
- Course design provides for timely and predictable feedback to students;
- Feedback on assignments is substantive. It recognizes both strengths and weakness of student work and provides constructive criticism;

- Expectations and guidelines for student participation are clearly established;
- Evaluation criteria are clearly stated on the syllabus and/or assignment instruction sheets. Grading rubrics are provided when appropriate;
- Evaluation of student performance includes a variety of assessment methods (e.g.,
- exams, research papers, presentations, etc.), as appropriate to the course;
- Instructor sets realistic timetables as to when students can expect course materials to be posted and feedback on assignments provided. Instructor response time consistently falls within these parameters (e.g., within 2 weeks after submission or before next assignment is due);
- Instructor deals with situations involving academic integrity promptly and according to SJSU policy
- Use of technology enables student learning and enhances course content. A variety of tools are used to support different learning styles.

Standard 6. Use of Technology

The following criteria must be adhered to:

- Use of technology enables student learning and enhances course content. A variety of tools are used to support different learning styles and promote accessibility;
- Instructor is sufficiently skilled in technologies employed in the course;
- Media used enhances and reinforces course content and promotes learning;
- Technology is selected with consideration of ease of use and accessibility;
- External links are current and validated.

Part-time instructors are reviewed in at least one course in their first semester of appointment and every third or fourth semester, thereafter, depending on SOTE reviews. A full-time faculty member appointed by the director conducts the part-time faculty peer review, referencing the standards and indicators for online teaching and using a peer evaluation form. The peer review forms are part of the director's annual assessment of part-time instructors.

The part-time instructor under review is encouraged to implement any major changes suggested by the peer reviewer. When the course is reviewed at a subsequent date, the peer reviewer checks to see whether the same issues as those previously reported persist. Peer review findings are also submitted to the school's director, along with data collected from student surveys, to inform part-time instructors' annual evaluation. Some examples of changes made because of peer reviews are included in Standard III.10.

Evaluation of Scholarly, Artistic, and Professional Achievement

In addition to an assessment of their teaching, tenure-track faculty members are also evaluated based on their scholarly productivity and professional achievement. Scholarship is deemed the more important of the two. According to the school's RTP guidelines, a steady flow of peer-reviewed publications is expected, based on a faculty member's disciplinary area and phase within the RTP process. Although firm publication numbers are not given, it is expected that all faculty members will have a clear research agenda and a publication trajectory that promises continued scholarly productivity throughout their careers.

Scholarly/artistic/professional achievements must include publications in refereed scholarly journals and may additionally include the following items (in no order of importance): publications in non-refereed journals, panel participation at professional meetings, book chapter(s), and papers presented at national or international conferences. Works which have been through the most competitive refereeing process or published by the most prestigious journals or presses carry the greatest weight in the RTP process.

Other achievements that indicate a faculty member's active contribution to the discipline include book reviews, unpublished conference presentations, and in some cases, magazine or web publications—evaluated on an individual basis. To be considered in the tenure or promotion decision, the latter publications must be substantive, original contributions to knowledge. See Standard III.5 for more information about scholarly achievements.

Evaluation of Service

Tenure-track faculty members are also evaluated for their contributions to the school's instructional programs and for significant service to the school, college, university, and professional community.

Each of the three core courses (INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions) and INFO 285 Applied Research Methods is treated as an individual "cluster" with its own coordinator. Core course coordinators are full-time faculty members with a specialization in that area who serve as guides and mentors for the other faculty members teaching in that cluster.

Faculty members also provide service to students in the form of timely and informed academic and professional advising for course selection (e.g., INFO 289 e-Portfolio and student organizations), spearheading student-oriented events, participating in educational equity initiatives, and engaging in other related activities. Faculty service also consists of activities that are valuable to the professional community, including refereeing manuscripts submitted for journal publication, serving on committees of scholarly and professional associations, and presiding as judges for awards given by a scholarly association. Lastly, faculty members are expected to demonstrate leadership and a commitment to the school, college, and university through active participation on committees, special assignments, task forces, and other voluntary or elected activities. Various aspects of faculty service to the profession, school, college, and university are discussed in Standard III.1 and represented in Appendices III. F and III. G.; full-time faculty's representative service in LIS Organizations (Appendix M); full-time faculty's

editorial, advisory, and reviewer roles for LIS publications (Appendix N); full-time faculty's professional association memberships (Appendix H); and full-time and part-time faculty's additional professional activities, respectively (Appendix O).

Tenured Faculty Review

Faculty who are tenured and have reached full professor rank undergo post-tenure review every five years. For this evaluation, they are required to submit:

- Classes taught since tenure—or the last five-year review—with SOTE scores
- Current curriculum vitae
- Reflective statement that addresses their teaching effectiveness and philosophy, their achievements and contributions since the last review, and currency regarding their professional assignment

Standard 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 discussed throughout this standard, evaluation of faculty members is a transparent and well-documented process and follows the contract agreed upon between the California State University and the California Faculty Association. The evaluation procedures for tenured and tenure-track faculty members and full-time lecturers are clearly described and can be easily accessed via the Faculty Handbook. Faculty teaching is assessed through SOTE surveys and peer reviews.

Standard 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.

Context Statement

The success of our faculty is of utmost importance, and they are recognized as one of the primary determinants of student success and systematic program improvement. In a union environment, the process for all faculty evaluation is clearly stated and established at the CSU level, and as described previously, faculty are formally assessed according to these policies and guidelines. One of the primary sources of evaluation is student feedback. The Student Opinion of Teaching Effectiveness (SOTE) data are thoroughly reviewed, and all scores below 4.0 are flagged. In this scenario, the director may arrange a meeting with tenured or tenure-track faculty members, along with the instructional designer. The school has also imposed

consistency by instituting a policy where courses do not open until the first day of the semester. This policy was implemented to control for the variable time frames during which faculty made their courses available and to alleviate student anxiety over potential lack of access to them.

Faculty Evaluation Process

As discussed in previous sections of this standard, faculty evaluation is conducted through a systematic and well-documented process governed by policies established by the California State University system in conjunction with the California Faculty Association, and in alignment with the university's RTP standards and procedures and the school's RTP guidelines.

Tenured and tenure-track faculty members are evaluated based on the university's criteria and procedures for the RTP process, which centers on three basic categories of achievement: 1) Effectiveness in Academic Assignment, 2) Scholarly/Artistic/Professional Achievement, and 3) Service. All other faculty members are evaluated through peer reviews of online teaching. As part of strategic direction 4.1, the evaluation results help the school to discern areas where faculty members may need support and assistance. Full-time and part-time faculty members who receive SOTE scores below 4.0 on a 1-to-5-point scale are provided with guidance from the director of online learning, the peer reviewer, and the learning management system coordinator, all of whom suggest improvements and share best practices for future course implementation. Additionally, faculty members may be directed to resources offered through the Center for Faculty Development. Any part-time instructor or full-time lecturer who receives SOTE scores below 4.0 for three consecutive semesters is not retained.

Implementation of Changes Based on Faculty Evaluation

Course Preparation and Delivery

The school uses the faculty review process and acquires data to drive programmatic and curricular change as needed.

During this accreditation period, the school has been responsive to student feedback provided in faculty members' evaluations and has acted to increase the overall consistency of experience across courses. These efforts are evidenced by the following changes and additions to course preparation and delivery:

- Greater use of Voice Thread to encourage interaction
- Redesign of Canvas home page to move away from all text and include the following:
    - Photo related to course content
    - Calendar of upcoming events
    - Links to relevant websites and web pages
    - Instructor contact information
- Establishment of a Canvas "landing page" to provide a central navigation area for

students

- Incorporation of more video lectures
- Intermittent video feedback offered to students instead of just written comments
- Addition of audio files to course content
- Replacement of 50-60-minute lecture recordings with "mini" recordings (10-15 minutes/each)
- Addition of a group option for the action research course project

Expansion of Curricular Breadth and Depth

Faculty evaluation provides a structured and systematic way for the school to regularly examine the current faculty's effectiveness in teaching, research, and service as well as to identify potential curriculum gaps that the school could address through new hires. For example, Michele Villagran was hired in 2018 due to evidenced need to add a tenure-track faculty member with strong expertise in cultural competency. In 2020, Darra Hofman was hired to add a tenure-track faculty member with experience in digital archives and research strength in digital records privacy.

Incorporation of SOTE Data

All courses are evaluated by students via the Student Opinion of Teaching Effectiveness survey instrument. These surveys inform the faculty evaluation process, as discussed previously, as well as drive curricular changes based on student input. The following items are some of the alterations that faculty implemented because of their evaluation of SOTE findings during this accreditation period:

1. Improved navigation of the course site;
2. Adjustment of assignment sequencing;
3. Increased frequency of feedback provided to students regarding their performance;
4. Modification of assignments to include group work, presentations, and/or screencasts;
5. Increased use of collaborative authoring tools to share material with classmates;
6. Revised course readings for relevance and breadth;
7. Varied recording length of lectures;
8. Incorporation of new technology tools into assignments so that students are introduced to emerging technology and required to explore it.

Tenure, Promotion, and Retention

Throughout the accreditation period, the School of Information has had great success with its faculty receiving tenure and promotion. This demonstrates that the school's evaluation process, whereby tenure-track faculty members receive feedback and support from the RTP committee chair, the director, and their faculty mentor, is achieving its objectives. All faculty were

successfully promoted/received tenure - Table III. 4 documents faculty promoted to Associate Professor and Table III. 5 documents faculty promoted to Full Professor.

During the period under review, part-time faculty performance was very high, as evidenced by the SOTE ratings that averaged 4.6 out 5.0 from 2015-2021. Only five part-time faculty were not rehired, just three of which due to poor SOTE scores. The other two did not adhere to the school's guidelines on recorded content.

Summary of Standard III

The School of Information has a robust and growing faculty body that reflects a diverse spectrum of cultures, perspectives, geographic areas, professional experiences, and areas of expertise. Recruitment and retention efforts have resulted in a strong team of tenured and tenure-track faculty members, lecturers, and part-time faculty members who deliver excellent teaching and contribute to the field through innovative research and scholarship and its dissemination. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives through diversity across multiple areas of specialization, race and ethnicity, academic disciplines, and geographical regions, supported by a well-resourced and systematic instructional system aligned with high-quality online learning pedagogy and clear program learning outcomes.

Full-time faculty members are extensively involved in service roles to the university, college, and school as members of search committees, chairs of advisory boards and governance committees, coordinators of programs, and advisors to student organization chapters, as are some part-time faculty members. More broadly, all faculty members demonstrate extensive engagement in the field through professional development, presentations, and service commitments.

The school has navigated and adapted to technological platforms and opportunities throughout the accreditation period and continues to develop new ways to support faculty members in their use. The 100% online nature of the program enabled faculty to transition rather seamlessly during the pandemic and to demonstrate their mastery of online student engagement and support. As a result, faculty SOTE scores remained consistently high, despite the challenges of the pandemic.

The school has had great success with its faculty's tenure, with five faculty members granted tenure since 2015. Its newest tenure-track hires expand the faculty's competencies and add expertise in important areas for the program. These hires, in conjunction with recent part-time faculty onboarding, illustrate that the school is keeping up with advances in the field and expanding LIS roles and environments. To bolster these efforts, the school was recently approved to recruit five new tenure-track faculty, and the search process is currently underway.

Appendices

Appendix III. A - CSU Governance Articles

- Article 1 Recognition
- Article 2 Definitions
- Article 3 Effect of Agreement
- Article 4 Savings Clause
- Article 5 Management Rights
- Article 6 CFA's Rights
- Article 7 CFA Security
- Article 8 Faculty Participation
- Article 9 Concerted Activities
- Article 10 Grievance Procedures
- Article 11 Personnel Files
- Article 12 Appointment
- Article 13 Probation and Tenure
- Article 14 Promotion
- Article 15 Evaluation
- Article 16 Non-Discrimination
- Article 17 Temporary Suspension
- Article 18 Reprimands
- Article 19 Disciplinary Action Procedure
- Article 20 Workload
- Article 21 Summer Term Employment
- Article 22 Leaves of Absence Without Pay
- Article 23 Leaves of Absence With Pay
- Article 24 Sick Leave
- Article 25 Professional Development

- Article 26 Fee Waiver
- Article 27 Sabbatical Leaves
- Article 28 Difference in Pay Leaves
- Article 29 Faculty Early Retirement Program
- Article 30 Pre-Retirement Reduction in Time Base
- Article 31 Salary
- Article 32 Benefits
- Article 33 Holidays
- Article 34 Vacation
- Article 35 Outside Employment
- Article 36 Additional Employment
- Article 37 Safety
- Article 38 Layoff
- Article 39 Intellectual Property Rights
- Article 40 Extension For-Credit Employment

Appendix III. B - Tenured and Tenure-Track Faculty: Education, Rank, Expertise, and Teaching Assignments

Faculty Member	Graduate Degree(s)	Rank/Role	Expertise and Research Foci	Courses Taught
Anthony Bernier	**PhD**, History, University of California, Irvine, 2002 **MA**, History, University of California, Irvine, 1995 **MLIS**, Library and Information Science, University of California, Berkeley, 1987	Professor	Administration and Management Buildings / Facilities Critical Perspectives on LIS Evaluation of Service History of Libraries and Library Science Information Literacy and Instruction Libraries and Society LIS as a Profession Pedagogy in LIS Public Libraries Serving Multicultural Populations United States History (20th century, urban) Young Adult Services and Management	**INFO 200**: Information Communities **INFO 220**: Resources and Information Services in Professions and Disciplines [Service Learning and Volunteering for Young Adults in the Library Context] and [Representations of Youth in Local Media: Implications for Libraries] **INFO 261A**: Programming and Services for Young Adults **INFO 285**: Applied Research Methods [Historical Research] and [Youth Services]
Joni Bodart	**PhD**, Library Science, Psychology, Texas Woman's University, 1985 **MA**, Psychology, Texas Woman's University, 1983 **MLS**, Texas Woman's University, 1971	Associate Professor	Booktalking Children's and Young Adult Literatures Collections Development Intellectual Freedom and Censorship Public Libraries Readers Advisory School Library Media Centers Storytelling Young Adult Services	**INFO 220**: Resources and Information Services in Professions and Disciplines [Readers Advisory Genres and Techniques] and [Psychology of the Information User] **INFO 264**: Materials for Tweens **INFO 265**: Materials for Young Adults **INFO 267**: Seminar in Services to Children and Young Adults [Intellectual Freedom – YA], [Award Winning Youth Titles], and [Controversial Literature] **INFO 281**: Seminar in Contemporary Issues [Storytelling] and [Booktalking and Booktrailering]
Michelle Chen	**PhD**, Information Systems, University of Texas at Austin, 2008	Associate Professor	Data Mining and Visualization	**INFO 202**: Information Retrieval System Design

	MS, Computer Science and Information Engineering, National Taiwan University, 2004		Information Retrieval Theory and Practice Information Systems and Technologies Information Visualization Online User Behavior Social Network Analysis	**INFO 246**: Advanced Information Technology Tools and Applications [Information Visualization] and [Big Data Analytics and Management] **INFO 282**: Seminar in Library Management [Project Management] and [Managing Information Technology in the 21st Century]
Anthony Chow	**PhD**, Instructional Systems Design, Florida State University, 2008 **MS**, Educational Psychology, Florida State University, 1998	Professor and Director	Data Analytics and Informatics eLearning Information Needs of Underserved Populations Instructional Design and Technology Organizational Leadership and Management Technology Integration Usability, UX, and Web Design	**INFO 298**: Special Studies
Lisa Daulby	**PhD**, Information Technology, Capella University, 2015 **MA**, History & Archival Studies, University of Windsor, 1998	Lecturer	Archival Collections, Description, and Theory Diffusion of Innovation Theory Digital Curation Gamification and Technology Adoption Health Informatics Information Assurance/Security Information Governance Information Privacy and Data Flow Preservation of Collections	**INFO 284**: Seminar in Archives and Records Management **MARA 200**: Record and Recordkeeping Professions **MARA 211**: Records Access, Storage and Retrieval **MARA 249**: Electronic Recordkeeping Systems and Issues in Electronic Recordkeeping **MARA 284**: Seminar in Archives and Records Management [Health Information Management], [Information Assurance], and [Information Governance] **MARA 294**: Professional Experience **MARA 295**: Organizational Consulting Project
Debbie Faires	**MLIS**, Library and Information Science, San Jose State University, 2001	Lecturer; Director of Online Learning	Educational Technology LIS Pedagogy Online and Distance Learning	**INFO 203**: Online Learning: Tools and Strategies for Success

				INFO 240: Information Technology Tools and Applications **INFO 246**: Advanced Information Technology Tools and Applications [Web 2.0 and Social Media] **INFO 298**: Special Studies
Patricia Franks	**PhD**, Organization and Management (e-business focus), Capella University, 2005 **MASS**, Business Administration, Binghamton University, 1984	Professor; MARA Program Coordinator	Archival Science Artificial Intelligence Blockchain Emerging Technologies Government Documents Information Governance Information Retrieval Theory and Practice Metadata and Semantic Web Preservation of Collections Records and Information Management Virtual Worlds	**INFO 284**: Seminar in Archives and Records Management [Enterprise Content Management and Digital Preservation] **INFO 289**: Advanced Topics in Library and Information Science [e-portfolio] **MARA 283**: Enterprise Content Management and Digital Preservation **MARA 289**: Advanced Topics in Archives and Records Management [e-portfolio]
Souvick Ghosh	**PhD**, Communication, Information, and Media Studies, Rutgers University, 2020 **MS**, Computer Science & Engineering, Jadavpur University, 2016	Assistant Professor	Conversational Search Systems Database and Other Retrieval Systems Human Information Behavior Information Retrieval Theory and Practice Information Visualization	**INFO 278**: Seminar in Information Science [Problem Solving with Data]
Chris Hagar	**PhD**, Library and Information Science, University of Illinois, Urbana-Champaign, 2005 **MA**, History of Science and Technology, Northumbria University, UK, 1983	Professor Emerita	Crisis Informatics Global Information Landscape Information Needs and Behaviors Political Economy of Information Roles for Public Libraries in Crises and Disasters	**INFO 281**: Seminar in Contemporary Issues [Crisis/Disaster Health Informatics] and [Globalization and Information]
Debra Hansen	**PhD**, History, University of California, Irvine, 1988 **MLIS**, Library and Information Science, University of California, Los Angeles, 1983	Professor Emerita	Archival Collections Books, Printing, and Publishing Industry History of Libraries and Library Science History of Women in Librarianship Libraries and Society LIS as a Profession Oral History	**INFO 200**: Information Communities **INFO 280**: History of Books and Libraries **INFO 284**: Seminar in Archives and Records Management [Oral History]

	MA, History, California State University, Fullerton, 1979		Special Collections/Rare Books	**INFO 285**: Applied Research Methods [Historical Research] **INFO 298**: Special Studies **INFO 299**: Thesis
Mary Ann Harlan	**PhD**, Information Science, Queensland University of Technology, 2012 **MLIS**, Library and Information Science, San Jose State University, 1999 **Single Subject Credential**, English, Sonoma State University, 1994	Assistant Professor; Teacher Librarian Program Coordinator	Adolescent Information Experiences Children's and Young Adult Literatures Information Literacy and Instruction Information Needs and Behaviors Reading and Literacy Representations of Girlhood in Young Adult Literature School Library Media Centers	**INFO 233**: School Library Media Centers **INFO 297**: Practicum in Instruction for Information Literacy **INFO 295**: School Library Fieldwork
Deborah Hicks	**PhD**, Educational Administration and Leadership, University of Alberta, 2016 **MLIS**, Library and Information Studies, Dalhousie University, 2007 MA, History, York University, 2004	Assistant Professor	Academic Libraries Administration and Management Libraries and Society LIS Philosophy, Values, & Ethics Professional Identity of Librarians Reference and Information Services Strategic Planning	**INFO 204**: Information Professions
Sandra Hirsh	**PhD**, Library and Information Science, University of California, Los Angeles, 1996 **MILS**, Information and Library Science, University of Michigan, 1990	Professor; Director, School of Information	Digital and Virtual Libraries Higher Education Administration Information Needs & Behaviors Information Systems and Technologies Interdisciplinary and Global Partnerships LIS Education and Programs Users and Uses of Information	**INFO 298**: Special Studies
Darra Hofman	**PhD**, Library, Archival, and Information Science, University of British Columbia, 2020 **MS**, Library Science, University of Kentucky **JD**, Arizona State University, 2007	Assistant Professor	Archives and Records Centers Archival Description/RAD Copyright/Intellectual Property Information Technology Management Intellectual Freedom and Censorship Law Libraries	**INFO 200**: Information Communities **INFO 284**: Seminar in Archives and Records Management [Digital Curation]
Geoffrey Liu	**PhD**, Communication and Information Sciences, University of	Professor	Information Retrieval Theory and Practice	**INF0 202**: Information Retrieval System Design

	Hawaii at Manoa, 1994 **MA**, Library Science, Wuhan University, 1986		Information Systems and Technologies System Design and User Behavior Virtual Communities and Online Collaborative Methods	**INFO 242**: Database Design and Management **INFO 246**: Advanced Information Technology Tools and Applications [Text/Data Mining] and [C/C++/Java Programming] **INFO 285**: Overview of Research Methods in Library and Information Science
Ziming Liu	**PhD**, Library and Information Studies, University of California, Berkeley, 1996 **MS**, Library and Information Science, Zhongshan University, 1990	Professor	Digital and Virtual Libraries History of Information Science Human-Computer Interaction Information Needs and Behaviors Scholarly and Scientific Communication Serving Multicultural Populations	**INFO 200**: Information Communities **INFO 275**: Library Services for Racially and Ethnically Diverse Communities **INFO 287**: Seminar in Information Science [Digital Libraries]
David Loertscher	**PhD**, Library Science, Indiana University, 1973 **ML**, Librarianship, University of Washington, 1967	Professor	Children's and Young Adult Literatures & Services Collections Development LIS Pedagogy Reading and Literacy School Library Media Centers	**INFO 233**: School Library Media Centers **INFO 250**: Design and Implementation of Instructional Strategies for Information Professionals **INFO 266**: Collection Management
Lili Luo	**PhD**, Information and Library Science, University of North Carolina at Chapel Hill, 2007 **MS**, Information Management, Peking University, 2003	Professor	Academic Librarianship Digital and Virtual Libraries Evaluation of Service Health Information Services Information Literacy and Instruction Pedagogy in LIS Reference and Information Services Research Methods	**INFO 210**: Reference and Information Services **INFO 228**: Advanced Information Resources and Services **INFO 285**: Applied Research Methods [Academic Librarianship] and [Survey Research]
Linda Main	**PhD**, Library and Information Science, University of Illinois, Urbana-Champaign, 1989 **MA**, History & Political Science, University of Dublin, Trinity College, 1984 **MLIS**, Library & Information Science, University of Wales, 1979	Professor; Associate Director	Books, Printing, and Publishing Designing Information Products for a Global Audience Distance Education in LIS Information Architecture Manuscripts and Incunabula Web Design and Programming	**INFO 280**: History of Books and Libraries **INFO 284**: Seminar in Archives and Records Management [Medieval Manuscripts: Codicology], [Medieval Manuscripts: Paleography], and [Incunabula and Early Printing]

Kristen Rebmann	**PhD**, Communications, University of California, San Diego, 2007 **MLIS**, Library and Information Science, San Jose State University, 2000	Professor	Community-Based Technology Integration Distance Education in LIS Information Access, Equity, and Inclusion Information Literacy and Instruction Information Retrieval Theory and Practice Learning Design for New Literacies Online and Ethnographic Research Methods Open Access Publishing Reference and Information Services Service to Racially and Ethnically Diverse Communities	**INFO 202**: Information Retrieval System Design **INFO 275**: Library Services for Racially and Ethnically Diverse Communities **INFO 281**: Seminar in Contemporary Issues [Learning Design for New Literacies] **INFO 285**: Applied Research Methods [Ethnography: Technology Focus] and [Doing Research Online]
Tonia San Nicolas-Rocca	**PhD**, Information Systems and Technology, Claremont Graduate University, 2010 **MBA**, Information Science, California State University, San Bernardino, 2001	Associate Professor	Cybersecurity Health Informatics Information Systems and Technologies Knowledge Management	**IMFM 202**: Informatics: Security Overview **IMFM 208**: Information Security: Information Assurance **INFO 202**: Information Retrieval System Design **INFO 287**: Seminar in Information Science [Cybersecurity] **INFO 293**: Introduction to Data Networking
Cheryl Stenstrom	**PhD**, Library and Information Science, Queensland University of Technology, 2012 **MLIS**, Library and Information Science, University of British Columbia, 1997	Lecturer	Administration and Management Information Needs and Behaviors LIS as a Profession LIS Philosophy, Values, and Ethics Public Libraries Reference and Information Services	**INFO 204**: Information Professions **INFO 210**: Reference and Information Services **INFO 282**: Seminar in Library Management [Advocacy] **INFO 285**: Applied Research Methods [Evaluating Programs and Services]
Michael Stephens	**PhD**, Information Science, University of North Texas, 2007 **MLS**, Library Science, Indiana University, 1995	Associate Professor	Academic Libraries Evaluation of Service Impact of Emerging Technological Trends on: Library Services; Learning and Professional Development for Library Staff, Students, and Users; and Library Futures Information Literacy and Instruction Information Needs and Behaviors	**INFO 200**: Information Communities **INFO 287**: Seminar in Information Science [The Hyperlinked Library: Emerging Trends, Emerging Technologies]

			Public Libraries Strategic Planning Users and Uses of Information	
Virginia Tucker	**PhD**, Information Systems, Queensland University of Technology, 2013 **MLS**, Library and Information Science, University of California, Berkeley, 1978	Assistant Professor	Information Architecture Information Experience Information Retrieval Theory and Practice Knowledge Structures Law Libraries Threshold Concepts	**INFO 202**: Information Retrieval System Design **INFO 244**: Online Searching **INFO 246**: Advanced Information Technology Tools and Applications [Information Architecture] **INFO 289**: Advanced Topics in Library and Information Science [e-portfolio]
Michele Villagran	**EdD**, Organizational Leadership, Pepperdine University, 2015 MDR, Dispute Resolution, Pepperdine University, 2013 **MBA**, Strategic Management, University of North Texas, 2008 **MSLS**, Legal Informatics, University of North Texas, 2004	Assistant Professor	Community Information Centers Critical Perspectives on LIS Cultural Intelligence Diversity and Social Justice in LIS Information and Society Law, Special, and Corporate Libraries Service to Diverse Populations	**INFO 200**: Information Communities

Appendix III. C - Full-Time Lecturers: Education, Rank, Expertise, and Teaching Assignments

Faculty Member	Graduate Degree(s)	Rank/Role	Expertise and Research Foci	Courses Taught
Sue Alman	**PhD**, Library and Information Science, University of Pittsburgh, 1985 **MLS**, Library and Information Science, University of Pittsburgh, 1978	Lecturer	Asynchronous Learning Blockchain Cultural Diversity Curriculum development Emerging Technology Issues and Trends Future studies Grant Writing Information Organizations and Management Marketing and Public Relations Strategic Planning	**INFO 204**: Information Professions **INFO 282**: Seminar in Library Management [The Emerging Future: Technology Issues & Trends] **INFO 283**:Marketing of Information Products and Services **INFO 286**: Interpersonal Communication Skills for Librarians
Mary Bolin	**PhD**, Education, University of Nebraska, 2007 **MA**, English, University of Idaho, 1999 **MSLS**, University of Kentucky, 1981	Lecturer	Academic Libraries Classification & Subject Analysis Descriptive Cataloging/AACR Discourse Analysis Information Retrieval Theory and Practice LIS Philosophy, Values, and Ethics Metadata and Semantic Web Open Access	**INFO 202**: Information Retrieval System Design **INFO 248**: Beginning Cataloging and Classification **INFO 281**: Seminar in Contemporary Issues [Metadata]
Renee Jefferson	**PhD**, Educational Measurement & Statistics, University of Iowa, 1997 **MS**, Organizational Psychology, California State University, Long Beach, 1993 **MLIS**, Library & Information Science, 1986	Lecturer	Academic Libraries Action Research Administration and Management Evaluation of Service Mixed Methods Research	**INFO 285**: Applied Research Methods [Action Research]
Alison Johnson	**MLS**, Indiana University, 2009	Lecturer	Academic Libraries Digital/Virtual Libraries Information Needs and Behaviors/Practices Information Retrieval Theory and Practice Pedagogy in LIS	**INF0 202**: Information Retrieval System Design

Jason Kaltenbacher	**PhD In-Progress**, Global Leadership – Organizational Management, Indiana Institute of Technology, Expected 2022 **MBA**, Technology Management, City University of Seattle, 2013 **MA**, History – Archives & Records Management, Western Washington University, 2006	Lecturer; MS Informatics Program Coordinator	Administration and Management Archives and Records Management Electronic Documents Information Assurance Information Governance Information Systems and Technologies Information Technology Management Reference and Information Services Users and Uses of Information	**INFM 200**: Informatics: Fundamentals **INFM 211**: Organizational Consulting Project **INFO 285**: Applied Research Methods [Technology Management] **MARA 204**: Management of Archives, Records Management, and Information Governance Programs **MARA 210**: Records Creation, Appraisal and Retention
Alyce Scott	**MS**, Library and Information Science, University of Illinois, Urbana-Champaign, 1996	Lecturer	Copyright and Intellectual Property Digital Curation Digital and Virtual Libraries Information Retrieval Theory, Design, and Practice Preservation of Collections	**INFO 202**: Information Retrieval System Design **INFO 284**: Seminar in Archives and Records Management [Digitization and Digital Preservation] and [Tools, Services, and Methodologies for Digital Curation]
Vicki Steiner	**MLIS**, Library and Information Science, San Jose State University, 2010 **JD**, University of California, Los Angeles School of Law, 2003	Lecturer	Distance Learning in LIS Intellectual Property Library Use of Emerging Technologies Open Access Social Media	**INFO 203**: Online Learning: Tools and Strategies for Success **INFO 220**: Resources and Information Services in Professions and Disciplines [Legal Resources] **INFO 244**: Online Searching
Elizabeth Wrenn-Estes	**Certificate of Advanced Study**, School Library Media, University of Denver, 2001 **MLS**, Library Science, University of Denver, 2000	Lecturer	Children's and Young Adult Services Collections Development Early Childhood Literacy and Learning History of Books and Libraries Information Literacy and Instruction Intellectual Freedom and Censorship Public Libraries	**INFO 260A**: Programming and Services for Children Ages 0–8 **INFO 265**: Materials for Young Adults **INFO 267**: Seminars in Services to Children and Young Adults [Intellectual Freedom-YA] and [Early Childhood Literacy]

			School Library Media Centers Storytelling	**INFO 280**: History of Books and Libraries **INFO 281**: Seminar in Contemporary Issues [Storytelling] **INFO 289**: Advanced Topics in Library and Information Science [e-portfolio]
Lei Zhang	**PhD**, Library and Information Studies, University of British Columbia, 2011	Lecturer	Classification and Subject Analysis Digital/Virtual Libraries Human-Computer Interaction Information Architecture Metadata and Semantic Web	**INFO 202**: Information Retrieval System Design **INFO 247**: Vocabulary Design **INFO 287**: Seminar in Information Science [Linked Data]

Appendix III. D - Faculty Release Time, Fall 2015–Spring 2021

Fall 2015	
Faculty Member	**Reason for Release**
Robert Boyd	INFO 202 Coordinator
Michelle Chen	RSCA Grant
Debbie Faires	INFO 203 Faculty Training Coordinator
Patricia Franks	InterPARES Grant
Debra Hansen	Faculty Early Retirement Program (FERP)
Mary Ann Harlan	New Faculty
Lili Luo	Sabbatical
Tonia San Nicolas-Rocca	RSCA
Michael Stephens	Loyola Marymount University Grant
Virginia Tucker	INFO 202 Coordinator
Spring 2016	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Michelle Chen	Big Data Certification Supervision
Patricia Franks	MARA Coordinator InterPARES Grant
Christine Hagar	RSCA; CIRI
Debra Hansen	FERP
Lili Luo	RSCA
Michael Stephens	RSCA
Elizabeth Wrenn-Estes	Peer Reviewer
Fall 2016	
Faculty Member	**Reason for Release**
Robert Boyd	INFO 204 Coordinator
Patricia Franks	InterPARES Grant
Christine Hagar	RSCA
Debra Hansen	FERP
Mary Ann Harlan	New Faculty
Lili Luo	Center for Applied Research on Human Subjects Coordinator; INFO 285 Coordinator
Kristen Rebmann	RTP Committee
Tonia San Nicolas-Rocca	RSCA
Michael Stephens	INFO 200 Coordinator
Virginia Tucker	New Faculty
Spring 2017	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Michelle Chen	Big Data Certification Supervision
Christine Hagar	CIRI
Debra Hansen	FERP
Mary Ann Harlan	New Faculty
Geoffrey Liu	University RTP Committee
Lili Luo	CAHRS Director; RSCA
Kristen Rebmann	IMLS Grant
Cheryl Stenstrom	INFO 204 Coordinator
Virginia Tucker	New Faculty

Elizabeth Wrenn-Estes	Peer Reviewer
Fall 2017	
Faculty Member	**Reason for Release**
Lisa Daulby	MARA Coordinator
Patricia Franks	Sabbatical
Debra Hansen	FERP
David Loertscher	Sabbatical
Lili Luo	CAHRS Director INFO 285 Coordinator
Kristen Rebmann	IMLS Grant RTP Committee
Cheryl Stenstrom	INFO 204 Coordinator
Michael Stephens	INFO 200 Coordinator
Virginia Tucker	INFO 202 Coordinator
Spring 2018	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Michelle Chen	RSCA-CASA
Christine Hagar	CIRI
Debra Hansen	FERP
Geoffrey Liu	University RTP Committee
Lili Luo	CAHRS Director INFO 285 Coordinator
Kristen Rebmann	IMLS Grant
Michael Stephens	Sabbatical
Virginia Tucker	INFO 202 Coordinator
Elizabeth Wrenn-Estes	Peer Reviewer
Fall 2018	
Faculty Member	**Reason for Release**
Debbie Faires	Miami Foundation Grant
Patricia Franks	MARA Coordinator
Debra Hansen	FERP
Deborah Hicks	New Faculty INFO 204 Coordinator
Lili Luo	INFO 285 Coordinator
Kristen Rebmann	RTP Committee
Michael Stephens	INFO 200 Coordinator
Virginia Tucker	INFO 202 Coordinator
Elizabeth Wrenn-Estes	Peer Reviewer
Spring 2019	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Patricia Franks	MARA Coordinator
Debra Hansen	FERP
Deborah Hicks	New Faculty
Lili Luo	LMU Grant; CIRI
Kristen Rebmann	IMLS Grant
Tonia San Nicolas-Rocca	INFM (Informatics) Curriculum Development
Virginia Tucker	Gateway PhD Coordinator
Elizabeth Wrenn-Estes	Peer Reviewer
Fall 2019	

Faculty Member	Reason for Release
Patricia Franks	MARA Coordinator
Deborah Hicks	New Faculty INFO 204 Coordinator
Jason Kaltenbacher	INFM Coordinator
Lili Luo	LMU Grant
Kristen Rebmann	RTP Committee
Michael Stephens	INFO 200 Coordinator
Virginia Tucker	INFO 202 Coordinator
Michele Villagran	New Faculty
Elizabeth Wrenn-Estes	Peer Reviewer
Spring 2020	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Debbie Faires	INFO 203 Coordinator
Patricia Franks	MARA Coordinator
Deborah Hicks	New Faculty University Grants Academy
Jason Kaltenbacher	INFM Coordinator
Lili Luo	CIRI
Kristen Rebmann	IMLS Grant
Virginia Tucker	Gateway PhD Coordinator
Michele Villagran	New Faculty
Elizabeth Wrenn-Estes	Peer Reviewer
Fall 2020	
Faculty Member	**Reason for Release**
Sue Alman	Undergraduate (BS in Information Science and Data Analytics) Program Development
Michelle Chen	Undergraduate (BS in Information Science and Data Analytics) Program Development
Debbie Faires	Undergraduate (BS in Information Science and Data Analytics) Program Development
Patricia Franks	MARA Coordinator
Souvick Ghosh	New Faculty; Undergraduate (BS in Information Science and Data Analytics) Program Development
Deborah Hicks	INFO 204 Coordinator
Darra Hofman	New Faculty
Jason Kaltenbacher	INFM Coordinator
Lili Luo	INFO 285 Coordinator
Kristen Rebmann	RTP Committee
Michael Stephens	INFO 200 Coordinator
Virginia Tucker	INFO 202 Coordinator
Elizabeth Wrenn-Estes	Peer Reviewer
Spring 2021	
Faculty Member	**Reason for Release**
Anthony Bernier	*Student Research Journal*
Debbie Faires	INFO 203 Coordinator
Patricia Franks	MARA Coordinator
Souvick Ghosh	Undergraduate (BS in Information Science and Data Analytics) Program Development
Mary Ann Harlan	Teacher Librarian Coordinator

Darra Hofman	New Faculty
Jason Kaltenbacher	INFM Coordinator
Geoffrey Liu	University RTP Committee
Lili Luo	CIRI; RTP Committee
Kristen Rebmann	Sabbatical
Virginia Tucker	Gateway PhD Coordinator
Elizabeth Wrenn-Estes	Peer Reviewer

Appendix III. E - Part-Time Faculty: Degree, Expertise, and Professional Setting

Faculty Member	Degree	Expertise	Professional Setting
Susan Aber	PhD	Academic Libraries Geosciences Reference Information Behavior Information Visualization Maps and other Graphic Materials Science and Technology Literatures	Academic library, higher education Special collections Teaching, higher education
Ann Agee	MLIS	Academic Libraries Collections Development Information Literacy and Instruction LIS Education	Academic library, higher education School libraries
José Aguiñaga	EdD MPA	Academic Libraries Administration and Management Archival Collections Collections Development Database and Other Retrieval Systems Digital / Virtual Libraries Reference and Information Services Strategic Planning / Marketing / Lobbying	Academic library, higher education
Ben Alexander	PhD	Archival Collections Arts / Humanities Literatures Books / Printing / Publishing Industry Research Methods	Teaching (English; digital humanities) Archives & special collections
Ruth Barefoot	MLIS	Academic Libraries Administration & Management Buildings / Facilities Community Information Centers Evaluation of Service Public Information Needs / Behaviors	Public library (director) Consulting
Christopher Barth	MLIS	Academic Libraries Administration and Management Government Libraries History of Libraries and Library Science Special Collections / Rare Books / Archives	Academic library, higher education Administration Teaching (history)
Bernd Becker	MLIS	Information literacy and Instruction	Academic library, higher education Information literacy instruction
Steven Bell	EdD	Academic Libraries Administration and Management Reference and Information Services	Academic library, higher education

		Pedagogy Scholarly and Scientific Communication	Corporate libraries
Gerald Benoit	PhD	Data visualization Information architecture Information retrieval behaviors	Consulting, technology focus Teaching, higher education
Kevin Bontenbal	EdD	Human-Computer Interaction Information Literacy and Instruction Information Retrieval Government Documents and Libraries	Academic library, higher education
Robert Boyd	JD	Copyright / Intellectual Property Information Retrieval Information Systems and Technologies Information Technology Management Intellectual Freedom and Censorship Scholarly and Scientific Communication Digital/Virtual Libraries	IT support Academic library, higher education University administration
Scott Brown	MA MLIS	Computer/Information Networks Digital/Virtual Libraries Human-Computer Interaction Information Needs and Behaviors Social Media in LIS Special and Corporate Libraries	Corporate library (manager) Consulting
Kimberli Buckley	MA, MLIS	Adult Services Children's/YA Libraries Information Needs/Behaviors of Special Groups Libraries and Society/Culture Philosophy/Values/Ethics of LIS Public Libraries	Public Library (manager)
Debra Buenting	PhD	Intercultural, Visual, Scholarly, and Scientific Communication Storytelling	Teaching, higher education Consulting, nonprofit
Howard Cervone	PhD, MBA	Health Informatics Health Information Technology Information Privacy and Security Information Retrieval Information Systems and Technologies Information Visualization Knowledge / IR Management Research Methods Social Network Analysis	Academic library, higher education IT support (director)
Jason Clark	MLS	Archival Collections Classification and Subject Analysis Information Retrieval Information Systems and Technologies Information Visualization Machine Learning Metadata and Semantic Web	Academic library, higher education Archival/special collections IT support

		Social / Community Informatics	Digital libraries
Aaron Collier	MLIS	Digital / Virtual Libraries Information Retrieval Information Systems and Technologies Information Technology Management Information Visualization Knowledge / IR Management	Academic libraries; IT support
Valerie Colston	MLIS	Graphic Design for Librarians IT Tools & Applications Makerspaces STEAM	Teaching, higher education
Christy Confetti Higgins	MLIS	Collaboration, learning and social media Digital / Virtual Libraries Information Architecture Information Retrieval Information Technology Management Information Visualization Knowledge / IR Management Reference and Information Services Social / Community Informatics	Corporate libraries Digital libraries
Tiffany Curtin	MLIS	Information Needs / Behaviors Intellectual Freedom and Censorship Reading and Literacy Serving Multicultural Populations Serving the Aged	Public library (adult services) Teaching, varied populations
David de Lorenzo	MSLS	Archival Description / RAD Digital / Virtual Libraries Graphic Materials: Maps / Art / etc. History of Libraries and Library Science Libraries and Society / Culture Records Management Special Collections / Rare Books Users and Uses of Information Systems	Academic libraries Archives/special collections
Raymond Dean	MEd	Human-Computer Interaction Information Systems and Technologies Metadata and Semantic Web Organization of Information Users and Uses of Information Systems Web Programming & Accessibility Digital Literacy	Consulting, educational technology
Cheryl Dee	PhD	Administration and Management Digital / Virtual Libraries History of Libraries and Library Science Medical Libraries Special and Corporate Libraries	Special libraries (medical) Consulting
Timothy Dickey	PhD	Arts / Humanities Literatures Data mining	Public library, adult services

		History of books and manuscripts Online Catalog Retrieval Systems Research Methods Serving the Aged Users and Uses of Information Systems	Teaching, higher education
Wayne Disher	MLIS	Administration and Management Adult Services Public Libraries	Public library (director - retired)
Marcelle Dougan	MPH, ScD	Epidemiology & Public Health Technology Management	Administration, Teaching, and Research, higher education
Margaret Driscoll	PhD	Academic Libraries Copyright / Intellectual Property Digital / Virtual Libraries Information Literacy and Instruction Libraries and Society / Culture Philosophy / Values / Ethics of LIS Scholarly and Scientific Communication Users and Uses of Information Systems	Academic library, higher education School libraries
Mary Evangeliste	MLIS	Administration and Management Civic Literacy Continuing Education in LIS Critical Perspectives on LIS Evaluation of Service Graphic Materials: Maps / Art / etc. Reading and Literacy Research Methods Serving Multicultural Populations Strategic Planning / Marketing / Lobbying	Consulting, project management Public library Academic library, higher education
Meredith Farkas	MLIS	Academic Libraries Electronic Reference Services Human-Computer Interaction Public Information Needs / Behaviors Social / Community Informatics Administration and Management Evaluation of Service Information Architecture Information Literacy and Instruction Reference and Information Services Social software and online communities	Academic library Public library
Nancy Friedland	MLS	Academic Libraries Archival Collections Arts / Humanities Literatures Electronic Documents Libraries and Society / Culture Reference and Information Services Research Methods School Media Centers / Libraries	Academic library, higher education
Sean Gaffney	MBA	Administration and Management	IT management

		Database and Other Retrieval Systems Information Systems and Technologies Information Technology Management Information Visualization Information Retrieval Behaviors	Corporate libraries
Carrie Gardner	PhD, ME	Children's / YA Literatures & Services Copyright / Intellectual Property Information Policy Intellectual Freedom and Censorship Philosophy / Values and Ethics of LIS School Media Centers / Libraries	Teaching, higher education School libraries
Geoffrey Giglierano	MA	Digital / Virtual Libraries Virtual exhibits and programming Museum/library collaborations	Special Collections Special Libraries Consulting (museums and nonprofits)
Todd Gilman	PhD	Books / Printing / Publishing Industry Academic Libraries Arts / Humanities Literatures Children's / YA Literatures Collections Development Government Documents Information Literacy and Instruction LIS Education Reference and Information Services Research Methods Special Collections / Rare Books Philosophy / Values / Ethics of LIS	Academic library, higher education Teaching, higher education
Cherie Givens	PhD JD	Information Governance Information Privacy and Cybersecurity Intellectual Freedom and Censorship Libraries and Society / Culture Political Economy of Information Research, Planning, and Evaluation Young Adult Services	Consulting (privacy/security) Special libraries Corporate libraries Government agency
Leigh Gleason	PhD	Archival Collections and Description Arts / Humanities Literatures Graphic Materials: Maps / Art / etc. History of Photography Public Information Needs / Behaviors Collection Preservation Special Collections / Rare Books	Academic library, higher education (director, arts collections) Special collections
Nancy Goldman	MLIS	Archival Collections Copyright / Intellectual Property Descriptive Cataloguing / AACR Digital / Virtual Libraries Film and media archiving and librarianship Graphic Materials: Maps / Art / etc.	Archives/special collections, Director Public library

		Reference and Information Services Research Methods	
Charles Greenberg	MEd	Academic Libraries Administration and Management Digital / Virtual Libraries Reference and Information Services Government Documents Health Informatics International / Comparative Librarianship Medical Libraries Scholarly and Scientific Communication	Academic library, higher education (director) Public library
Colleen Greene	MLIS	Academic Libraries Digital History Genealogy Information Systems and Technologies Information Technology Management Organization of Information Strategic Planning / Marketing / Lobbying Archives and Records Centers Digital / Virtual Libraries Public, Special, and Corporate Libraries	Academic library, higher education Public library
Chris Hagar (Emeritus)	PhD	Crisis informatics Information and Society / Culture International / Comparative Librarianship LIS Education and Programs Mobile Healthcare Information for Low-Income Countries Roles for Public Libraries and Information Professionals in Crises/Disasters Political Economy of Information Research Methods Social / Community Informatics	Teaching, higher education Academic library, higher education
Sylvia Hall-Ellis	PhD	Classification and Subject Analysis Descriptive Cataloguing / AACR Administration and Management Copyright / Intellectual Property Funding Law Libraries Organization of Information Serving Multicultural Populations	Consulting Academic library, higher education University administration Public library
Alicia Hammond	MLIS	Public Libraries Programming Social / Community Informatics Strategic Planning / Marketing / Lobbying	Public (community engagement manager) Academic, higher education
Africa Hands	PhD	Children's / YA Literatures and Services Information Architecture Information Retrieval Public Libraries	Nonprofit/special interest Archives

		Reference and Information Services Research Methods	Academic, higher education
Darra Hofman (Full-time tenure-track faculty member, as of fall 2020)	PhD	Archival Collections and Description Archives and Records Centers Copyright / Intellectual Property Information Policy IT Management Intellectual Freedom and Censorship Law Libraries	Teaching, higher education
Emily Holmes	MLS	Archival Collections and Description Copyright / Intellectual Property History of Information Science Intellectual Freedom and Censorship Preservation of Collections Research Methods	Academic library Teaching, higher education Preservation
Jennifer Hopwood	EdD	Administration and Management Arts / Humanities Literatures Children's / YA Literatures and Services Creativity & Innovation in Libraries Employee Engagement Evaluation of Service Public Information Needs / Behaviors Libraries and Society / Culture Philosophy / Values / Ethics of LIS Reading Advisory Services Research Methods Science and Technology Literatures Storytelling	LIS Advocacy Public (youth services)
John Horodyski	MAS MLIS	Administration and Management Archival Collections and Description Bibliometrics / Informetrics / Webometrics Classification and Subject Analysis Copyright / Intellectual Property Database and Other Retrieval Systems Digital / Virtual Libraries Electronic Reference Services Information Architecture Information Literacy and Instruction Information Policy Information Retrieval Information Technology Management Information Visualization Metadata and Semantic Web Special Collections / Rare Books Strategic Planning / Marketing / Lobbying	Consulting, specializing in digital assets, metadata, and taxonomy design Digital libraries
Lisa Houde	MLIS	Children's / YA Literatures and Services Diversity in Collection Development Library Services for LGBTQ Teens	Public (assistant director) Teaching

		Public Libraries	
Renee Jefferson (promoted to full-time lecturer as of spring 2021)	PhD	Academic libraries Administration and Management Evaluation of Service Research Methods	Administration, higher education Teaching, higher education Academic library
Jennifer Jumba	MLIS	Adult Services Information Literacy and Instruction LIS Education	Public (adult services supervisor)
Jeremy Kemp	EdD	Books / Printing / Publishing Industry Database and Other Retrieval Systems Digital / Virtual Libraries Human-Computer Interaction Information Visualization Instructional design LIS Education Users and Uses of Information Systems	Consulting, Educational technology
Shahrzad Khosrowpour	MLS	Academic Libraries Classification and Subject Analysis Collections Development Human-Computer Interaction Metadata and Semantic Web	Academic library, higher education
Lorie Kloda	PhD	Academic Libraries Information Needs / Behaviors Medical Libraries Research Methods Strategic Planning / Marketing / Lobbying	Academic library, higher education Special libraries
Rowena Koh	MSc, MLIS	Critical Perspectives on LIS Information and Society / Culture Information Needs / Behaviors International / Comparative Librarianship Organization of Information Serving Multicultural Populations Storytelling	Teaching, higher education Consulting Special libraries Special collections
Christie Koontz	PhD	Lobbying Marketing Political advocacy Storytelling Strategic Planning	Teaching, higher education
Diane Kovacs	MEd	Collections Development Electronic Reference Services Government Documents and Libraries Health Informatics Human-Computer Interaction Information Architecture Information Literacy and Instruction Information Needs / Behaviors	Teaching Consulting

		Medical Libraries Organization of Information Pedagogy in LIS Reading and Literacy	
Erin Lawrimore	MS	Archival Collections & Description History of Libraries and LIS Libraries and Society / Culture	Archives, academic library
Lori Lindberg	MLIS	Archival Collections and Description Arts / Humanities Literatures Books / Printing / Publishing Industry Classification and Subject Analysis Database and Other Retrieval Systems Descriptive Cataloging / AACR Digital / Virtual Libraries Electronic Documents Government Documents Graphic Materials: Maps / Art / etc. Human-Computer Interaction Information Architecture Information Retrieval Information Technology Management Information Visualization Intellectual Freedom and Censorship Knowledge / IR Management Preservation of Collections Research Methods Serving Special Populations	Archives Consulting
Henry Lowood	PhD	Archival Collections Collection Development Curation Digital / Virtual Libraries Game Studies History of Computing and New Media	Academic, higher education Archives/special collections Digital libraries/collections
Rosanne Macek	MPA	Administration and Management Buildings / Facilities Public Libraries Readers Advisory Reference and Information Services	Public library (director)
Maureen MacKenzie	PhD	Ethics Information Needs / Behaviors Leadership	Teaching, higher education
Susan Maret	PhD	Critical Information Studies Critical Perspectives on LIS Government Documents Information Ethics Information Literacy and Instruction Information Needs / Behaviors Information Policy Intellectual Freedom and Censorship	Academic library Teaching, higher education

		Qualitative Research Methods Social / Community Informatics	
Linda Martin	EdS	Children's / YA Literatures and Services Collections Development Information Literacy and Instruction Information Needs / Behaviors Information Visualization Intellectual Freedom and Censorship Public Libraries School Media Centers / Libraries Serving Multicultural Populations Storytelling Strategic Planning / Marketing / Lobbying	School library Academic library, higher education Public library
Michael McCaffrey	MLS	Digital / Virtual Libraries Electronic Documents Electronic Reference Services Government Documents Law Libraries Reference and Information Services	Teaching, higher education Academic library Consulting
Crystal Megaridis	MLIS	Administration and Management Knowledge / IR Management Special and Corporate Libraries Strategic Planning / Marketing / Lobbying	Corporate library (manager)
Abbas Moallem	PhD	Human-Computer Interaction Cybersecurity Information Visualization	IT Director, private company Consulting
William Mongelli	MLS	Acquisitions Theory and Practice Administration and Management Adult Services Bibliotherapy Collections Development Computer / Information Networks Information Needs / Behaviors Law Libraries Philosophy / Values / Ethics of LIS Prison Libraries	Special Libraries (management) Government agency
Norman Mooradian	PhD	Information and Society / Culture Knowledge / IR Management Philosophy / Values / Ethics of LIS	Corporate sector, info management Teaching, higher education
Glen Mules	PhD	Computer / Information Networks Database and Other Retrieval Systems Health Informatics Human-Computer Interaction Information Systems and Technologies	Teaching Consulting
Margaret Murphy	MLIS	Arts / Humanities Literatures Classification and Subject Analysis Descriptive Cataloguing / AACR Graphic Materials: Maps / Art / etc.	Academic library, special collections Teaching, higher education

		Information Literacy and Instruction Information Needs / Behaviors	
James Oliver	MSL	Collection Development Public Libraries	Academic library Public library (director)
Michael Olson	MPhil	Academic Libraries Archival Collections Computer / Information Networks Digital / Virtual Libraries Electronic Documents Information Systems and Technologies	Academic, higher education Special collections (manager) Digital libraries/collections
Peace Ossom-Williamson	MS MLS	Information Literacy and Instruction Information Needs/Behaviors of Specific Groups Information Visualization Medical Libraries Research Data Services	Academic, higher education (director)
Maria Otero-Boisvert	PhD	Academic Libraries Administration and Management Advocacy Collections Development Continuing Education in LIS Funding Reference and Information Services	Academic, higher education (program director) Consulting
Gonzalo Oyarzún	MA	Children's / YA Literatures Community Information Centers Information Needs / Behaviors of the Public Public Libraries Serving Multicultural Populations	Public Library (director) Ministry of Culture, Arts and Heritage, Chile (head) Teaching, higher education
Ruphina Ozoh	PhD MSLS	Academic libraries Administration and Management Adult Services Collection Development Information Technology Management Reference and Information Services	Public library (manager)
Penny Peck	MLS	Children's / YA Literatures and Services Libraries and Society / Culture Reading and Literacy School Media Centers / Libraries Serving Multicultural Populations Storytelling	Public library (youth)
Steven Perry	MA	Information Retrieval Information Systems and Technologies LIS Education	Academic library Teaching, higher education Consulting

Morgan Pershing	MLIS	Adult Services Collections Development Public Libraries Reading and Literacy	Public library (administrator, adult services) Academic library, higher education
Leah Phillips	PhD MA	Arts/Humanities Literatures Children's/YA Literatures	LIS-related organization (founder and president)
Megan Price	MA MA MA	Copyright/Intellectual Property Information Policy Intellectual Freedom and Censorship International/Comparative Librarianship	International library association (administration)
Laurie Putnam	MLIS	Books / Printing / Publishing Industry LIS Education Information and Society / Culture Information Literacy and Instruction Information Needs / Behaviors Marketing Strategic Planning	Consulting
Joanne Rodger	PhD	Children's / YA Literatures and Services LIS Education and Programs Public Libraries Readers Advisory Services Reading and Literacy Research Methods School Media Centers / Libraries	Teaching and administration, higher education Public library (manager) School library (director)
Barbara Ros	MLIS	Children's and Young Adult Services LIS Education Information Literacy and Instruction Information Needs / Behaviors Libraries and Society / Culture Public Libraries Reading and Literacy Serving Multicultural Populations	Public library, youth services School libraries
Allison Rothman	MLIS	Children's / YA Literatures and Services Digital / Virtual Libraries Information Literacy and Instruction School Media Centers / Libraries	School libraries Teaching, elementary/middle
Cindy Runnels	MLIS	Academic Libraries Information Systems & Technologies LIS Education	Corporate library (manager) Academic library, higher education
Suzanne Sannwald	MLIS	Information Literacy and Instruction Information Systems and Technologies School Media Centers / Libraries Strategic Planning / Marketing / Lobbying	School libraries
Carol Sawyer	DPA, MPA	Arts / Humanities Literatures Design Thinking Organizational leadership	Teaching, higher education

		Storytelling	
Kate Saylor	MSI	Medical Libraries Special Collections	Academic library, higher education Special libraries
Aaron Schmidt	MLIS	Users and Uses of Information Systems Evaluation of Service Public Libraries	Consulting, u/x focus
Melanie Sellar	MLIS	Academic Libraries Critical Perspectives on LIS Information Literacy and Instruction International / Comparative Librarianship LIS Education	Academic libraries
Katherine Skinner	PhD	Academic Libraries Administration and Management Computer / Information Networks Digital / Virtual Libraries Funding Information and Society / Culture Information Architecture Information Needs / Behaviors Information Systems and Technologies Information Technology Management Preservation of Collections	Director, Nonprofit/education sector Digital collections
Mary Ellen Sloane	MLIS	Academic Libraries Books / Printing / Publishing Industry Collections Development Copyright/Intellectual Property Database and Other Retrieval Systems Human-Computer Interaction Information Literacy and Instruction Licensing Scholarly and Scientific Communication	Academic library
Jennifer Sweeney	PhD	Administration and Management Bibliometrics / Informetrics / Webometrics Buildings / Facilities Evaluation of Service Information Literacy and Instruction Information Needs / Behaviors Public Libraries Reference and Information Services Research Methods Strategic Planning / Marketing / Lobbying Young Adult Services	Consulting Teaching, higher education
Madison Sullivan	MS	Academic Libraries Arts/Humanities Literatures Collection Development Critical Perspectives on LIS	Academic library

		Reference and Information Services	
Patrick Sweeney	MLIS	Administration and Management Information and Society / Culture Information Literacy and Instruction Information Needs / Behaviors Information Policy Intellectual Freedom and Censorship Philosophy / Values / Ethics of LIS Political Economy of Information Public Libraries School Media Centers / Libraries Social / Community Informatics Strategic Planning / Marketing / Lobbying	Director, LIS advocacy nonprofit Public library (administration)
Steven Tash	MLS	Academic Libraries Electronic Reference Services Information Literacy and Instruction Libraries and Society / Culture Reference and Information Services School Media Centers / Libraries Social Science Literatures	Academic libraries School libraries
Colleen Theisen	MS	Archival Collections Books / Printing / Publishing Industry Graphic Materials: Maps / Art / etc. Information and Society / Culture Special Collections / Rare Books Storytelling	Academic library, special collections (administration)
Johanna Tunon	EdD	Academic Libraries Bibliometrics / Informetrics / Webometrics LIS Education Electronic Reference Services Evaluation of Service Information Literacy and Instruction Information Needs / Behaviors Information Retrieval Information Systems and Technologies Information Technology Management Licensing Reference and Information Services Research Methods Serving Multicultural Populations	Academic library, higher education Teaching, higher education
Ellyssa Valenti Kroski	MLIS	Academic Libraries Computer / Information Networks Emerging Web Technologies Human-Computer Interaction Information Architecture Information Systems and Technologies LIS Education Reference and Information Services Social Marketing and the New Web	Special libraries IT (director) Teaching, higher education

Joey van Arnhem	MLIS MFA	Academic Libraries Arts / Humanities Literatures Buildings / Facilities Copyright / Intellectual Property Digital Humanities Educational Technology Ethnographic Research Graphic Materials: Maps / Art / etc. Information and Society / Culture Information Literacy and Instruction Information Visualization Instructional Design Reference and Information Services Research Methods Storytelling	Academic libraries Teaching, higher education
Marie Vans	PhD	Archival Collections Archives and Records Centers Digital / Virtual Libraries Preservation of Collections	Corporate research scientist
Jennifer Velasquez	MLIS	Public Libraries Young Adult Services	Public library, administration, YA
Scott Walter	PhD	Academic Libraries Administration and Management Evaluation of Service Information Literacy and Instruction Philosophy / Values / Ethics of LIS Reference and Information Services Research Methods	Academic libraries (administration) Teaching, higher education Consulting
Dorothy Waugh	MLS	Archival Collections and Description Electronic Documents Special Collections / Rare Books	Archives
Gawain Weaver	MA	Archival Collections Preservation of Collections History/Technology of Photography Photographic Preservation	Consulting, Photographic conservation services Special collections
Deborah Weissmann	PhD	Children's / YA Literatures and Services Information and Society / Culture Research Methods School Media Centers / Libraries Storytelling	Independent Researcher, w/focus on children and technology
Donald Westbrook	PhD	Archives and Records Centers Books / Printing / Publishing Industry History of Information Science History of Libraries and LIS Information and Society / Culture Preservation of Collections	Teaching, higher education Consulting, digital collections
Rachel Woodbrook	MLIS	Data Curation Data Indexing	Academic library, higher education

Patty Wong	MLIS	Administration and Management Children's and Young Adult Services Community collaborations and partnerships Public Libraries Reading and Literacy Serving Multicultural Populations Social / Community Informatics Strategic Planning / Marketing / Lobbying	Public libraries (director) Archives
Andromeda Yelton	MLIS, MA	Information architecture Information retrieval systems Information seeking behaviors Web applications	Applications Development Consulting
Lei Zhang (Promoted to full-time lecturer as of fall 2021)	PhD	Classification and Subject Analysis Database and Other Retrieval Systems Descriptive Cataloging / AACR Digital / Virtual Libraries Human-Computer Interaction Indexing and Abstracting Information Architecture Information Retrieval Metadata and Semantic Web Organization of Information Users and Uses of Information Systems	Academic library, higher education
Mimi Zhang	PhD	Evaluation of Service Human-Computer Interaction Information Retrieval Research Methods Social / Community Informatics Users and Uses of Information Systems	Corporate researcher/information management Teaching, higher education
Joshua Zimmerman	MA	Archival Collections and Description Electronic Documents Records Management Research Methods	Archives/special collections

Appendix III. F - Full-Time Faculty Service to the University, 2015–2021

Faculty Member	Service Activity
Sue Alman	**School of Information** **Member**, Development Team: Bachelor of Science in Information Science and Data Analytics, 2020 **Chair**, Faculty Development and Research Committee, 2013–2015 **Co-Chair**, Curriculum and Program Development Committee, 2015–Present **Co-Chair**, Leadership and Management Program Advisory Committee, 2013–Present
Anthony Bernier	**School of Information** **Chair**, Youth Services Program Advisory Committee, 2016–Present **Faculty Advisor**, First Generation Students Group, 2016–Present **Chair**, REFORMA Scholarship Program, 2015–2018 **Co-Chair**, Faculty Research Committee, 2015–Present **University** **Member**, Faculty Research Member, University Sabbatical Leaves Committee, 2019–2020 **Member**, University Library, Retention, Tenure, & Promotion Committee, 2016–2017 **Founding Member**, University Human Rights Working Group, 2013–2018
Joni Bodart	**School of Information** **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present **University** **Member and Chair**, University Library Board, Member, 2012–2017, 2019–2020; Chair, 2016–2017, 2020–2021 **Member**, University Grievance Panel, 2014–2015
Mary Bolin	**School of Information** **Co-Chair**, Knowledge Organization Program Advisory Committee, 2014–Present **Co-Chair**, Student Scholarships and Student and Alumni Networking Committee, 2014–Present
Michelle Chen	**School of Information** **Coordinator**, Advanced Certificate in Big Data Program, 2014–2017 **Member**, Search Committee for Tenure-track Assistant Professor Position, 2016–2018 **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present **Member**, Curriculum and Program Development Committee, 2014–2016 **Member**, Editorial Advisory Board, Student Research Journal, 2013–Present

	College **Member**, Curriculum Committee of Master of Science in Data Analytics, College of Professional and Global Education, 2017–Present **University** **Member**, Information Technology Research Consultation Board, 2019–Present **Member**, Innovation Design Collaborative Task Force, 2018 **Member**, Silicon Valley Big Data and Cybersecurity Center, 2017–Present **Member**, Search Committee for Director of Silicon Valley Big Data and Cybersecurity Center, 2015–2016
Lisa Daulby	**School of Information** **Assistant Chair and Member**, Student Scholarship and Awards Committee, 2013–Present **Member**, Master of Archives and Records Administration (MARA) Program Advisory Committee, 2012–Present **Member**, Curriculum Committee, 2012–2013
Debbie Faires	**School of Information** **Co-Chair**, Technology and Resources Committee, 2005–Present **Co-Chair**, Technology Program Advisory Committee, 2006–Present **Member**, School Leadership Coordinating Team, 2005–Present **Faculty Advisor**, ALA Student Chapter, 2005–Present **University** Member, Accessible Technology Initiative, Instructional Materials Accessibility Team, 2007–2015
Patricia Franks	**School of Information** **Chair**, MARA Program Advisory Committee, 2015–Present **Co-Chair**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–Present **Member**, Director Hirsh Evaluation Committee, Fall 2017 **Member**, Curriculum and Program Development Committee, 2015–Present **Member**, Faculty Search Committee, 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2015–2017
Chris Hagar	**School of Information** **Member**, Faculty Search Committee, 2016–2018 **Member**, Faculty Research Committee , 2016–Present **Member**, Diversity Committee, 2015–2016

	Member, Faculty Development & Faculty Research Committee, 2012–2015 **College** **Chair**, Student Research Paper Competition, College of Applied Sciences & Arts Committee, 2015–2016
Debra Hansen	**School of Information** **Member**, Post-Tenure Review Committee, 2018 **Member**, Director Hirsh Review Subcommittee, 2017 **Member**, Retention, Tenure, & Promotion Committee, 2015 **Member**, Faculty Development & Faculty Research Committee, 2015
Mary Ann Harlan	**School of Information** **Coordinator**, Teacher Librarian program, 2011–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2017–Present **Member**, Diversity Committee, 2015–2017 **University** **Chair**, University Library Board, 2018–2019
Deborah Hicks	**School of Information** **Co-Chair**, Leadership and Management Program Advisory Committee, 2018–Present **Member**, Faculty Research Committee, 2018–Present **College** **Member**, Search Committee for Associate Dean, Academics, College of Professional and Global Education, 2019
Sandy Hirsh	**School of Information** **Member**, Editorial Advisory Board, *Student Research Journal*, 2011–Present **College** **Member**, College of Professional and Global Education Leadership Team, 2019–Present **Member**, Search Committee for Dean, College of Applied Sciences and Arts, 2014–2015 **Member**, College Chairs and Directors Committee, 2011–2019 **University** **Member**, Academic Disqualification and Reinstatement Review Committee (ADRRC), 2021–Present **Member**, University Associate Deans Council, 2020–Present **Member**, University Associate Deans for Research Council, 2020–Present

	Member, University Assessment Facilitators Group, 2020–Present **Member**, Search Committee for Vice Provost for Institutional Effectiveness and Strategic Analytics, 2019–2020 **Member**, Strategic Enrollment Management, Graduate Enrollment Working Group, 2019–2020 University Research, Scholarly and Creative Activity (RSCA) Advisory Council, 2020–Present **Member**, University Strategic Planning Steering Committee, 2017–2019; 2019–2021 **Member**, University Budget Advisory Committee, 2016–2018; 2018–2021 **Member**, University Committee of Chairs and Directors, 2011–Present
Darra Hofman	**School of Information** **Member**, Faculty Research Committee, 2020–Present **College** **Member**, Committee on Equity, Diversity and Inclusion, 2020–Present **University** **Member**, University Faculty Learning Community: Authentic Assessment, 2020–2021
Jason Kaltenbacher	**School of Information** **Chair**, MS in Informatics Program Advisory Committee, 2018–Present **Member**, Curriculum and Program Development Committee, 2019–Present **Member**, MARA Program Advisory Committee, 2013–Present **Member**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–2016 **Chair**, MLIS Career Pathway Program Advisory Committee, 2013–2015 **Member**, Student Scholarships and Student and Alumni Networking Committee, 2013–2015
Geoffrey Liu	**School of Information** **Member**, Faculty Research Committee, 2018–Present **College** **Member**, College of Applied Sciences and Arts Retention, Tenure, & Promotion Committee, 2013–2015; 2018 **University** **Consultant**, SJSU Beethoven Center's XML database project, 2017 **Member**, University Retention, Tenure, & Promotion Committee, 2016–2018

	Member, International Programs and Students Committee of the Senate, 2015–2018
Ziming Liu	**School of Information** **Chair**, Post Tenure Review Committee , 2016–Present **Chair**, Promotion Committee , 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2015–2017 **Mentor** to School of Information Junior Faculty, 2014–2015 **Member**, Diversity Committee, 2010–Present
David Loertscher	**School of Information** **Membe**r, Diversity Committee, 2015–Present
Lili Luo	**School of Information** **Coordinator**, Center for Information Research and Innovation (CIRI), 2018–Present **Co-Chair**, Faculty Research Committee, 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2014–Present **Member**, Diversity Committee, 2014–2015 **Chair**, Information Intermediation and Instruction Program Advisory Committee, 2013–Present **College** **Reviewer**, College of Professional and Global Education (CPGE) Student Research Competition, 2019–Present **Reviewer**, College of Applied Sciences and Arts Student Research Competition, 2017 **Reviewer**, College of Applied Sciences and Arts Outstanding Thesis Award, 2017 **Director**, College of Applied Sciences and Arts, Center for Applied Research on Human Services, 2016–2018 **Member**, Retention, Tenure, & Promotion Committee (RTP), Department of Hospitality Management, 2014–2019 **University** **Member**, University Library Second Level Personnel Committee, 2018–Present **Mentor**, University Grants Academy, 2015–2016 **Member**, University Program Planning, 2013–2016
Linda Main	**School** **Member**, Curriculum and Program Development Committee, 2015–Present **University** **Member**, Strategic Enrollment Management Committee, 2019–Present **Member**, Retention, Tenure, & Promotion Committee, Department of Health Sciences, 2018–2019 **Member and Chair**, Student Fairness Committee, 2017–2019

	Member, Retention, Tenure, & Promotion Committee, University Library, 2016–2018 **Member**, Program Planning Committee, 2016–2017 **Member**, College Curriculum Committee, 2015–Present **Member**, Graduate Studies and Research Committee, 2015–2019 **Member**, Academic Technology Advisory Committee, 2015–2017
Kristen Rebmann	**School of Information** **Member and Chair**, Diversity Committee, Member, 2009–Present; Chair, 2011–2019 **Member and Chair**, Retention, Tenure, & Promotion Committee, Member, 2014–Present; Chair, 2015–2018 **Member**, Technology and Resources Committee, 2019–Present **Member**, Faculty Hiring Committee, 2017–2018 **Faculty Liaison**, iSchool Beta Phi Mu Omega Chapter, 2013–Present **Faculty Advisor**, Connext student and alumni networking group (formerly SLISConnect/LISSTEN), 2008–Present **University** **Member**, Committee on Committees Senate Committee, 2018–2020 **Member**, Program Planning Committee Senate Committee, 2017–2018 **Judge**, Silicon Valley Innovation Challenge, 2014–Present
Tonia San Nicolas-Rocca	**School of Information** **Member**, Diversity Committee, 2019–Present **Member**, Master of Science Informatics, Cybersecurity, Program Development, 2017–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2015–Present Advisor, Emerging Technologies: Faculty Pathway, 2013–Present **Member**, Curriculum and Program Development Committee, 2013–Present **College** **Member**, College of Applied Sciences and Arts, Committee to Enhance Equity and Diversity, 2015–2017 **University** **Member**, Silicon Valley Big Data and Cybersecurity Center, 2013–Present **Member**, Cybersecurity Curriculum Committee, 2013–Present

Alyce Scott	**School of Information** **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present **Co-Chair**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–Present **Member**, Technology and Resources Committee, 2012–2016
Cheryl Stenstrom	**School of Information** **Chair**, Student Scholarships and Awards Committee, 2014–Present **Co-Chair**, Leadership and Management Program Advisory Committee, 2013–Present **Coordinator**, Library Management Cluster, 2017–2018 **Member**, Core Curriculum Review Committee, 2012–2018
Vicki Steiner	**School of Information** **Member**, Technology and Resources Committee, 2018–Present **Volunteer**, Library 2.0 Conferences, 2018–Present
Michael Stephens	**School of Information** **Member**, Technology and Resources Committee, 2015–Present **Co-Chair**, Technology Program Advisory Committee, 2011–Present **Member**, Diversity Committee, 2014–2015 **Member**, Core Curriculum Review Committee, 2012–2015 **University** **Chair**, College of Professional and Global Education Professional Leaves Committee, 2019 **Judge**, Silicon Valley Innovation Challenge, 2019 **Member**, University Library Board, 2014–2017
Virginia Tucker	**School of Information** **Member**, Search Committee, Tenure Track Assistant Professor, HCI, IR, & Digital Archives, 2019–Present **Member**, Search Committee for Full-time Lecturer, Information Retrieval Systems, 2019–Present **Member**, Curriculum and Program Development Committee, 2018–Present **Associate Coordinator**, Gateway PhD Program, 2017–Present **Core Course Coordinator**, Information Retrieval System Design, 2014–Present **Co-Chair**, Knowledge Organization Program Advisory Committee, 2014–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2017–2018 **Member**, Core Curriculum Committee, 2012–Present **Member**, Curriculum Committee, 2012–2017

	Member, Editorial Advisory Board, Student Research Journal, 2011–Present **College** **Reviewer**, Research, Scholarship, and Creative Activity Grant Proposals, 2019 **Reviewer**, Student Research Competition, 2019 **Member**, College of Health and Human Services, Research, Scholarship, and Creative Activity Advisory Committee, 2018–2019 **Member**, College of Applied Sciences and Arts, Committee to Enhance Equity and Diversity, 2017–2018 **University** **Member**, University Library Board, 2019–Present
Michele Villagran	**School of Information** **Member and Chair**, Diversity Committee, Member, 2018–2019; Chair, 2019–Present **Liaison**, REFORMA Scholarship Program, 2018–Present **College** **Member**, College of Health and Human Services, Committee to Enhance Equity and Diversity, 2018–2019
Elizabeth Wrenn-Estes	**School of Information** **Member**, Diversity Committee, 2016–Present **Peer Reviewer**, Part-time Faculty, 2015–Present **Member**, Editorial Advisory Board, *Student Research Journal*, 2009–Present

Appendix III. G - Representative List of iSchool Faculty Professional Organization Memberships

Representative List of iSchool Faculty Professional Organization Memberships

- Academy of Certified Archivists
- Academy of Health Information Professionals
- American Association of Law Librarians, National organization and local chapters
- American Association of School Librarians
- American Educational Research Association
- American Historical Association
- American Indian Library Association
- American International Education Foundation
- American Library Association
- American Library Association, Black Caucus
- American Musicological Society
- American Society for Eighteenth Century Studies
- American Society for Indexing
- Archives Association of British Columbia
- Archives Association of Ontario
- Arizona Community College Library Consortium
- Arizona Library Association
- ARMA International
- Art Libraries Society of North America, Southeast Chapter
- Asian Pacific American Librarians Association
- Assembly on Literature for Adolescents
- Association for Computing Machinery
- Association for Information Science and Technology
- Association for Information Systems
- Association for Library and Information Science Education
- Association for Library Collections and Technical Services
- Association for Library Service to Children
- Association for Rural & Small Libraries
- Association for the Advancement of Sustainability in Higher Education
- Association of Academic Health Libraries
- Association of Canadian Archivists
- Association of Children's Librarians of Northern California
- Association of College and Research Libraries
- Atlanta Area Digital Archivists

- Bay Area Young Adult Librarians
- Beta Gamma Sigma
- Beta Phi Mu
- British Columbia Library Association
- California Academic and Research Libraries
- California Library Association
- California School Library Association
- California State Bar Association
- California Teachers Association
- Canadian Association for Information Science
- Canadian Association of Research Libraries
- Canadian Library Association
- Catholic Library Association
- Children's Literature Association
- Chinese American Librarians Association
- Computer Using Educators
- Correctional Education Association
- Council of Editors of Learned Journals
- Educause
- Evergreen Education Foundation
- Florida Health Sciences Library Association
- Florida Library Association
- Freedom to Read Foundation
- Geoscience Information Society
- Health Libraries Information Network
- Humanities, Arts, Science, and Technology Alliance and Collaboratory
- Illinois Library Association
- Industrial Research Institute
- Industrial Technical Information Managers Group
- Information Architecture Institute
- Institute for Operations Research and the Management Sciences
- Institute of Certified Records Managers
- Institute of Electronical and Electronics Engineers
- International Association of Privacy Professionals
- International Association of School Librarians
- International Federation of Library Associations and Institutions
- International Leadership Association
- International Reading Association
- International Research Centre for Children's Literature

- International Society for Knowledge Organization
- International Society for Technology in Education
- Law Librarians of Puget Sound
- Library Association of Alberta
- Library Information Technology Association
- Library Leadership & Management Association
- Medical Library Association, National organization and local chapters
- Michigan Health Sciences Library Association
- Michigan Library Association
- Middle East Librarians Association
- National Association of Government Archives & Records Administrators, National organization and local chapters
- National Council of Teachers of English
- National Network of Libraries of Medicine, Greater Midwest Region
- National Youth Rights Association
- North Carolina Community College Archives Association
- North Carolina Library Association
- Oregon Library Association
- Pacific Northwest Library Association
- Pennsylvania Library Association
- Pennsylvania School Librarians Association
- Public Library Association
- Quebec Library Association
- Reference and User Services Association
- REFORMA, National organization and local chapters
- Society of American Archivists
- Society of Georgia Archivists
- Society of North Carolina Archivists
- South Carolina Library Association
- Southern California Association of Law Libraries
- Special Libraries Association, National organization and local chapters
- Tampa Bay Medical Library Network
- Texas Library Association
- Theatre Library Association
- Washington Library Association
- Young Adult Library Services Association
- Young Adult Studies Association

Appendix III. H - Full-time and Part-time Faculty Membership in LIS Organizations

Full-Time Faculty: Professional Association Memberships

Faculty Member	Organization
Sue Alman	American Society for Information Science and Technology Association for Library and Information Science Education Beta Phi Mu
Anthony Bernier	American Historical Association American Library Association Association for Information Science & Technology Association for Library and Information Science Education National Youth Rights Association Young Adult Library Services Association
Joni Bodart	American Library Association Association for Library and Information Science Education National Council of Teachers of English Young Adult Library Services Association
Mary Bolin	American Library Association
Michelle Chen	Association for Information Science and Technology Association for Library and Information Science Education Institute for Operations Research and the Management Sciences
Anthony Chow	Association for Library and Information Science Education American Library Association Association for Educational Communications and Technology American Educational Research Association Asian/Pacific American Librarians Association Association for Information Science & Technology Chinese American Library Association California Library Association International Federation OF Library Associations and Institutes North Carolina Library Association North Carolina School Library Media Association The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (REFORMA)
Lisa Daulby	Archives Association of Ontario Association of Canadian Archivists Association of Library and information Science Educators Association of Records Managers & Administrators International Association of Privacy Professionals Society of American Archivists
Debbie Faires	American Library Association Association for Library and Information Science Education Beta Phi Mu
Patricia Franks	Association of Records Managers & Administrators American International Education Foundation National Association of Government Archives & Records Administrators
Souvick Ghosh	Association for Computing Machinery Association for Information Science and Technology
Mary Ann Harlan	American Association of School Librarians

	American Educational Research Association American Library Association American Society for Information Science and Technology Association for Library and Information Science Education California School Library Association International Association of School Librarians Young Adult Library Services Association
Deborah Hicks	American Library Association Association for Information Science and Technology Association for Library and Information Science Education Canadian Association for Information Science
Sandy Hirsh	American Library Association Association for Computing Machinery, Special Interest Group on Computer-Human Interaction: Global & SF Bay Area Chapter Association for Information Science & Technology Association for Library and Information Science Education California Library Association International Federation of Library Associations and Institutions Special Libraries Association
Darra Hofman	American Association of Law Librarians Archives Association of British Columbia Association for Information Science & Technology Association for Computing Machinery Association of Canadian Archivists British Columbia Library Association Institute of Electronical and Electronics Engineers Society of American Archivists
Renee Jefferson	American Library Association
Jason Kaltenbacher	Academy of Certified Archivists Association of Records Management Professionals, Global and Oregon Chapter Institute of Certified Records Managers International Leadership Association
Geoffrey Liu	American Society for Information Science and Technology Association of Library and Information Science Educators
Ziming Liu	American Society for Information Science and Technology
David Loertscher	American Association of School Librarians Association of Library and Information Science Educators California School Library Association International Society for Technology in Education
Lili Luo	American Library Association American Society for Information Science and Technology Association of Library and Information Science Educators Beta Phi Mu
Linda Main	Association of Library and Information Science Educators
Kristen Rebmann	American Library Association Association of Library and Information Science Educators Pacific Northwest Library Association REFORMA
Tonia San Nicolas-Rocca	Association for Computing Machinery, Special Interest Group on Health; Special Interest Group on Management Information Systems Association for Information Science and Technology Association for Information Systems

	Beta Gamma Sigma
Alyce Scott	American Library Association
Vicki Steiner	American Association of Law Librarians Beta Phi Mu California State Bar Association South Carolina Library Association Southern California Association of Law Libraries
Cheryl Stenstrom	American Library Association Association for Information Science and Technology Association of Library and Information Science Educators British Columbia Library Association Canadian Library Association
Michael Stephens	American Library Association Association for Information Science and Technology Association of Library and Information Science Educators
Virginia Tucker	American Library Association Association for Information Science and Technology, Special Interest Groups for Information Seeking & Use and Information & Learning Sciences Association for Information Science and Technology Association for Library and Information Science Education Beta Phi Mu Information Architecture Institute International Society for Knowledge Organization Law Librarians of Puget Sound
Michele Villagran	American Association of Law Librarians, National organization, Southern California and San Diego chapters American Library Association Association of College and Research Libraries Association for Library and Information Science Education California Library Association International Leadership Association Los Angeles Latino Chamber of Commerce Reference and User Services Association REFORMA, National organization and Los Angeles Chapter Special Libraries Association, Southern California and San Diego chapters
Elizabeth Wrenn-Estes	American Library Association Assembly on Literature for Adolescents Association for Library Service to Children Bay Area Young Adult Librarians California Library Association Freedom to Read Foundation National Council of Teachers of English Young Adult Library Services Association
Lei Zhang	American Society for Indexing Association for Information Science and Technology Association of Library and Information Science Educators Canadian Association for Information Science International Society for Knowledge Organization

Part-Time Faculty: Professional Association Memberships

Faculty Member	Organization
Susan Aber	American Library Association Association for Library and Information Science Education Geoscience Information Society Special Libraries Association
Ann Agee	American Library Association Association of College and Research Libraries California Library Association California Association of Research Libraries Reference and User Services Association
José Aguiñaga	American Library Association Arizona Community College Library Consortium Arizona Library Association Association of College and Research Libraries
Ruth Barefoot	American Library Association Public Library Association Washington Library Association
Steven Bell	American Library Association Association of College and Research Libraries
Gerald Benoit	Association for Information Science and Technology
Robert Boyd	American Library Association California Academic and Research Libraries California Library Association Library and Information Technology Association
Scott Brown	Special Libraries Association
Kimberli Buckley	American Library Association California Library Association
Cheryl Dee	American Library Association Florida Health Sciences Library Association Medical Library Association Special Libraries Association
Timothy Dickey	American Library Association American Musicological Society Association for Information Science and Technology Association for Library and Information Science Education
Mary Evangeliste	American Library Association Association of College and Research Libraries
Meredith Farkas	American Library Association Association of College and Research Libraries Oregon Library Association
Nancy Friedland	Theatre Library Association
Todd Gilman	American Library Association American Society for Eighteenth Century Studies Association for Library and Information Science Education Association of College and Research Libraries
Charles Greenberg	Academy of Health Information Professionals American Library Association Association of Academic Health Libraries Association of College and Research Libraries International Federation of Library Associations and Institutions Medical Library Association

Africa Hands	American Educational Research Association American Library Association Association for Library and Information Science Education Association for Library Service to Children
Shahrzad Khosrowpour	American Library Association Association for Library Collections and Technical Services Association of College and Research Libraries California Academic and Research Libraries Middle East Librarians Association
Lorie Kloda	Academy of Health Information Professionals Medical Library Association Quebec Library Association
Christie Koontz	American Library Association International Federation of Library Associations and Institutions
Diane Kovacs	American Library Association Association for Library and Information Science Education Association for Rural & Small Libraries
Erin Lawrimore	North Carolina Community College Archives Association Society of American Archivists Society of Georgia Archivists Society of North Carolina Archivists
Crystal Megaridis	Illinois Library Association Industrial Research Institute Industrial Technical Information Managers Group Special Libraries Association
William Mongelli	Correctional Education Association
Maggie Murphy	American Library Association Art Libraries Society of North America, Southeast Chapter & Visual Resources Division Association of College and Research Libraries North Carolina Library Association
James Oliver	Michigan Library Association
Peace Ossom-Williamson	Health Libraries Information Network Medical Library Association, South Central Chapter Texas Library Association
Maria Otero-Boisvert	American Library Association Illinois Library Association
Ruphina Ozoh	American Library Association Association of College and Research Libraries
Penny Peck	American Library Association Association of Children's Librarians of Northern California California Library Association
Morgan Pershing	California Library Association
Leah Phillips	Children's Literature Association International Research Centre for Children's Literature YA Studies Association
Megan Price	Special Libraries Association
Joanne Rodger	Library Association of Alberta
Suzanne Sannwald	American Library Association American Association of School Librarians Asian Pacific American Librarians Association California School Library Association

	Computer Using Educators International Society for Technology in Education
Kate Saylor	Medical Library Association, National Chapter, Nursing and Allied Health Resources Section, & Public Health/Health Administration Section Michigan Health Sciences Library Association National Network of Libraries of Medicine, Greater Midwest Region
Jennifer Sweeney	American Library Association
Ellyssa Valenti Kroski	American Association of Law Librarians
Joey van Arnhem	American Library Association Association for the Advancement of Sustainability in Higher Education Association of College and Research Libraries Beta Phi Mu Educause Humanities, Arts, Science, and Technology Alliance and Collaboratory, New Media Caucus & Text Encoding Initiative
Scott Walter	American Library Association Association of College and Research Libraries Association for Library and Information Science Education California Teachers Association Catholic Library Association Council of Editors of Learned Journals Library Leadership & Management Association
Dorothy Waugh	Atlanta Area Digital Archivists Society of American Archivists
Donald Westbrook	American Library Association Florida Library Association
Patty Wong	American Indian Library Association American Library Association, Black Caucus Asian Pacific American Librarians Association Chinese American Librarians Association REFORMA
Andromeda Yelton	American Library Association Library Information Technology Association

Appendix III. I - T3 Workshops, 2015–2021

Date	Title	Description	Presenter(s)
10/2/2015	*Voice Thread for Intermediate Users*	Workshop covered the processes for using groups, sharing securely, creating collaborative VoiceThreads, moderating comments for assessments, and multiple uses for comment reordering.	George Haines
11/5/2015	*Canvas Integrated Multimedia Apps: YouTube; NBC Learn; Ted-Ed*	Workshop highlighted a few of the top multimedia applications integrated into the Canvas learning system, their utility, and methods of incorporating them into courses.	Alfredo Alcantar
4/19/2016	*Blogging: Part One*	Workshop highlighted the value of the iSchool's Community Blogging Site for instructors and students. Blogs are used in INFO 200 as part of the course redesign and as a means for student reflection and collaboration.	Michael Stephens
7/6/2016	*Blogging: Part Two*	Panel presentation with three iSchool faculty who use blogging in their courses. Vicki Steiner shared what students learn about blogging in INFO 203; Adele Reid presented on the ways students use blogs in INFO 200; and Beth Wrenn-Estes shared student work with blogs in her courses.	Adele Reid, Vicki Steiner, and Beth Wrenn-Estes
7/15/2016	*Remaking a Course for Transformational – and Troublesome - Learning*	Virginia Tucker shared the application of threshold concepts for her course redesign of INFO 244: Online Searching. "Threshold concepts" represent learning portals that transform a student's understanding of a domain or discipline; they are troublesome, integrative, and often counterintuitive and uncomfortable to acquire. The session covered ways to create opportunities for students to wrestle with critical concepts and cultivate an environment of transformational learning.	Virginia Tucker
9/28/2016	*eCampus Office of Quality Assurance*	Session provided information on the Office of Quality Assurance and their efforts to: (1) Establish and maintain quality standards for hybrid and online courses and support campus-wide initiatives to encourage development of high-quality online teaching at SJSU; (2) Provide effective training and support for faculty who wish to design, develop, and teach quality online/hybrid courses, while implementing and testing innovative methods and techniques; and (3) Ensure	Lili Luo and Deborah Weissmann

		that all online/hybrid courses are accessible and provide a high-quality learning experience that offers equal opportunities for success for all students.	
11/9/2016	*Blogging: Part Three*	Workshop covered evaluating and refining an academic community blogging platform as a means of promoting inclusive and connected learning.	Michael Stephens
4/18/2017	*Teaching with Piazza*	Piazza is a Q & A platform for academic communities and is popular amongst the iSchool faculty who use it. Slobodan Simic and Shelly Buchanan shared their experiences with the application.	Shelly Buchanan and Slobodan Simic
6/13/2017	*Time-Saving Grading Tips*	Panel discussion presenting different ways of moving efficiently through grades and comments.	Sue Alman, Kristen Rebmann, and Beth Wrenn-Estes
9/6/2017	*OneSearch: Tips & Tricks*	Workshop provided information on searching and saving, CSU+/Interlibrary Loan, applying filters, export options, and how to report problems	Ann Agee and Christina Mune
9/12/2017	*SOTEs: Lessons & Strategies*	Debbie Faires and Sandy Hirsh shared their top five lessons learned from using SOTEs.	Debbie Faires and Sandy Hirsh
10/19/2017	*Canvas Update & Tips*	Yingjie Liu provided an update on Canvas and shared tips for navigation and instruction.	Yingjie Liu
11/8/2017	*Time-Saving Teaching & Grading Tips*	Panel discussion presenting different ways of preparing thoughtful instruction and grading in an efficient manner.	Ruth Barefoot, Steve Perry, and Johanna Tunon
2/15/2018	*Zoom v. Panopto*	Workshop presented differences between Zoom and Panopto and criteria for evaluating their relevance to instructional content and instructor aims.	Alfredo Alcantar, Michelle Chen, Debbie Faires, and Vicki Steiner
3/13/2018	*That's a Wrap: How to End a Course on a High Note*	Panel presentation on different ways of concluding courses with positive outcomes and feedback.	Sue Alman, Debbie Faires, and Cindy Runnels
3/20/2018	*SAGE Research Methods*	Workshop provided introduction to and navigation information for SAGE's online research methods platform.	Ann Agee and Tracy Ell
4/26/2018	*Research Productivity*	Presentation of Faculty Research Committee findings from fall 2017 needs assessment survey to determine faculty research support needs.	Faculty Research Committee
7/12/2018	*Research Productivity*	iSchool faculty and MLK librarians shared successful teaching strategies and their experiences with the eCampus Office of Quality Assurance and the new KLEVR Lab at the Martin Luther King Library.	Deborah Weissmann; MLK KLEVER Lab members: Wayne Disher, Neil Ordinario, and Cameron Weigel

7/24/2018	*Secrets of Outstanding Teachers: Part One*	Each year a full-time or part-time faculty member is recognized as the "iSchool Outstanding Teacher." This session focused on the successful teaching and mentoring strategies of the award winners.	Raymond Dean, Alyce Scott, and Beth Wrenn-Estes
10/2/2018	*Secrets of Outstanding Teachers: Part Two*	Each year a full-time or part-time faculty member is recognized as the "iSchool Outstanding Teacher." This session focused on the successful teaching and mentoring strategies of the award winners.	Michelle Chen, Lili Luo, and Michael Stephens
10/31/2018	*OER: Everything You Need to Know*	King librarians presented information about ways to access and use OER. Sean Gaffney shared how he locates and uses OER for his research and course development.	Ann Agee, Christa Bailey, and Sean Gaffney
11/28/2018	*Lessons Learned: Teaching Tips from EOQA Alumni*	iSchool faculty members who have been awarded EOQA grants to enhance online teaching shared key strategies for success.	Lisa Daulby, Diane Kovacs, and Lili Luo
2/15/2019	*Open Access in Research & Teaching*	Three iSchool faculty members discussed their experiences with and involvement in open access.	Mary Bolin, Kristen Rebmann, and Katherine Skinner
3/12/2019	*A View from Within: An Open House Tour of Two Canvas Core Courses*	Debbie Faires and Alyce Scott offered a tour of their two core courses to showcase their design and unique features.	Debbie Faires and Alyce Scott
4/18/2019	*AR/VR: Classroom Instruction & eCampus Tools*	AR/VR experts who are teaching the technology in an iSchool course and eCampus project shared information about how to adopt AR/VR technology in instructor course content and delivery.	Joey van Arnhem and Yingjie Liu
6/18/2019	*Intellectual Freedom Partnerships & Concepts for Effective Teaching and Learning*	Workshop highlighted the collaboration between the iSchool and the Freedom to Read Foundation (FTRF) and presented some of the ways that iSchool students learn about intellectual freedom and American copyright law. Beth Wrenn-Estes and Joyce Hagen-McIntosh elaborated on the history of the iSchool/FTRF partnership. Michael Stephens discussed relevant information resources and the ways that intellectual freedom is addressed in INFO 200.	Joyce Hagen-McIntosh (from the FTRF), Michael Stephens, and Beth Wrenn-Estes
7/17/2019	*Searching for First Generation LIS Student Success*	Session presented findings from the 2018–2019 ALA Diversity Research Committee's funded study of SJSU's iSchool students who are first in their families to earn a professional degree. Discussion explored pedagogical and institutional implications to better	Anthony Bernier and Megan Price

		prepare first generation students to thrive in the academic environment.	
9/19/2019	*The Positive Impact of VoiceThread on Teaching & Learning*	The iSchool's premium VoiceThread license is available for any instructor to use in Canvas or as a stand-alone application. George Haines, instructional designer and expert VoiceThreader, shared research data on VoiceThread's positive impact on online teaching and learning.	George Haines
10/17/2019	*A View from Within: An Open House Tour of Three Canvas Core Courses*	Presenters offered an insider tour of their courses to showcase their design and unique features.	Scott Brown, Christy Confetti Higgins, Margaret Driscoll, and Sylvia Hall-Ellis
11/5/2019	*Canvas Studio: "But How Do I Know If They Watched My Video?"*	Debbie Faires and Rosanne Macek shared their expertise in and insights on Canvas Studio. In addition to providing "how to use" instructions for Studio, they developed a comparison chart of features in Canvas Studio, Panopto, Zoom, and VoiceThread.	Debbie Faires and Rosanne Macek
2/19/2020	*How and Why to Give Effective Feedback through ROCK-SOLID Coaching*	David Leasure shared insights on how a "caring coaching" model can foster positive feedback and student growth.	David Leasure, Head4Knowledge
3/19/2020	*Canvas Rubrics and Their Course Role*	Workshop highlighted the role of Canvas rubrics in strengthening and evaluating student performance.	Anthony Bolaños
4/29/2020	*Gender Inclusive Practices in the Classroom*	Michele Villagran presented affirming pedagogical practices drawn from the literature and other universities, discussed creating gender inclusive curriculum, and offered insights on her integration of this curriculum into her iSchool courses.	Michele Villagran
6/16/2020	*What You Need to Know About Student Services: But Didn't Ask!*	Debbie Faires and Shelia Gurtu reviewed the services that are (and aren't) available to students. Some of the topics included: At-Risk Outreach; INFO 203 "How to…" Videos; Writing Support; Student Services Team; Registration and Enrollment; iSchool Advising Model; New Student Resources; iStudent Blog; Career Development; Career Pathways; and Career Center Liaison.	Debbie Faires and Sheila Gurtu
6/24/2020	*Using VoiceThread to Establish Social Presence*	George Haines offered many examples of ways that faculty members can use VoiceThread in their courses.	George Haines, VoiceThread Designer
7/15/2020	*Recording Lectures: Hints and Tips for Success*	Michael Stephens shared his experiences re-recording lectures for INFO 200 and the Hyperlinked Library in fall 2019, from updating slide decks into a cohesive	Michael Stephens (With post-presentation round-robin

		package, recording lectures from a technical and human focus, and sharing the results via multiple channels so students can view from any location. There was a post-presentation discussion where several master instructors shared their tips and techniques to create engaging recorded learning objects for students.	discussion from Johanna Tunon, Mary Ellen Sloane, and Lori Lindberg)
9/23/2020	*A Toe in the Water: Competencies Covered in the Core*	The core course coordinators discussed the work done to ensure that each competency is covered. The presentations were followed by a round-robin discussion with several instructors who teach core course sections. They focused on the ways that course assignments map to the core competencies.	Debbie Faires, Deborah Hicks, Virginia Tucker, and Michael Stephens
10/23/2020	*Speed Snooping: A Small Selection of Electives iSchool Students Can Explore*	This session was a variation on the ever-popular "Course Open Houses" that are always rated highly on the T3 evaluations. This 1-hour, power-packed (and a tad overly-ambitious!) session provided an overview of several electives in the following areas: Resources and Information Services in Professions and Disciplines; Information Technology Tools and Applications; Special Topics Seminars in Contemporary Issues; Library Management; and Information Science.	Joni Bodart, Charlie Greenberg, Steve Perry, Michelle Chen, Jen Jumba, Scott Brown, and Andromeda Yelton
11/10/2020	*Library Resources and Needed Skills During Times of Crisis*	Bernd Becker provided vital information on ways faculty can use/access/request online resources and services including full text, ILL, online course reserves, Leganto, and OER materials. He also described some of the skills librarians must possess to meet the needs of users during times of crisis.	Bernd Becker, MLK Library and iSchool Instructor
2/24/2021	*Using WordPress Blogs in Your Classes*	This session explored options for using the School of Information blogging platform in classes. Blogging creates engaging spaces and opportunities for students to explore ideas in new ways with new technologies. Every student sets up a blog as part of INFO 203, and they can use it throughout the program. The blogs offer a high degree of personalization, and the freedom to embed and include media enhance the learning experience.	Michael Stephens - Presenter and Round Robin Panel: Vicki Steiner, Beth Wrenn-Estes, Maggie Murphy, and Charlie Greenberg

3/23/2021	*Training the Trainers: Incorporating Hands-on Technology Experiences*	Activity-based learning enhances both student creativity and learning. Students need to not only understand the technology used in today's workplace but also be able to demonstrate some form of familiarity with the most popular products. Pat Franks demonstrated how she introduces her students to the concepts of electronic content management and digital preservation while offering hands-on assignments in two popular products: Microsoft Office SharePoint and Preservica. COVID forced many onto Zoom as the major communication channel for delivery of education and team meetings. Virtual Reality (VR) was suddenly thrust into the limelight as Zoom fatigue set in, and people looked for more engaging, alternative technologies. Marie Vans demonstrated how the use of VR in training and educational settings can address this need and provided examples from the course she taught on designing experiences for VR.	Patricia C. Franks and A. Marie Vans
4/20/2021	*Google Slides: The Google Workspace Solution to PPT*	Google Slides is not only a great platform for collaboration, it's also a wonderful suite of tools that enables faculty and students to quickly create professional presentations. Alfredo Alcantar, Bethany Winslow, and Debbie Faires shared a comprehensive overview of the options and features available in Google Slides along with some creative uses of the Google Slides environment.	Alfredo Alcantar, Bethany Winslow, and Debbie Faires
7/16/2021	*Best Practices in Online Instruction for Adult Learners*	Adult learners represent a student population with distinct needs, challenges, and gifts. In this interactive session, we will discuss how adults learn in online environments, as well as best practices for inclusive, accessible, and effective instruction.	Deanna Fassett, Assistant Vice Provost for Faculty Development, Director for the Center for Faculty Development, and Professor, Department of Communication Studies
7/26/2021	*The Next Evolution: Google Workspace*	Google Workspace is the next evolution of G Suite, which is an all-in-one communication, collaboration, and productivity tool for faculty and students. In this T3, Alfredo Alcantar	Alfredo Alcantar

		explained what Google Workspace is and demonstrated the significant changes and features that Google Workspace provides.	
8/5/2021	*Equity-Focused Online Teaching Strategies*	Twitter Chat	Kristen Rebmann
9/7/2021	*Copyright and the Library + Learn How to Expertly Find and Use Images for your Courses*	DeeAnn Tran reviewed copyright guidelines in the educational setting. In this vein, Andrew Chae shared tips on how to find images online and through the library's resources and talked about best practices to promote ethical and legal use of images. Leganto, the library's new course reserves and reading list platform, is not only instrumental in maintaining copyright compliance but also streamlines students' access to course material. Some updates in Leganto were highlighted.	DeeAnn Tran and the new iSchool Librarian, Andrew Chae
10/4/2021	*EDI: Issues and Examples for iSchool Instructors*	Kristen Rebmann, an expert in EDI instruction, provided an overview of current EDI issues relevant to iSchool instructors followed by the ever-popular Open House format to showcase the ways that several other instructors are implementing EDI in their courses.	Kristen Rebmann, Lisa Houde, Michael Stephens, and Michele Villagran
11/10/2021	*Pointers and Pitfalls: Comparing Two Canvas Courses*	This workshop will offer the rare chance to explore two different online Canvas courses from the perspective of a student. Faculty can either use their own device or watch along as Winslow compares a course modeled after Quality Matters guidelines to another one that has not yet been aligned or optimized. Faculty will share findings and discuss experiences in what is sure to be a fun and informative session! Participants will also be given a Google doc handout with links to additional resources and reading.	Bethany Winslow

Appendix III. J - Faculty Recognitions and Awards (2015-2021)

Full-Time Faculty Awards, 2015–2021

Faculty Member	Award and Year Received
Sue Alman	iSchool Distinguished Scholar Award, 2019 iSchool Outstanding Lecturer Award, 2017 iSchool Outreach and Collaboration Award, 2016
Mary Bolin	iSchool Outstanding Lecturer Award, 2019
Michelle Chen	Emerald Literati Award (co-recipient) for "Voices in the Cloud: Social Media and Trust in Canadian and U.S. Local Governments," 2019 iSchool Outstanding Professor Award, 2019 Emerald Literati Award (co-recipient) for "How Are We Doing in Tribal Libraries: A Case Study of Oglala Lakota College Library Using Information Visualization," 2018 iSchool Distinguished Scholar Award, 2017 iSchool Outstanding Teacher Award, 2016
Lisa Daulby	iSchool Distinguished Service Award, 2019 iSchool Outstanding Lecturer Award, 2016
Debbie Faires	iSchool Distinguished Service Award, 2021 iSchool Outstanding Teacher Award, 2019
Patricia Franks	iSchool Outstanding Professor Award, 2021; 2020 iSchool Outreach and Collaboration Award, 2017
Chris Hagar	iSchool Outreach and Collaboration Award, 2018 iSchool Distinguished Scholar Award, 2016
Debra Hansen	iSchool Distinguished Service Award, 2019
Mary Ann Harlan	iSchool Distinguished Service Award, 2017
Sandra Hirsh	ASIS&T Distinguished Member, 2021-2026 Distinguished Alumni Award, UCLA Library & Information Studies, 2019 Invited Visiting Scholar, Rikkyo University, 2017 Published Member Award, SLA Silicon Valley, 2015
Darra Hofman	ALISE/Eugene Garfield Doctoral Dissertation Competition Winner, 2021
Jason Kaltenbacher	iSchool Outstanding Lecturer Award, 2021; 2020
Lili Luo	Winner, ALISE/ProQuest Methodology Paper Competition for "Vignettes: Implications for LIS Research," 2016 iSchool Outstanding Professor Award, 2016
Kristen Rebmann	iSchool Distinguished Scholar Award, 2018 Purdue Libraries' Research Award (co-recipient) for "Designing Rich Information Sources to Shape Learning Outcomes," 2015
Tonia San Nicolas-Rocca	iSchool Distinguished Service Award, 2019 Distinguished Alumni Award, CSU, San Bernardino, 2017
Alyce Scott	iSchool Outstanding Teacher Award, 2017
Vicki Steiner	iSchool Outstanding Teacher Award, 2020
Cheryl Stenstrom	iSchool Distinguished Service Award, 2016
Michael Stephens	iSchool Distinguished Scholar Award, 2020 iSchool Outstanding Professor Award, 2017
Virginia Tucker	iSchool Distinguished Scholar Award, 2021 iSchool Outreach and Collaboration Award, 2020

	iSchool Outstanding Professor Award, 2018 Law Day Award, Whatcom County Bar Association, 2016
Michele Villagran	Joseph L. Andrews Legal Literature Award, American Association of Law Libraries, (co-recipient) for "Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries," 2019 iSchool Distinguished Service Award, 2020 American Association of Law Libraries Foreign, Comparative, and International Law Special Interest Sections' Interest Group/Committee Project of the Year Award, 2020 REFORMA Librarian of the Year, 2021 Association for Library and Information Science Education Norman Horrocks Leadership Award, 2021 Special Libraries Association Presidential Citation for Diversity Inclusion Community Equity Caucus, 2020
Elizabeth Wrenn-Estes	iSchool Outstanding Lecturer Award, 2018

Part-Time Faculty Awards, 2015–2021

Faculty Member	Award and Year Received
Ann Agee	iSchool Special Recognition Award, 2018
Robert Boyd	iSchool Distinguished Service Award, 2017
Raymond Dean	iSchool Outstanding Teacher Award, 2018
Cheryl Dee	Medical Library Association Fellow, 2015 iSchool Distinguished Service Award, 2018
Wayne Disher	iSchool Outstanding Teacher Award, 2021
Meredith Farkas	Learning Assessment Council Exemplary Assessment of Student Learning Award, 2019; 2017
Nancy Friedland	Louis Rachow Distinguished Service Award, Theatre Library Association, 2020
Jeremy Kemp	"Best in track" Award, Online Learning Consortium National Conference, 2019
Christie Koontz	Florida State University Teaching Award, 2015–2016 Florida State University Faculty of the Year Award, 2015
Erin Lawrimore	UNC Greensboro Institute for Community and Economic Engagement Faculty Fellow, 2019
Glen Mules	IBM Faculty Award, Iona College, 2017
Maggie Murphy	ALA Movers & Shakers Award, 2020 ARLIS/NA Conference Travel Award, 2020 Caught in the Act of Great Teaching Award, Georgia Highlands College, 2016
Gonzalo Oyarzún	National Innovation Award "Avonni" for Digital Public Library, 2016 National Innovation in Education Award for "Young Programmers,"2015
Morgan Pershing	California Library Association Member of the Year Award, 2018
Suzanne Sannwald	Classroom of the Future Foundation Innovate Award for GUHSD Growing Readers through Gamification Summer Reading Program, 2021 Golden Apple Teacher of the Year Award, West Hills High School, Santee, CA, 2018 American Library Association Spectrum Scholar, 2015
Kate Saylor	Medical Library Association, Ida and George Eliot Prize, 2018

	Donate Life America Platinum Pinnacle Award for "Michigan Libraries for Life," 2015
Patrick Sweeney	*Library Journal* Mover and Shaker, 2015
Ellyssa Valenti Kroski	Joseph L. Andrews Legal Literature Award for *Law Librarianship in the Age of AI* (2019), 2020 ALA & LITA Library Hi Tech Award, 2017
Joey van Arnhem	Demetria N. Clemons Distinguished Mentor Award, College of Charleston, South Carolina, 2015

Appendix III. K - Part-Time Faculty Advertisement

SAN JOSÉ STATE UNIVERSITY

Department Summary

The School of Information (SOI) offers three master's degree programs, MLIS (Master of Library and Information Science), MARA (Master of Archives and Records Administration), MS in Informatics and an undergraduate degree in Information Science and Data Analytics (BSISDA). All degrees are delivered 100% online asynchronously. All communication with students and faculty is conducted 100% online.

Brief Description of Duties

Faculty teach in their areas of specialty. We have a very wide-ranging curriculum. For information on curriculum see:

- MLIS Courses (see required and elective courses)
- MARA Courses (see required and elective courses)
- Informatics Courseshttps://ischool.sjsu.edu/informatics-academics (see required courses and specializations)
- BSISDA Courses (see required and elective courses)

All faculty are responsible for effective curriculum preparation, syllabus and accessibility compliance, review and grading of assignments and work, holding office hours, texts and readings, overall support of student learning and professional development, and working collaboratively with faculty and staff to promote student success.

All faculty also support activities and preparation needed to maintain accreditation.

To ensure teaching presence in our online classes each iSchool faculty member must include one or more of the following types of recorded (video or audio) content for each week or module:

- Introductions to weekly/unit content and activities
- Announcements
- Regular (Weekly/unit) updates
- Responses to assignments or discussions
- Short lectures

Candidate must demonstrate awareness and experience understanding the needs of a student population of great diversity – in age, cultural background, ethnicity, primary language and academic preparation – through inclusive course materials, teaching strategies and advisement.

All faculty organize their classes within the **Canvas Learning Management System (LMS)**, the official LMS provided for the SJSU community. All classes at SJSU, whether online or not, must be anchored in the Canvas platform to ensure faculty-student connection in a common space as all students are directed to log in to Canvas for online access to their classes. You will have access to this system prior to the semester start date.

Required Qualifications

Applicants must have:

- An earned master's degree;
- Professional or academic work experience;
- Knowledge of the subject matter of the discipline to which the individual is assigned.

Applicants should demonstrate an awareness of and sensitivity to the educational goals of a multicultural population as might have been gained in cross-cultural study, training, teaching and other comparable experience.

Preferred Qualifications

- Online teaching experience

Conditional Appointment

Please be advised that an appointment is contingent upon budget and enrollment considerations and subject to order of assignment provisions in the collective bargaining agreement between California State University and California Faculty Association. These provisions state the "Order of Work," or the order in which available courses must be assigned to faculty, starting with tenure line faculty and ending with new lecturer appointees.

Salary Range - commensurate with experience.

Application Procedure

Click Apply Now to complete the SJSU Online Employment Application and attach the following documents:

- CV
- Cover Letter
- Statement of Expertise, including professional experience, courses you are qualified to teach
- List of References

This is a continuing open position.

The University

San José State University enrolls over 35,700 students, a significant percentage of whom are members of minority groups. As such, this position is for scholars interested in a career at a national leader in graduating URM students. SJSU is a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander (AANAPISI) Serving Institution; 40% of our students are first-generation, and 38% are Pell-qualified. The university is currently ranked fifth nationally in increasing student upward mobility. The university is committed to increasing the diversity of its faculty so our disciplines, students, and the community can benefit from multiple ethnic and gender perspectives.

San José State University is California's oldest institution of public higher learning. Located in downtown San José (Pop. 1,000,000) in the heart of Silicon Valley, SJSU is part of one of the most innovative regions in the world. As Silicon Valley's public university, SJSU combines dynamic teaching, research, and university-industry experiences to prepare students to address the biggest problems facing society. SJSU is a member of the 23-campus California State University (CSU) system.

Equal Employment Statement

San José State University is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression,

sexual orientation, genetic information, medical condition, marital status, veteran status, or disability. This policy applies to all San José State University students, faculty, and staff as well as University programs and activities. Reasonable accommodations are made for applicants with disabilities who self-disclose. Note that all San José State University employees are considered mandated reporters under the California Child Abuse and Neglect Reporting Act and are required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

Additional Information

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

Appendix III. L - Part-Time Faculty: SOTE Averages, Fall 2015 - Spring 2021

[Redacted material: Confidential Data].

Appendix M - Full-Time Faculty: Representative Service and Leadership Positions in LIS Organizations, 2015–2021

Sue Alman	
Organization	**Role and Years Served**
ALISE	**Member**, Norman Horrocks Leadership Award Committee, 2019–Present **Co-Chair**, Annual Conference Programming Planning Committee, 2020–2021
Anthony Bernier	
Organization	**Role and Years Served**
ALA	**Chair, Vice-Chair, and Member**, Library History Round Table, Chair, 2019–2021; Co-Chair, 2019; Member, 2018–2020 **Member**, Eliza Atkins Gleason Book Award Committee, 2016–2019 **Member**, Committee on Accreditation, 2017
ALISE	**Member**, Tellers Committee, 2020–2021 **Member**, Eliza Atkins Gleason Book Award Committee, 2019–2020 **Chair and Co-Chair**, Library History Special Interest Group, 2017–2019 **Judge**, Doctoral Research Poster Sessions, 2016–2019
Joni Bodart	
Organization	**Role and Years Served**
ALA	**Member**, Midwinter Convention Paper Committee, 2018 **Member**, Margaret A. Edwards Award Committee, 2015–2016 **Member**, Alex Award Committee, 2013–2015
Anthony Chow	
Organization	**Role and Years Served**
ALA	**Member**, Committee on Library Advocacy, 2019–2021
ALISE	**Co-Chair**, Council of Deans, Directors, and Chairs, 2021–Present **Member**, Connie Van Fleet Award Committee, 2015–2018
ASIS&T	**Member**, Professional Development Committee, 2021–Present
IFLA Education Working Group	**Member** BSLISE
NCLA (North Carolina Library Association)	**Co-Chair**, NCLA Legislative and Advocacy Section, 2013–2021 **Member**, Executive Committee, 2013–2021
Lisa Daulby	
Organization	**Role and Years Served**
ALISE	**Member**, Professional Contribution Award Committee, 2019–Present **Member and Chair**, Service Award Committee, 2017–2019
ARMA	**Member**, International Student Outreach Committee, 2016–Present **Mentor**, 2016–Present
ICRM	**Member**, Awards, & Nominations Committee, 2016–Present **Mentor**, 2016–Present
Patricia Franks	

Organization	Role and Years Served
ARMA	**Member**, Professional Contribution Award Committee, 2019–Present **Member and Chair**, Service Award Committee, 2017–2019
	Project Member, ARMA International Glossary Revision, 2016 **Member**, International Education Foundation Committee, 2009–2017 **Board Member**, Central New York Chapter, 2004–Present
NAGARA	**Vice President**, 2019–2020 **Board Member**, 2013–Present **Chair**, Local Government Archives & Record Administrators Certificate Program, 2017–Present
Souvick Ghosh	
Organization	**Role and Years Served**
ACM	**Student Liaison for North America**, Special Interest Group in Information Retrieval, 2018–2020
ASIS&T	**Officer**, Special Interest Group in Social Media, 2018–2019
Chris Hagar	
Organization	**Role and Years Served**
ASIS&T	**Board Member and Infoshare Officer**, Special Interest Group-International Information Issues, 2014–2015
Debra Hansen	
Organization	**Role and Years Served**
ASIS&T	**Member**, Hall of Fame Committee, 2012–Present
Mary Ann Harlan	
Organization	**Role and Years Served**
AASL	**Chair**, AASL/CAEP Coordinating Committee, 2020–2021 **Member**, Council for the Accreditation of Educator Preparation (CAEP), 2019–2020
CSLA	**Member**, Induction Task Force Coordinating Committee, 2017–2019 **Member**, Research and Statistics Committee, 2014–2016
Deborah Hicks	
Organization	**Role and Years Served**
ALISE	**Member**, Nominating Committee, 2019–2020 **Member**, Annual Conference Program Committee, 2019
ASIS&T	**Reviewer**, SIG-USE Awards, 2018 **Member**, SIG-USE Symposium Planning Committee, 2015
CAIS/ACSI	**Co-Chair**, Annual Conference, 2017 **Member**, Annual Conference Programme Committee, 2012–2019 **Vice President and Secretary**, Executive Board, Vice President, 2015–2016; Secretary, 2014–2015
Sandy Hirsh	
Organization	**Role and Years Served**
ALA	**Member**, Membership Committee, 2021–2023 **Member**, ALA Committee on Education, 2021–2023 **Member**, IRRT Publications Committee, 2021–2023 **Member**, IRRT Nominations Committee, 2021–2022 **Nominee**, Executive Board, 2020

	Councilor, International Relations Round Table (IRRT), 2015–2021 **Member**, IRRT Executive Board, 2015–2021 **Member**, Center for the Future of Libraries Working Group, 2015–2020 **Chair and Member**, ALA Publishing Committee, 2015–2019 **Member**, Associate Executive Director for Publishing Search Committee, 2016–2017 **Chair**, *American Libraries* Advisory Committee, 2013–2015
ALISE	**Past President**, 2021–2022 **Member**, Nominating Committee, 2021–2022 **Chair**, Governance Committee, 2021–2022 **President**, 2020 **Convener**, 2020 ALISE Leadership Academy, 2019–2020 **Member**, Membership Taskforce, 2018–2019
ASIS&T	**Member**, Doctoral Colloquium Committee, 2019 **Chair**, 2018 ASIS&T ProQuest Doctoral Dissertation Award Jury, 2018 **Invited Member**, Presidential Initiative Working Group, 2017–2018 **Invited Mentor**, Mentorship Program, 2017–2019 **Co-Chair**, Executive Director Search Task Force, 2016–2017 **President**, 2015
CLA	**Member**, *Developing Leaders in California Libraries* Committee, 2017–Present
IFLA	**Standing Committee Member**, Section on Education and Training, 2021–2025 **Advisory Group Member**, Continuing Professional Development and Workplace Learning (CPDWL) Committee, 2021–2023 **Member, Co-Chair, Secretary**, Continuing Professional Development and Workplace Learning (CPDWL) Committee, Member, 2011–2021; Co-Chair, 2017–2019; Secretary, 2013–2015
NISO (National Information Standards Organization)	**Member**, NISO Plus 2022 Program Committee, 2021–2022 **Member**, NISO Plus 2021 Program Committee, 2020–2021
Darra Hofman	
Organization	**Role and Years Served**
ASIS&T	**Publicity Officer**, Knowledge Management SIG, 2020–Present **Peer Reviewer**, 2021 Annual Meeting, 2020–Present
NAGARA	**Member**, 2022 Annual Conference Program Committee, 2021–Present
Renee Jefferson	
Organization	**Role and Years Served**
American Educational Research Association	**Member**, Middle Level Education Special Interest Group, 2014–2017
David Loertscher	
Organization	**Role and Years Served**
AASL	**Organizer**, Treasure Mountain Research Retreat, 2019; 2017; 2015

Lili Luo	
Organization	**Role and Years Served**
ALA	**Reviewer**, Carroll Preston Baber Research Grant Competition, 2015–2016
ALISE	**Reviewer**, Research Grant Competition, 2015–2017
ASIS&T	**Reviewer**, Award for Best Paper and Poster on Information Needs, Seeking, and Use, 2019; 2017
Kristen Rebmann	
Organization	**Role and Years Served**
ALISE	**Judge**, ALISE Methodology Paper Competition, 2018 **Chair**, Bohdan S. Wynar Research Paper Competition, 2017–2018
Cheryl Stenstrom	
Organization	**Role and Years Served**
Canadian Library Association	**Chair**, Library Statistics and Values Task Force, 2012–Present
Project LLEAD	**Mentor**, Library Leadership Excellence and Development, 2016
Virginia Tucker	
Organization	**Role and Years Served**
ASIS&T	**Nominating Coordinator**, Cretsos Leadership Award, 2017
Michele Villagran	
Organization	**Role and Years Served**
AALL	**Chair**, EDI Taskforce, 2020–2021 **Member**, Scholarly Communication Committee, 2019–2021 **Member**, Grants Committee, Southern CA Chapter, 2012–Present **Member**, Newsletter Advisory Board, 2012–Present
ALA	**Member**, Library Research Round Table, 2019–Present **Consultant and Facilitator**, Racial Healing Circle, 2019–Present **Member**, Ethnic and Multicultural Information Exchange Round Table, 2015–Present
Joint Council of Librarians of Color	**Member**, Exhibits & Sponsorships Subcommittee, Annual Conference, 2017–2018
REFORMA	**Chair**, REFORMA National Education Committee, 2018–Present
SANDALL	**President**, AALL Chapter, San Diego Law Libraries, 2016–2017
SLA	**Co-Founder**, Diversity Inclusion Community Equity Caucus, 2018–Present
Elizabeth Wrenn-Estes	
Organization	**Role and Years Served**
ACL (Association of Children's Librarians)	**Member**, Organizing Committee, Northern California Chapter, ACL Institute, 2016
CLA	**Treasurer and Chair**, Finance Committee, 2013–2016

Appendix N - Full-Time Faculty: Advisory, Editorial, and Reviewer Roles, LIS Publications, 2015–2021

Anthony Bernier	
Publication	**Role and Years Served**
International Journal of Library and Information Science	**Peer Reviewer**, 2017–Present
Libraries: Culture, History, and Society	**Peer Reviewer**, 2016–Present
Public Library Quarterly	**Editorial Board Member and Reviewer**, 2016–Present
Library Information Science Media Studies	**Editorial Board Member**, 2015–Present
International Federation of Library Associations	**Editorial Board Member**, 2015–Present
Voice of Youth Advocates	**Editorial Board Member**, 2010–Present
Journal of Evidence Based Library and Information Practice	**Editorial Advisory Board Member**, 2009–Present
Scarecrow, Young Adult Services Encyclopaedia	**Editorial Board Member**, 2009–Present
Public Libraries	**Peer Reviewer**, 2004–Present
Joni Bodart	
Publication	**Role and Years Served**
Journal of Research on Libraries and Young Adults	**Editorial Advisory Board Member**, 2018–2019
Mary Bolin	
Publication	**Role and Years Served**
Library Philosophy & Practice	**Co-founder & Co-editor**, 2020–2021
Journal of Academic Librarianship	**Peer Reviewer**, 2012–Present
Western Nigerian Journal of Medical Sciences	**Peer Reviewer**, 2008–Present
Michelle Chen	
Publication	**Role and Years Served**
Collection Management	**Peer Reviewer**, 2019–Present
Library Hi Tech	**Peer Reviewer**, 2019–Present
Technology in Society	**Peer Reviewer**, 2019–Present
Open Information Science	**Section Editor**, 2018–Present
Digital Humanities Quarterly	**Peer Reviewer**, 2016–Present
IEEE BigDataService	**Peer Reviewer**, 2016–Present
Journal of Information Technology Management	**Editorial Board Member**, 2016–Present
Information Systems Research	**Peer Reviewer**, 2015–Present
INFORMS Journal of Computing	**Peer Reviewer**, 2010–Present
Anthony Chow	
Publication	**Role and Years Served**
Journal of Digital Learning Innovations	**Editor**, 2020–2021
Patricia Franks	
Publication	**Role and Years Served**
Records Management Journal	**Peer Reviewer**, 2018; 2016
Souvick Ghosh	
Publication	**Role and Years Served**
ACM Transactions on Information Systems	**Reviewer**, 2020–Present

Information and Learning Sciences	**Reviewer**, 2019–Present
International Journal of Healthcare Information Systems and Informatics	**Reviewer**, 2017–Present
Chris Hagar	
Publication	**Role and Years Served**
Secrecy and Society	**Editorial Advisor and Reviewer**, 2018–Present
International Journal of Disaster Risk Reduction	**Peer Reviewer**, 2017–Present
Libri	**Peer Reviewer**, 2015
Debra Hansen	
Publication	**Role and Years Served**
Libraries: Culture, History, and Society	**Reviewer**, 2017–2018
Deborah Hicks	
Publication	**Role and Years Served**
Information Research	**Peer Reviewer**, 2019–Present
Studies in Higher Education	**Peer Reviewer**, 2019–Present
The Library Quarterly: Information, Community, Policy	**Peer Reviewer**, 2018–Present
Partnership: The Canadian Journal of Library and Information Practice and Research	**Peer Reviewer**, 2018–Present
Canadian Journal of Information and Library Science	**Peer Reviewer**, 2017–Present
Canadian Journal of Information and Library Science	**Book Review Editor**, 2016–Present
Sandy Hirsh	
Publication	**Role and Years Served**
Information Processing & Management	**Editorial Board Member**, 2016–Present
Political Librarian	**Editorial Board Member**, 2015–2018
Darra Hofman	
Publication	**Role and Years Served**
Records Management Journal	**Peer Reviewer**, 2018–Present
Journal of the Association of Information Science and Technology (JASIST)	**Peer Reviewer**, 2018–Present
Journal of Intellectual Freedom and Privacy IEEE Access	**Peer Reviewer**, 2018–Present
Transactions on Management Information Systems	**Peer Reviewer**, 2018–Present
American Library Association's *Library Futures* series	**Peer Reviewer**, 2019
Renee Jefferson	
Publication	**Role and Years Served**
New Review of Academic Librarianship	**Editorial Board Member**, 2009–Present
Middle Grades Research Journal	**Editorial Board Member**, 2016–2019
Geoffrey Liu	
Publication	**Role and Years Served**
Interdisciplinary Journal of Information, Knowledge, and Management *Document, Information & Knowledge*	**Editor-in-Chief, Associate Editor-in-Chief, and Editor**, Editor-in-Chief, 2018–Present; Assistant Editor-in-Chief, 2017; Editor, 2013–2016 **Editorial Board Member**, 2004–Present

Library Tribune, Guandong Provincial Library	**Special Reviewer**, 2013–Present
Ziming Liu	
Publication	**Role and Years Served**
Open Information Science	**Editorial Advisory Board Member**, 2016–Present
Information Processing and Management	**Peer Reviewer**, 2016
Lili Luo	
Publication	**Role and Years Served**
Library Hi Tech	**Reviewer**, 2017–Present
Open Information Science	**Editorial Board Member**, 2016–Present
Library & Information Science Research	**Editorial Board Member**, 2015–Present
Pakistan Journal of Information Management & Libraries	**Editorial Board Member**, 2014–Present
International Journal of Library and Information Science	**Editorial Board Member**, 2014–Present
Journal of Education for Library and Information Science	**Editorial Board Member**, 2013–Present
Library Quarterly	**Reviewer**, 2013–Present
Qualitative and Quantitative Methods in Libraries	**Reviewer**, 2012–Present
Kristen Rebmann	
Publication	**Role and Years Served**
Pacific Northwest Library Association Quarterly	**Advisory Board Member**, 2018–Present
Tonia San Nicolas-Rocca	
Publication	**Role and Years Served**
Hawaiian International Conference on System Sciences	**Reviewer**, 2008–Present
Michael Stephens	
Publication	**Role and Years Served**
Public Libraries Quarterly	**Editorial Board Member**, 2016–Present
Journal of Education for Library and Information Science	**Peer Reviewer**, 2014–2017
First Monday	**Peer Reviewer**, 2014–2017
Virginia Tucker	
Publication	**Role and Years Served**
Advances in Librarianship	**Peer Reviewer**, 2017–Present
Information & Learning Science	**Peer Reviewer**, 2017–Present
Journal of Education for Library & Information Science	**Peer Reviewer**, 2012–Present
Michele Villagran	
Publication	**Role and Years Served**
Qualitative and Quantitative Methods in Libraries	**Peer Reviewer**, 2019
Lei Zhang	
Publication	**Role and Years Served**
Journal of Library & Information Studies	**Peer Reviewer**, 2018
Journal of the Association for Information Science and Technology	**Peer Reviewer**, 2015

Appendix III. O - Full-Time Faculty: Additional Professional Activities, 2015–2021

Sue Alman	
Organization/Institution/Event	**Role and Years Served**
Beta Phi Mu	**Member**, Executive Committee, 2012–Present
Anthony Bernier	
Organization/Institution/Event	**Role and Years Served**
Luboto Library Project, Zambia	**Member**, Collections and Programming Board, 2011–Present
Voice of Youth Advocates	**Columnist**, "YA Strike Zone," 2013–2019
Joni Bodart	
Organization/Institution/Event	**Role and Years Served**
National Council of Teachers of English	**Member**, Assembly of Literature for Adolescents, 1985–Present
Mary Bolin	
Organization/Institution/Event	**Role and Years Served**
University of Nebraska	**Chair**, Libraries Faculty, 2018 **Member and Chair**, Academic Rights and Responsibilities Committee, Member, 2016–Present; Chair, 2018
Michelle Chen	
Organization/Institution/Event	**Role and Years Served**
IEEE BigDataService	**Chair**, Information Banking Track, 2015–2018 **Co-Organizer**, 2015 National Conference, 2014–2015
International Conference in Electronic Commerce	**Member**, Program Committee, 2015
Anthony Chow	
Organization/Institution/Event	**Role and Years Served**
Library Community Assessment and Strategic Planning	**Consultant**, Strategic Planning for 14 North Carolina county library systems, 2016–Present **Co-Organizer**, 2015 National Conference, 2014–2015
Communities in Schools	**Board Member**, 2017–2021
Lisa Daulby	
Organization/Institution/Event	**Role and Years Served**
Standards Council of Canada	**Member**, Canadian Data Governance Standardization Collaborative Working Group, 2019–Present
Patricia Franks	
Organization/Institution/Event	**Role and Years Served**
3D PDF Consortium	**Member**, Blockchain DLT White Paper Group, 2018–Present
Drexel University, Department of Information Science	**External Evaluator**, Tenure and Promotion, 2018
Association for Information and Image Management	Member, Interoperable Systems Development Committee, 2010–2015
Souvick Ghosh	
Organization/Institution/Event	**Role and Years Served**
Hawaii International Conference on System Sciences	**Reviewer**, 2019
The Web Conference	**Reviewer**, 2019

ACM SIGIR Conference on Human Information Interaction and Retrieval	**Member**, Program Committee, 2020 **Member**, Local Organizing Committee, 2018
Chris Hagar	
Organization/Institution/Event	**Role and Years Served**
Information Systems for Crisis Response and Management (ISCRAM)	**Reviewer**, International Conference Submissions, 2018
UK Alliance for Disaster Research	**Member**, 2017–Present
National Oceanic and Atmospheric Administration, Mission-related Education Grant	**Crisis Informatics Advisor**, "Public Libraries Advancing Community Engagement (PLACE): Environmental Literacy Through Climate Change Discussions," 2016–2017
Health Information for All	**Member**, "Mobile Healthcare Information for All," 2012–Present **Member**, Challenge Working Group, 2012–Present
6th International Symposium on Information Management in a Changing World	**Member**, Program Committee, 2012–2015
Sandy Hirsh	
Organization/Institution/Event	**Role and Years Served**
Califa Library Group	**Member and Vice President**, Member, 2016–2022; Vice President, 2019–2022
IMLS	**Member**, Laura Bush 21st Century Librarian Program Grant Proposal Advisory Board, 2016–Present **Member**, Laura Bush 21st Century Librarian Program Planning Advisory Board, 2015–2016 **Member**, Laura Bush 21st Century Librarian Program Grant Proposal Advisory Board, *Public Librarians Creating Pathways To Equitable STEM Learning in their Communities*, 2020-Present
Library 2.0 Virtual Global Conference Series	**Co-Founder and Co-Chair**, 2011–Present
New Media Consortium Horizon Report	**Member**, *Horizon Report* Library Expert Panel, 2014–2017
Credo	**Member**, Advisory Board, 2014–2016
Evidence Based Library and Information Practice	**Member**, 8th Annual International Conference Program Committee, 2014–2015
Geoffrey Liu	
Organization/Institution/Event	**Role and Years Served**
Yunnan Provincial Library, Kunming, China	**Advisor**, 2005–2015
Ziming Liu	
Organization/Institution/Event	**Role and Years Served**
University of North Texas, Department of Library and Information Sciences	**External Evaluator**, Tenure and Promotion, 2016
Lili Luo	
Organization/Institution/Event	**Role and Years Served**
Shanxi University, China	**Project Advisor**, *The Role of Public Libraries in Consumer Health Information Service in China*, 2016–Present
Department of Information Management, Peking University, Beijing, China	**External Evaluator**, Tenure and Promotion, 2019
Brooklyn College Library, New York	**External Evaluator**, Tenure and Promotion, 2017
Wayne State University, School of Library & Information Science, Detroit, Michigan	**External Evaluator**, Tenure and Promotion, 2016–2017
Kristen Rebmann	

Organization/Institution/Event	Role and Years Served
Museum of North Idaho	**Member**, Board of Trustees, 2017–2018
University of West Indies	**External Evaluator**, *Introduction to Digital Libraries*, 2017
Tonia San Nicolas-Rocca	
Organization/Institution/Event	**Role and Years Served**
Colloquium for Information Systems Security Education	**Member**, Planning Committee, 2016–Present **Member**, Women and Minorities Committee, 2016–Present
Association for Computing Machinery	**Doctoral Consortium Mentor**, Management Information Systems Special Interest Group, 2015
Vicki Steiner	
Organization/Institution/Event	**Role and Years Served**
UCLA Scholarly Communications	**Member**, Steering Committee, 2007–2015
Cheryl Stenstrom	
Organization/Institution/Event	**Role and Years Served**
Northern Exposure to Leadership Institute	**Mentor**, 2009–Present
Michael Stephens	
Organization/Institution/Event	**Role and Years Served**
Library Journal	**Columnist**, "Office Hours," 2010–Present
IMLS	**External Advisor**, *Training Future Librarians for Civic Engagement and City Collaboration*, 21st Century Library Program Grant, 2019
New Media Consortium Horizon Report	**Member**, *Horizon Report* Library Edition Expert Panel, 2017; 2015
Project Information Literacy Lifelong Learning Study	**Member**, Advisory Board, 2013–2015
Virginia Tucker	
Organization/Institution/Event	**Role and Years Served**
Whatcom County Bar Association Newsletter	**Columnist**, "The Nook on Legal Research Methods and Technology," 2008–2016
Law Library of Whatcom County	**Webmaster**, 2005–Present
Michele Villagran	
Organization/Institution/Event	**Role and Years Served**
Lyrasis	**Content Developer**, "Diversity Issues in Information Environments," 2019
Joseph P. Healey Library, UMASS, Boston	**Cultural Diversity Expert**, "Destination Preservation" IMLS Grant Award, 2019–Present
Common Ground Research Networks	**Reviewer**, 2018–Present
Elizabeth Wrenn-Estes	
Organization/Institution/Event	**Role and Years Served**
Bay Area Young Adult Librarians Association	**Treasurer**, 2011–Present

Appendix P - Part-Time Faculty: Representative Service and Leadership Positions in LIS Organizations, 2015–2021

Ann Agee	
Organization	**Role and Years Served**
ACRL	**Vice-Chair, Secretary, and Member**, Research and Scholarship Committee, Vice-Chair, 2019–2020; Secretary, 2017–2018; Member, 2017–Present
José Aguiñaga	
Organization	**Role and Years Served**
ACRL	**Co-Chair**, Diversity Alliance Taskforce, 2020–2022 **Member**, Keynote Speakers Committee, 2021 Annual Conference, 2020–2021 **Co-Chair**, 2019 Annual Conference Poster Sessions, 2017–2019
Arizona Community College Library Consortium (ACCLC)	**Board Member**, 2019–Present
ALA	**External Reviewer**, Committee on Accreditation, 2019, 2015 **Chair and Member**, Library Support Staff Certification Committee, Chair, 2017–2018; Member, 2015–2018 **Member**, Nominating Committee, 2016
Steven Bell	
Organization	**Role and Years Served**
SPARC (the Scholarly Publishing and Academic Resources Coalition)	**Member**, Open Education Advisory Board, 2016–Present
ACRL	**Chair**, Kickstart the Future Campaign, 2014–2015
Gerald Benoit	
Organization	**Role and Years Served**
ASIS&T	**Acquisitions and Series Editor**, Monograph Series, 2013–Present **Communications Officer**, SIG, Information Visualization, 2013–Present
Scott Brown	
Organization	**Role and Years Served**
SLA	**Member**, Virtual Worlds Council, 2009–Present
Cheryl Dee	
Organization	**Role and Years Served**
ALA	**External Reviewer**, Committee on Accreditation, 2015–Present
Timothy Dickey	
Organization	**Role and Years Served**
ALISE	**Member**, Faculty Innovation Award Committee, 2017–2019
Meredith Farkas	
Organization	**Role and Years Served**
Oregon Library Association	**Member**, Equity, Diversity, and Inclusion Task Force, 2017–Present **Chair and Member**, Membership Committee, Chair, 2014–2016; Member, 2012–2017 **Administrator**, Mentoring Program, 2012–2017
ACRL	**President and Vice President**, Oregon Chapter, 2017–2019

	Co-Chair, Instructional Technologies Committee, 2013–2015
Nancy Friedland	
Organization	**Role and Years Served**
Theatre Library Association	**Member**, Website Editorial Committee, 2013–2017 **Board Member**, 2003–2007; 2009–2018 **President**, 2013–2016 **Member**, Strategic Planning Committee, 2010–2017
Charles Greenberg	
Organization	**Role and Years Served**
Medical Library Association	**Member**, National Program Committee, Annual Meeting, 2015
Africa Hands	
Organization	**Role and Years Served**
ALSC	**Co-Chair**, Advocacy and Legislation Committee, 2016–2018 **Chair**, Library Services to Special Populations Committee, 2013–2015
Association of Specialized and Cooperative Library Agencies	**Member**, Online Learning Committee, 2013–2015
Darra Hofman	
Organization	**Role and Years Served**
Association of Canadian Archivists	**Member**, Advocacy Committee, 2018–Present **Chair**, Technology and Archives Special Interest Section, 2017–2018
Lorie Kloda	
Organization	**Role and Years Served**
Canadian Association of Research Libraries	**Member**, Continuing Education Working Group, 2016–Present
Erin Lawrimore	
Organization	**Role and Years Served**
SAA	**Member**, Executive Committee, 2018–Present **Vice-Chair and Member**, Committee on Public Awareness, Vice-Chair, 2015–2016; Member, 2014–2016 **Member**, SAA-CoSA-NAGARA Joint Working Group on Archival Issues and Advocacy, 2015–2016 **Member**, Steering Committee, Reference, Access, and Outreach Section, 2014–2016
Crystal Megaridis	
Organization	**Role and Years Served**
Industrial Technical Information Managers Group	**Treasurer**, Steering Committee, 2017–Present
Maggie Murphy	
Organization	**Role and Years Served**
ACRL	**Member**, Visual Literacy Standards Task Force, 2020–Present **Member**, Instruction Section, Information Literacy in the Disciplines Committee, 2017–2019
Art Libraries Society (ARLIS)	**Treasurer**, Southeast Chapter & Moderator, Visual Resources Division, 2020–Present
ALA	**Co-Chair**, Annual Poster Session Committee, 2017–2019
Maria Otero-Boisvert	
Organization	**Role and Years Served**
Illinois Library Association	**Member**, Advocacy Committee, 2012–2015

Gonzalo Oyarzún	
Organization	**Role and Years Served**
Iberbibliotecas	**President**, Intergovernmental Committee, 2014–2017
Penny Peck	
Organization	**Role and Years Served**
Association of Children's Librarians (ACL)	**Editor**, *BayViews*, 1992–Present
Morgan Pershing	
Organization	**Role and Years Served**
CLA	**Founding Member**, Adult Services Interest Group, 2016–Present **Member**, California Center for the Book Advisory Council, 2015–Present **Chair**, Conference Planning Publicity Committee, 2017 **Co-Chair**, Membership Committee, 2016 **Member**, Summer Reading Advisory Council, 2013–2017
Leah Phillips	
Organization	**Role and Years Served**
YA Studies Association	**Founder and President**, 2020–2022
Children's Literature Association	**Member**, Phoenix Committee, 2017–2020
Megan Price	
Organization	**Role and Years Served**
SLA	**European Liaison**, Europe Board, 2019–Present **Member**, Europe Events Team, 2019–Present
Kate Saylor	
Organization	**Role and Years Served**
Michigan Health Sciences Library Association	**Secretary**, 2017–2019
Medical Library Association	**Member**, NAHRS Wiki Team, 2015–2017 **Member**, Librarian Research Impact Task Force , 2016 **Member**, NAHRS Programming Committee, 2016
Jennifer Sweeney	
Organization	**Role and Years Served**
ALA	**Chair**, Office of Accreditation, Accreditation Working Group, 2020–2022 **External Reviewer**, Committee on Accreditation, 2010–2020 **Chair**, Library Research Round Table, 2016–2017
Joey van Arnhem	
Organization	**Role and Years Served**
ACRL	**Member**, Arts Publications and Research Committee, 2016–2018 **Co-Convenor**, Digital Arts Discussion Group, 2014–2015
Scott Walter	
Organization	**Role and Years Served**
ALA	**Council Member**, 2013–2016
Illinois Consortium of Academic and Research Libraries	**Member**, Board of Directors, 2013–2016
Dorothy Waugh	
Organization	**Role and Years Served**

SAA	**Elected Member**, Steering Committee, Electronic Records Section, 2016–Present **Member**, Reference, Access, and Outreach Section, 2016–Present
Patty Wong	
Organization	**Role and Years Served**
ALA	**President**, 2021–2022 **President-Elect**, 2020–2021
Andromeda Yelton	
Organization	**Role and Years Served**
LITA	**President, Vice President, and Board Member**, President, 2017–2018; Vice President, 2016–2017; Member, 2013–2019 **Chair**, Fundraising Committee, 2018–2019

Appendix III. Q - Part-Time Faculty: Advisory, Editorial, and Reviewer Roles, LIS Publications, 2015–2021

José Aguiñaga	
Publication	**Role and Years Served**
CHOICE	**Member**, Editorial Board, 2017–Present
Cheryl Dee	
Publication	**Role and Years Served**
Medical Reference Services Quarterly	**Editor**, Hospital Information Services Column, 1995–Present
Meredith Farkas	
Publication	**Role and Years Served**
Library Hi Tech	**Member**, Editorial Board, 2012–2015
Todd Gilman	
Publication	**Role and Years Served**
Library Hi Tech	**Editorial Advisor**, Gay and Lesbian Thought and Culture Database, 2012–2020
John Horodyski	
Publication	**Role and Years Served**
Journal of Digital Asset Management	**Managing Editor**, 2015–2021
Lorie Kloda	
Publication	**Role and Years Served**
Evidence Based Library and Information Practice	**Editor-in-Chief**, 2014–Present
PLOS One	**Reviewer**, 2015–2016
Erin Lawrimore	
Publication	**Role and Years Served**
Archival Practice Journal	**Founder and Editor-in-Chief**, 2013–2016
Provenance: The Journal of the Society of Georgia Archivists	**Managing Editor**, 2010–2016
Abbas Moallem	
Publication	**Role and Years Served**
Human-Intelligent Systems Integration Journal	**Member**, Editorial Board, 2016–Present
Leah Phillips	
Publication	**Role and Years Served**
International Journal of Young Adult Literature	**Member**, Editorial Board, 2019–Present
Kate Saylor	
Publication	**Role and Years Served**
Performance Measurement & Metrics	**Peer Reviewer**, 2017–Present
Joey van Arnhem	
Publication	**Role and Years Served**
The Charleston Advisor	**Contributing Editor and Member**, Editorial Board, 2012–Present
Library Trends	**Reviewer**, Special Issue, "Learning Analytics and the Academic Library: Critical Questions about Real and Possible Futures," 2018–2019
Communications in Information Literacy	**Reviewer**, 2016–2018
Scott Walter	
Publication	**Role and Years Served**
College & Research Libraries	**Editor-in-Chief**, 2013–2016

Appendix III. R - Part-Time Faculty Additional Professional Activities, 2015–2021

José Aguiñaga	
Organization/Institution/Event	**Role and Years Served**
American Association of Community Colleges	**Chair and Appointed Member**, Commission on Economic and Workforce Development, 2020–Present **Member**, Commission on Research, Data, and Accountability, 2019–2020 **Member**, Commission on Research, Technology, and Emerging Trends, 2015–2018
Arizona Community Colleges Consortium	**Board Member**, 2019–Present
Glendale Community College	**Co-Chair**, Open Educational Resources Committee, 2020–2021
IMLS	**Reviewer**, Grants, 2018
Ruth Barefoot	
Organization/Institution/Event	**Role and Years Served**
SJSU ALA Student Chapter Meeting	**Presenter**, "Librarians Leading Change: Insights and Inspiration," 2020
Steven Bell	
Organization/Institution/Event	**Role and Years Served**
Affordable Learning Pennsylvania	**Co-Founder and Member**, Steering Committee, 2009–Present
American Association of Law Libraries Innovation Bootcamp	**Facilitator**, "Design Thinking for Innovation Workshop," 2021
Library Journal	**Columnist**, "From the Bell Tower" & "Leading from the Library," 2012–Present
Scott Brown	
Organization/Institution/Event	**Role and Years Served**
Colorado State Library	**Member**, Library Development Council, 2009–Present
Christy Confetti Higgins	
Organization/Institution/Event	**Role and Years Served**
Institute of Electrical and Electronics Engineers	**Member**, Advisory Board, 2019–Present
EBSCO	**Member**, Advisory Group, 2016–Present
Harvard Business School Publishing	**Member**, Advisory Board, 2016–Present
Safari Books Online/O'Reilly	**Member**, Corporate Advisory Board, 2008–Present
Timothy Dickey	
Organization/Institution/Event	**Role and Years Served**
ALA	**Instructor**, eLearning Continuing Education, 2015–Present
Meredith Farkas	
Organization/Institution/Event	**Role and Years Served**
Orbis Cascade Alliance	**Member**, Assessment Team, 2016–2017
Nancy Friedland	
Organization/Institution/Event	**Role and Years Served**
Streaming Video Affinity Group, Ivy Plus Library Confederation	**Convenor**, 2020–Present

Alliance of Digital Humanities Organizations	**Member**, Program Planning Committee & Program Planning Conference Committee, 2019; 2017–2018
Wikipedia Edit-a-thon: Performing Arts	**Co-Organizer**, 2015
Women Make Movies	**Board Member**, 2014–2016
Sean Gaffney	
Organization/Institution/Event	**Role and Years Served**
ALA Workshop	**Facilitator**, "Project Management and Financial Literacy for Library Managers," 2021
Todd Gilman	
Organization/Institution/Event	**Role and Years Served**
Northeast American Society for Eighteenth-Century Studies	**Vice President, Second Vice President, and Executive Board Member**, Vice President, 2016–Present; Second Vice President, 2015–2016; Board Member, 2013–2015
ProQuest/Chadwyck-Healey Literature Online	**Member**, Advisory Group, 2006–Present
Cherie Givens	
Organization/Institution/Event	**Role and Years Served**
International Association of Privacy Professionals	**Certified Information Privacy Professional**, 2013–Present
Nancy Goldman	
Organization/Institution/Event	**Role and Years Served**
Association of Moving Image Archivists	**Member**, Cataloging and Metadata Committee 1995–2015
International Federation of Film Archives	**Head and Deputy Head**, Cataloguing and Documentation Commission, Head, 1999–2015; Deputy Head, 2015–Present
Africa Hands	
Organization/Institution/Event	**Role and Years Served**
Strengthening Communities through Literacy	**Member**, Grant Committee, 2016–2017
Jennifer Hopwood	
Organization/Institution/Event	**Role and Years Served**
Southern Maryland Regional Library Association	**Training Coordinator**, 2012–Present
John Horodyski	
Organization/Institution/Event	**Role and Years Served**
CMSWire	**Contributor**, DAM, Metadata, Content Strategy, Governance, Data, & other digital media topics, 2012–Present
Digital Asset Management Foundation	**Founding Member**, 2009–2016
Lisa Houde	
Organization/Institution/Event	**Role and Years Served**
New Hampshire Great Stone Face Book Award	**Co-Chair and Member**, Selection Committee, Co-Chair, 2016–2018; Member, 2013–2018
The Flume: New Hampshire Teen Reader's Choice	**Member**, Award Committee, 2006–Present
Lorie Kloda	
Organization/Institution/Event	**Role and Years Served**
Evidence Based Library and Information Practice	**Member**, International Program Committee, 9th & 10th Annual Conferences, 2016–2019
Force11 Research Communication & eScholarship Conference	**Member**, Local Organizing Committee, 2018

Royal College of Physicians & Surgeons of Canada	**Member**, Scholar–Critical Appraisal Expert Working Group, CanMEDS Physician Competency Framework 2015 Revisions, 2013–2016
Diane Kovacs	
Organization/Institution/Event	**Role and Years Served**
IMLS Laura Bush 21st Century Grant	**Project Coordinator**, Design for Learning: 21st Century Online Learning for Library Workers, 2014–2016
Drexel University, College of Computing and Informatics	**Member**, Accreditation Advisory Board, 2017–Present
Erin Lawrimore	
Organization/Institution/Event	**Role and Years Served**
North Carolina State Historical Records Advisory Board	**Gubernatorial Appointee,** 2018–Present
North Carolina Craft Beverage Museum	**Member**, Advisory Board, 2017–Present
Maureen MacKenzie	
Organization/Institution/Event	**Role and Years Served**
Northeast Business & Economics Association	**Board Member**, 2012–Present
Crystal Megaridis	
Organization/Institution/Event	**Role and Years Served**
Indian Prairie Public Library District, Darien, IL	**Trustee**, 2005–Present
Abbas Moallem	
Organization/Institution/Event	**Role and Years Served**
HCI-CPT: International Conference on HCI for Cybersecurity, Privacy and Trust	**Program Chair**, 2019–Present
Applied Human Factors and Ergonomics (AHFE) International	**Communication and Exhibition Chair**, 2008–Present
William Mongelli	
Organization/Institution/Event	**Role and Years Served**
ALA	**ASGCLA Instructor**, “Your Prison’s Library as an Agent of Rehabilitative Change”; “Please Make Me Laugh: HT Give a Laughter-as-Therapy Session in Your Library,” 2017–Present
Correctional Education Association	**Webinar Instructor**, "Occupational Humor in the DOC Workplace: A Vital Tool of Correctional Competence," 2020
Massachusetts Library System	**Webinar Instructor**, “Healthful Laughter in Difficult Times,” 2020
Norman Mooradian	
Organization/Institution/Event	**Role and Years Served**
PDF Consortium	**Member**, Trustworthy Storage Working Group , 2015–Present **Writer & Editorial Contributor**, “ISO/CD 18759 Document management — Trusted WORM Functional & Technical Requirements” & “Understanding Blockchain’s Role and Risks in Trusted Systems,” 2015–Present
Maggie Murphy	
Organization/Institution/Event	**Role and Years Served**
Digital Humanities Collaborative of North Carolina	**President-Elect & Founding Executive Board Member**, 2019–Present
Atlanta Area Bibliographic Instruction Group	**Communication and Exhibition Chair**, 2008–Present

Oxford University	**User Consultant**, Digital Bodleian Website Redesign, 2019–2020
Visual Resources Association	**Member**, Conference Scholarship Committee, 2014–2015
Gonzalo Oyarzún	
Organization/Institution/Event	**Role and Years Served**
National Council of Culture and the Arts, Chile (CNCA)	**Advisor**, National Council of Books and Reading 2010–2017
Penny Peck	
Organization/Institution/Event	**Role and Years Served**
San Lorenzo Unified School District	**Trustee**, 2012–Present
Leah Phillips	
Organization/Institution/Event	**Role and Years Served**
YA Critical Theory Reading Group	**Leader**, 2019–Present
Young Adult Literature, Media, and Culture Research Network	**Founder and President**, 2017–2020
Joanne Rodger	
Organization/Institution/Event	**Role and Years Served**
MacEwan University Library and Information Technology Program	**Member**, Advisory Board, 2014–2015
Suzanne Sannwald	
Organization/Institution/Event	**Role and Years Served**
Grossmont Union High School District	**Member**, Diversify Our Narrative, 2020–Present
West Hills High School	**Member**, Equity Committee and LGBTQ+ Inclusion Subcommittee, 2020–Present
Kate Saylor	
Organization/Institution/Event	**Role and Years Served**
"Michigan Libraries for Life"	**Lead Organizer**, Annual Organ Donor Drive, 2010–Present
Jennifer Sweeney	
Organization/Institution/Event	**Role and Years Served**
Library Juice Academy	**Course Designer and Instructor**, 2014–Present
Infopeople	**Course Designer and Instructor**, 2011–Present
Ellyssa Valenti Kroski	
Organization/Institution/Event	**Role and Years Served**
ALA	**Webinar Instructor**, "Launching and Expanding Virtual Services: A Complete Guide for Challenging Circumstances," 2021 **Webinar Instructor**, "Cybersecurity for Librarians," 2020
New York Library Council	**Webinar Instructor**, 2020
Joey van Arnhem	
Organization/Institution/Event	**Role and Years Served**
Association for the Advancement of Sustainability in Higher Education	**Reviewer**, Conference and Expo Proposals, 2018
Library Leadership and Management Association (LLAMA)	**Reviewer**, PR Xchange Awards Competition, 2017–2018
South Carolina Conference on Innovations in Teaching and Learning in Higher Education	**Member and Reviewer**, Planning Group, 2016–2018
Dorothy Waugh	

Organization/Institution/Event	Role and Years Served
KryoFlux User Guide	**Member**, Working Group, 2016–Present
Bitcurator Consortium	**Member**, Software Committee, 2015–Present **Elected Member**, Executive Council, 2015–Present **Appointed Member**, Access Advisory Board, 2015–Present
Andromeda Yelton	
Organization/Institution/Event	**Role and Years Served**
Knight News Challenge	**Reviewer**, Grants, 2016
Ada Initiative	**Member**, Advisory Board, 2014–2015

Appendix III. S - Full-Time Faculty Refereed Articles, 2015–2021

2021		
Faculty Member	**Article Title**	**Journal**
Anthony Chow (co-author)	A 360 Degree View: What Library Leaders and Employees Expect from Each Other	*Library Leadership & Management*
Darra Hofman (co-author)	Having our 'omic' Cake and Eating It Too?: Evaluating User Response to Using Blockchain Technology for Private & Secure Health Data Management and Sharing	*Frontiers in Blockchain*
Darra Hofman	Never Waste a Crisis": A Holistic Approach to Privacy, Transparency, and Secrecy for Records Resilience	*ARMA International Education Foundation Peer Review Journal 2* (Forthcoming)
Lili Luo (co-author)	Impact of the Covid-19 Pandemic on Chinese College Students' Information Behavior and Library Needs: A Qualitative Study	*Library Quarterly*
Michael Stephens and Debbie Faires (et al.)	Student Perceptions and Use of Mobile Devices for LIS Coursework: Implications for Educators	*Journal of Education for Library and Information Science*
Michael Stephens (co-author)	The Strategic, Curious & Skeptical Learner: Australian Public Librarians and Professional Learning Experiences	*Public Library Quarterly*
Virginia Tucker (co-author)	Fostering Doctoral Student Socialization and Research Expertise through Writing Pedagogy	*Journal of Education for Library and Information Science* (forthcoming)
Virginia Tucker (co-author)	Search Evolution for Ease and Speed: A Call to Action for What's Been Lost	*Journal of Librarianship and Information Science* (online)
Michele Villagran (co-author)	COVID-19 in Latin America and the Caribbean: Experts Examining Legal Responses	*Canadian Law Library Review* (forthcoming)
	2020	
Faculty Member	**Article Title**	**Journal**
Anthony Bernier	*McCarthyism in the Suburbs: Quakers, Communists, and the Children's Librarian* [Book Review]	*Libraries: Culture, History, and Society*
Patricia Franks	Implications of Blockchain Distributed Ledger Technology for Records Management and Information Governance Programs	*Records Management Journal*
Lili Luo (co-author)	Meeting Chinese Older Adults' Health Information Needs: The Role of Public Libraries	*Library Quarterly*
Virginia Tucker (co-author)	Constructing Information Experience: A Grounded Theory Portrait of Academic Information Management	*Aslib Journal of Information Management*
Virginia Tucker	Taxonomy Design Methodologies: Emergent Research for Knowledge Management Domains	*IFLA Journal*
Michele Villagran	A Study of the Cultural Intelligence of Special Libraries: Phase 1	*Qualitative And Quantitative Methods In Libraries*

Michele Villagran (with Sandy Hirsh, et al.)	ALISE Leadership Academy: Developing the Next Generation of LIS Academic Leaders	*Journal of Education for Library and Information Science*
Michele Villagran (co-author)	Cultural Competence in LIS Education: Case Study of United States Ranked Schools	*Multicultural Education Review*
Michele Villagran	Phenomena of Cultural Intelligence in Pennsylvania libraries: A Research Study	*Pennsylvania Libraries: Research & Practice*
	2019	
Faculty Member	**Article Title**	**Journal**
Anthony Bernier	Isn't it Time for Youth Services Instruction to Grow Up? Superstition or Scholarship	*Journal of Education for Library and Information Science*
Anthony Bernier	*The Meaning of the Library: A Cultural History* [Book Review]	*Libraries: Culture, History, and Society*
Michelle Chen	Information Visualization Skills for Academic Librarians: A Content Analysis of Publications and Online LibGuides in the Digital Humanities	*Library Hi Tech*
Souvick Ghosh	Exploring the Ideal Depth of Neural Network when Predicting Question Deletion on Community Question Answering	*Forum for Information Retrieval Evaluation*
Deborah Hicks (co-author)	Discourses of Expertise in Professional Competency Documents: Reference Expertise as Performance	*The Library Quarterly: Information, Community, Policy*
Lili Luo (co-author)	Chinese College Students' Health Information Seeking Behavior: Implications for Academic Libraries	*Journal of Academic Librarianship*
Lili Luo (co-author)	Meeting Chinese Older Adults' Health Information Needs: The Role of Public Libraries	*The Library Quarterly: Information, Community, Policy*
Kristen Rebmann (co-author)	Addressing the Homework Gap via TV WhiteSpace	*Teacher Librarian*
Kristen Rebmann	Supporting Open Information Literacy via Hybridized Design Experiments	*Journal of Information Literacy*
Tonia San Nicolas-Rocca (co-author)	Cloud-based Multi-media Systems for Patient Education and Adherence: A Pilot Study to Explore Patient Compliance with Colonoscopy Procedure Preparation	*Health Systems*
Tonia San Nicolas-Rocca (co-author)	Information Security in Libraries	*Information Technology and Libraries (ITAL)*
Cheryl Stenstrom (co-author)	A Review Exploring the Facets of the Value of Public Libraries	*Library Management*
Michael Stephens (co-author)	Technology, Collaboration, and Learning: Perceptions and Preferences of US Public Library Staff Professional Development	*Library Leadership & Management*
Virginia Tucker (co-author)	Making it Tangible: Hybrid Card Sorting within Qualitative Interviews	*Journal of Documentation*
Virginia Tucker	Taxonomy Design Methodologies: Emergent Research for Knowledge Management Domains	*IFLA Journal: Special Issue on Knowledge Management*

Virginia Tucker	Ways of Learning of Information Professionals: Concepts, Roles, and Strategies	*Advances in Librarianship*
Michele Villagran	Cultural Intelligence within International Special Librarians	*QQML Journal*
	2018	
Faculty Member	**Article Title**	**Journal**
Anthony Bernier	*Libraries of Light: British Public Library Design in the Long 1960s* [Book Review]	*Libraries: Culture, History, and Society*
Mary Bolin (co-author)	Metadata Generators for Backlog Reduction: Metadata Maker Streamlines Cataloging and Facilitates Transition	*Technical Services Quarterly*
Michelle Chen (with Patricia Franks)	Voices in the Cloud: Social Media and Trust in Canadian and U.S. Local Governments	*Records Management Journal*
Patricia Franks (with Michelle Chen)	Voices in the Cloud: Social Media and Trust in Canadian and U.S. Local Governments	*Records Management Journal*
Geoffrey Liu (co-author)	Automated Classification to Improve the Efficiency of Weeding Library Collections	*Journal of Academic Librarianship*
Lili Luo	Experiencing Evidence-Based Library and Information Practice (EBLIP): Academic Librarians' Perspective	*College & Research Libraries*
Lili Luo	Health Information Programming in Public Libraries: A Content Analysis	*Public Library Quarterly*
Lili Luo (co-author)	Vignettes: Implications for LIS Research	*College & Research Libraries*
Kristen Rebmann (co-author)	Small and Rural Libraries Leading via TV WhiteSpace Networking Technology	*PNLA Quarterly*
Tonia San Nicolas-Rocca (co-author)	Application Level Security in a Public Library: A Case Study	*Information Technology and Libraries (ITAL)*
Vicki Steiner (co-author)	The Truth Behind Transvaginal Mesh Litigation: Devices, Timelines, and Provider Characteristics	*Female Pelvic Medicine & Reconstructive Surgery*
Cheryl Stenstrom (co-author)	Reviewing the Research and Evidence: Towards Best Practices for Garnering Support for School Libraries	*School Libraries Worldwide*
Virginia Tucker (co-author)	Student Internships within an Information Consulting Practice: A Case Study of Taxonomy Design	*Information and Learning Science*
Virginia Tucker	Threshold Concepts and Information Experience in IL Professional Education: Curriculum for Online Learning	*Communications in Computer and Information Science*
Michele Villagran	Cultural Intelligence: Ability to Adapt to New Cultural Settings	*Knowledge Quest*
	2017	
Faculty Member	**Article Title**	**Journal**
Anthony Bernier	Needed: A Fresh Perspective on Campus Violence	*Thought & Action*
Anthony Bernier	*Reading Publics: New York City's Public Libraries, 1754–1911* [Book Review]	*Libraries: Culture, History, and Society*
Michelle Chen	How are we doing in tribal libraries? A case study of Oglala Lakota College Library using information visualization	*Library Management*

Debbie Faires (co-author)	Partnering with Educational Leaders to Advance Social Work Education in Vietnam	*Whanake: The Pacific Journal of Community Development*
Debbie Faires (co-author)	The Significance of Language Study in Library and Information Science: A Comparison of Two Programs in the United States and Honduras	*Journal of Education for Library and Information Science*
Debra Hansen	Library Wars: The Making of Librarianship at the Los Angeles Public Library, 1890-1910	*Libraries: Culture, History, and Society*
Mary Ann Harlan	Girl Constructed in Two Non-fiction Texts: Sexual Subject? Desired Object?	*Girlhood Studies*
Deborah Hicks (co-author)	Positioning Pharmacists' Roles in Primary Health Care: A Discourse Analysis of the Compensation Plan in Alberta, Canada	*BMC Health Services Research*
Lili Luo (with Michael Stephens)	Developing Online Communities for Librarian Researchers: A Case Study	*College & Research Libraries*
Lili Luo	Diversified Research Methods Education in LIS: Thinking Outside the Box	*Journal of Education for Library and Information Science*
Lili Luo	Photovoice: A Creative Method to Engage Library User Community	*Library Hi Tech*
Kristen Rebmann (co-author)	Charting the Landscape of Open Access Journals in Library and Information Science	*Webology*
Kristen Rebmann (co-author)	Open Access Research via Collaborative Educational Blogging: A Case Study from Library & Information Science	*Open Praxis Journal*
Kristen Rebmann (co-author)	TV WhiteSpaces for Libraries: A Primer	*Information Technology and Libraries* (ITAL)
Michael Stephens (with Lili Luo)	Developing Online Communities for Librarian Researchers: A Case Study	*College & Research Libraries*
Virginia Tucker (co-author)	Citation Indexing and Threshold Concepts: An Essential Ah-ha in Student Learning	*Journal of Education for Library and Information Science*
Virginia Tucker	Threshold Concepts and Core Competences in the Library and Information Science (LIS) Domain: Methodologies for Discovery	*Library and Information Research*
	2016	
Faculty Member	**Article Title**	**Journal**
Sue Alman (co-author)	Strategic Planning: International Online Collaboration	*International Information & Library Review*
Anthony Bernier	Moving from Chance and "Chemistry" to Skills: Improving Online Student Learning Outcomes in Small Group Collaboration	*Education for Information*
Anthony Bernier	*Not Free, Not for All: Public Libraries in the Age of Jim Crow* [Book Review]	*Library & Information History*
Michelle Chen (with Patricia Franks)	Exploring Government Uses of Social Media through Twitter Sentiment Analysis	*Journal of Digital Information Management*
Michelle Chen (with Alyce Scott)	Improving the Analysis and Retrieval of Digital Collections: A Topic-based Visualization Model	*Journal of Information Technology Management*
Mary Ann Harlan	Connection Information: Connected Learning and Information Practices	*School Libraries Worldwide*
Mary Ann Harlan	Constructing Youth: Reflecting on Defining Youth and Impact on Methods	*School Libraries Worldwide*

Mary Ann Harlan	Inquiry-based Learning Models, Information Literacy, and Student Engagement: A Literature Review	*School Libraries Worldwide*
Deborah Hicks	Advocating for Librarianship: The Discourses of Advocacy and Service in the Professional Identities of Librarians	*Library Trends*
Deborah Hicks (co-author)	Assessing Cognitive Function in Adults During or Following Chemotherapy: A Scoping Review	*Supportive Care in Cancer*
Deborah Hicks	Person or Place: The Rhetorical Construction of Librarian and Library by the Information Profession Community	*Canadian Journal of Information and Library Science*
Deborah Hicks (co-author)	Time Changes Things: Time as a Linguistic Resource for Professionals in Information-intensive Fields	*Canadian Journal of Information and Library Science*
Ziming Liu (co-author)	Reading on the Move: A Study of Reading Behavior of Undergraduate Smartphone Users in China	*Library & Information Science Research*
Lili Luo (with Michael Stephens)	Bridging the Divide: Exploring LIS Research and Practice in a Panel Discussion at the ALISE '16 Conference	*Journal of Education for Library and Information Science*
Lili Luo	Ethical Issues in Reference: An In-depth View from the Librarians' Perspective	*Reference and User Services Quarterly*
Kristen Rebmann (co-author)	Designing Rich Information Experiences to Shape Learning Outcomes	*Studies in Higher Education*
Tonia San Nicolas-Rocca (co-author)	Information System Outsourcing and Its Impact on Supply Chain Performances	*International Journal of Logistics Systems and Management*
Cheryl Stenstrom	Decision-making Experiences of Public Library CEOs: A Study Exploring the Roles of Interpersonal Influence and Evidence in Everyday Practice	*The Informed Librarian*
Michael Stephens (co-author)	Community of Practice or Affinity Space: A Case Study of a Professional Development MOOC	*Education for Information*
Michael Stephens	Connected Learning: Evaluating and Refining an Academic Community Blogging Platform	*Journal of Education for Library and Information Science*
Michele Villagran	Tackling Culturally Diverse Situations with Ease Using Cultural Intelligence	*Peer to Peer Magazine*
	2015	
Faculty Member	**Article Title**	**Journal**
Sue Alman, Anthony Bernier, Debbie Faires, Chris Hagar, Sandy Hirsh, and Cheryl Stenstrom	International Perspectives in LIS Education: Global Education, Research, and Collaboration at the SJSU School of Information	*Journal of Education for Library and Information Science*
Michelle Chen (co-author)	A Quantitative Analysis of Pinterest: Understanding Library User Engagement Strategies for Effective Social Media Use	*Journal of Information Technology Management*
Michelle Chen (co-author)	Do Online Recommendations Matter? – A Multimodal Investigation of Amazon's Co-Purchase Network	*Journal of Digital Information Management*

Michelle Chen (co-author)	Exploring User Engagement Strategies and their Impacts with Social Media Mining: The Case of Public Libraries	*Journal of Management Analytics*
Patricia Franks	New Technologies, New Challenges: Records Retention and Disposition in a Cloud Environment	*Canadian Journal of Information and Library Science*
Chris Hagar (co-author)	Mobile Health-care Information for All: A Global Challenge	*THE LANCET Global Health*
Chris Hagar	Strengthening Community Resilience Efforts in Disasters: Exploring the Roles of Public Libraries	*Journal of Emergency Management*
David Loertscher (co-author)	Coteaching and the Learning Commons: Building a Participatory School Culture	*Teacher Librarian*
David Loertscher (co-author)	Learning Commons Progress Report	*Teacher Librarian*
Lili Luo	Consumer Health Reference Interview: Ideas for Public Librarians	*Public Library Quarterly*
Lili Luo (co-author)	JAL in the Past Decade: A Comprehensive Analysis of Academic Library Research	*Journal of Academic Librarianship*
Lili Luo (co-author)	Reference Service Evaluation at an African Academic Library: The User Perspective	*Library Review*
Tonia San Nicolas-Rocca (co-author)	Knowledge Transfer in Information Security Capacity Building for Community-based Organizations	*International Journal of Knowledge Management*
Tonia San Nicolas-Rocca (co-author)	Patient-Provider Communications in Outpatient Clinic Settings: A Clinic-based Evaluation of Mobile Device and Multi-Media Mediated Communication	*Journal of Medical Information Research mHealth and uHealth*
Cheryl Stenstrom	Decision-making Experiences of Public Library CEOs: A Study Exploring the Roles of Interpersonal Influence and Evidence in Everyday Practice	*Library Management*
Cheryl Stenstrom (co-author)	The Role of Interpersonal Influence in Budget Decision Making: The Canadian Public Library Experience	*Administration & Society*
Michael Stephens (co-author)	Emerging Roles: Key Insights from Librarians in a Massive Open Online Course	*Journal of Library and Information Services in Distance Learning*
Michael Stephens (co-author)	Participatory and Transformative Engagement in Libraries and Museums: Exploring and Expanding the Salzburg Curriculum	*Journal of Education for Library and Information Science*

Appendix III. T - Full-Time Faculty: Monographs, 2015–2020

2020	
Faculty Member (s)	**Publication**
Anthony Bernier (co-editor)	*Transforming Young Adult Services,* Second Edition
2019	
Faculty Member (s)	**Publication**
Sue Alman and Sandy Hirsh, Co-editors	*Blockchain*
Debbie Faires (co-author)	*The International Development of Social Work Education: The Vietnam Experience*
Geoffrey Liu (co-editor)	*International Journal of Information, Knowledge, and Management, Volume 13*
Michael Stephens	*Wholehearted Librarianship: Finding Hope, Inspiration, and Balance*
2018	
Faculty Member (s)	**Publication**
Patricia Franks (co-editor)	*Encyclopedia of Archival Writers, 1500-2015*
Patricia Franks	*Records and Information Management*, Second Edition
Patricia Franks and Anthony Bernier, Co-Editors	*The International Directory of National Archives*
Mary Ann Harlan	*The Girl-Positive library: Inspiring Confidence, Creativity and Curiosity in Young Women*
Sandy Hirsh, Editor	*Information Services Today: An Introduction,* Second Edition
David Loertscher (co-author)	*Collection and Connection Development Using the Collection Mapping Technique*
David Loertscher (co-author)	*The LIIIITES Model: Eight Ways to Shape and Illuminate the Contributions of School Library Learning Commons Professionals*
David Loertscher (co-author)	*We Boost Achievement: Micro Documentation Measures for Teacher Librarians*
Virginia Tucker (co-author)	*Finding the Answers to Legal Questions,* Second Edition
Michele Villagran (co-author)	*Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries,* Second Edition
2017	
Faculty Member (s)	**Publication**
Sue Alman (co-editor)	*MOOCs Now: Everything You Need to Know to Design, Set Up, and Run a Massive Open Online Course*
Sue Alman, Editor	*School Librarianship: Past, Present, and Future*
Mary Bolin	*The 21st Century Academic Library: Global Patterns of Organization and Discourse*
Michelle Chen	*Information Visualization*
Lili Luo (co-author)	*Enhancing Library and Information Research Skills: A Guide for Academic Librarians*
2016	
Faculty Member (s)	**Publication**
Joni Bodart	*They Hurt, They Scar, They Shoot, They Kill: The Value of Toxic Human Characters in Young Adult Literature*
Patricia Franks (co-editor)	*Teaching and Learning in Virtual Environments: Archives, Museums, and Libraries*

Michael Stephens	*The Heart of Librarianship*
2015	
Faculty Member (s)	**Publication**
Sue Alman (co-author)	*Crash Course in Marketing for Libraries,* Second Edition
Patricia Franks (co-editor)	*Encyclopedia of Archival Science*
Sandy Hirsh, Editor	*Information Services Today: An Introduction*
David Loertscher (co-editor)	*Coteaching and Collaboration: How and Why Two Heads are Better than One*
David Loertscher (co-author)	*The Elementary School Learning Commons: A Manual*
David Loertscher (co-author)	*The Secondary School Learning Commons: A Manual*
Elizabeth Wrenn-Estes and David Loertscher, Co-Authors	*Young Adult Literature and Multimedia: A Quick Guide,* Tenth Edition

Appendix III. U - Full-Time Faculty: Contributions to Edited Volumes, 2015 - 2021

2022		
Faculty Member	**Chapter Title**	**Publication**
Michael Stephens	Hyperlinked Libraries	*Information Services Today: An Introduction,* Third Edition
2021		
Faculty Member	**Chapter Title**	**Publication**
Darra Hofman (co-author)	Blockchain Governance: De Facto (x) or Designed	*Building Decentralized Trust: Multidisciplinary Perspectives on the Design of Blockchains and Distributed Ledgers*
Michele Villagran	Cultural intelligence in Diversity, Equity, and Inclusion Efforts within Academic Libraries	*Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries*
2020		
Faculty Member	**Chapter Title**	**Publication**
Souvick Ghosh (co-author)	Identifying Citation Sentiment and its Influence while Indexing Scientific Papers	*Proceedings of the 53rd Hawaii International Conference on System Sciences (HICSS)*
Mary Ann Harlan	Collective Voice: Fighting Back in *Moxie* and *The Nowhere Girls*	*Being Human in YA Literatures*
Mary Ann Harlan	Students or Learners? Conceptualizing Youth in School Libraries	*Transforming Young Adult Services, Second Edition*
Darra Hofman	Extraterritoriality and International Organizations	*Trusting Records in the Cloud for International Organizations*
Lili Luo	Models of Reference Services	*Reference and Information Services: An Introduction*, Sixth Edition
Virginia Tucker	Curriculum Design on the Edge: A Case Illustration of Liminal Learning Activities for Search Expertise	*Threshold Concepts on the Edge*
Michele Villagran (co-author)	Navigating Tenure as a Female Faculty of Color: Challenges, Insights, and Personal Experiences	*Reflections on Practitioner Research: A Practical guide for Information Professionals*
Michele Villagran (co-author)	New Ways of Teaching Library Service to Immigrant Communities	*Proceedings of the Association for Library and Information Science Education Annual Conference: ALISE 2020*
2019		
Faculty Member	**Chapter Title**	**Publication**
Patricia Franks	Retention and Disposition	*Trusting Records in the Cloud*
Patricia Franks (co-author)	Information Governance for Social Media	*Information Governance: Concepts, Strategies, and Best Practices*
Souvick Ghosh	Exploring Result Presentation in Conversational IR Using a Wizard-of- Oz Study	*Proceedings of the European Conference on Information Retrieval*

Souvick Ghosh	Informing the Design of Conversational IR Systems: Framework and Result Presentation	*Proceedings of the 42nd International ACM SIGIR Conference on Research and Development in Information Retrieval*
Souvick Ghosh	Investigating Result Presentation in Conversational IR	*Proceedings of the 2019 Conference on Human Information Interaction and Retrieval*
Souvick Ghosh	Session-based Search Behavior in Naturalistic Settings for Learning-related Tasks	*Proceedings of International Conference on Information and Knowledge Management (CIKM)*
Mary Ann Harlan	Girl Constructed in Two Nonfiction texts: Sexual Subject? Desired Object?	*Girl in Text*
Tonia San Nicolas-Rocca	Overview and Issues-Security	*Blockchain*
2018		
Faculty Member	**Chapter Title**	**Publication**
Sue Alman	Communication, Marketing, and Outreach Strategies	*Information Services Today: An Introduction,* Second Edition
Anthony Bernier	A Portable Library History	*The Portable MLIS: Insights from the Experts,* Second Edition
Mary Bolin	Metadata, Catalog Systems, Linked Data, and the Evolving ILS	*Information Services Today: An Introduction,* Second Edition
Lisa Daulby	Identifying, Assessing and Controlling Records and Information Management Risks: A Cross-disciplinary Approach	*Records and Information Management,* Second Edition
Souvick Ghosh (co-author)	Beyond Bloom's Taxonomy: Integrating "searching as learning" and e-learning Perspectives	*Proceedings of the Association for Information Science & Technology*
Souvick Ghosh (co-author)	Exploring Online and Offline Search Behavior Based on the Varying Task Complexity	*Proceedings of the 2018 Conference on Human Information Interaction & Retrieval*
Souvick Ghosh (co-author)	Searching as Learning: Exploring Search Behavior and Learning Outcomes in Learning-related Tasks	*Proceedings of the 2018 Conference on Human Information Interaction & Retrieval*
Souvick Ghosh (co-author)	Towards Automatic Fake News Classification	*Proceedings of the Association for Information Science and Technology*
Mary Ann Harlan	Literacy and Media Centers in the Twenty-first Century: School Libraries	*Information Services Today: An Introduction,* Second Edition
Deborah Hicks	Cybrarians at Last?: The Impact of Technology on the Professional Identity of Librarians	*Library Science and Administration: Concepts, Methodologies, Tools, and Applications*
Sandy Hirsh	Transformative Information Landscape: What it Means to be an Information Professional Today	*Information Services Today: An Introduction,* Second Edition
Cheryl Stenstrom	Advocacy	*Information Services Today: An Introduction,* Second Edition

Michael Stephens	Hyperlinked Libraries	*Information Services Today: An Introduction*
Michele Villagran	A Legacy of Leadership	*Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries, Second Edition*
Michele Villagran	Minority Law Librarians: A Snapshot	*Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries, Second Edition*
2017		
Faculty Member	**Chapter Title**	**Publication**
Debbie Faires	Serving Campus and Remote Students and Faculty: Online Learning, Distance Education and MOOCs	*Academic Librarianship Today*
Souvick Ghosh (co-author)	Sentiment Identification in Code-mixed Social Media Text	*International Conference on Intelligent Text Processing and Computational Linguistics*
Souvick Ghosh (co-author)	Toward Multimodal Cyberbullying Detection	*Proceedings of the 2017 CHI Conference Extended Abstracts on Human Factors in Computing Systems*
Mary Ann Harlan	Developing Expertise through Library Education	*School Librarianship*
Sandy Hirsh	Foreword	*School Librarianship: Past, Present, and Future*
2016		
Faculty Member	**Chapter Title**	**Publication**
Patricia Franks	Applying Records Management Principles to Managing Public Government Social Media Records	*Social Media for Government*
Patricia Franks	Integration of ECM and SaaS	*Security in the Private Cloud*
Souvick Ghosh (co-author)	Determining Sentiment in Citation Text and Analyzing its Impact on the Proposed Ranking Index	*International Conference on Intelligent Text Processing and Computational Linguistics*
Sandy Hirsh	Foreword	*Teaching and Learning in Virtual Environments: Archives, Museums, and Libraries*
Sandy Hirsh	One MLIS Degree: Many Career Possibilities	*Career Transitions for Librarians: Proven Strategies for Moving to Another Type of Library*
David Loertscher	Shifting Our Vision for Our Futures: Leadership as a Foundational Element for School Librarians	*The Many Faces of School Library Leadership*
Lili Luo	Models of Reference Services	*Reference and Information Services: An Introduction*
Virginia Tucker	Learning Experiences and the Liminality of Expertise	*Threshold Concepts in Practice*
Virginia Tucker (co-author)	Using Grounded Theory to Discover Threshold Concepts in Transformative Learning Experiences	*Theory and Method in Higher Education*

2015		
Faculty Member	**Chapter Title**	**Publication**
Anthony Bernier	Forward: Getting out of First Gear	*Real World Young Adult Services*
Patricia Franks (co-author)	SLIS Island 3600—Is there Value in Virtual Worlds?	*Virtual Worlds for Online Learning: Cases and Applications*
Mary Ann Harlan	Literacy and Media Centers in the Twenty-first Century: School Libraries	*Information Services Today: An Introduction*
Sandy Hirsh	The Transformative Information Landscape: What it Means to be an Information Professional Today	*Information Services Today: An Introduction*
Cheryl Stenstrom	Demonstrating Values: Assessment	*Information Services Today: An Introduction*
Michael Stephens	Hyperlinked Libraries	*Information Services Today: An Introduction*

Appendix III. X - Faculty Publications in Refereed Journals and Non-Refereed Articles

Journal	Year(s)
Administration & Society	2015
Advances in Librarianship	2019
ARMA International Education Foundation Peer Review Journal 2	2021
Aslib Journal of Information Management	2020
BMC Health Services Research	2017
Canadian Journal of Information and Library Science	2016 (2), 2015
Canadian Law Library Review	2021
College & Research Libraries	2018 (2), 2017
Communications in Computer and Information Science	2018
Education for Information	2016 (2)
Female Pelvic Medicine & Reconstructive Surgery	2018
Frontiers in Blockchain	2021
Girlhood Studies	2017
Health Systems	2019
Information and Learning Science	2018
Information Technology and Libraries (ITAL)	2019, 2018, 2017
IFLA Journal	2020, 2019
International Information & Library Review	2016
International Journal of Logistics Systems and Management	2016
International Journal of Knowledge Management	2015
International Legal Technology Association Peer to Peer Magazine	2016
Journal of Academic Librarianship	2019, 2018, 2015
Journal of Digital Information Management	2016, 2015
Journal of Documentation	2019
Journal of Education for Library and Information Science	2021 (2), 2020, 2019, 2017 (3), 2016 (2), 2015 (3)
Journal of Emergency Management	2015
Journal of Information Literacy	2019
Journal of Information Technology Management	2016, 2015
Journal of Librarianship and Information Science	2021
Journal of Library and Information Services in Distance Learning	2015
Journal of Management Analytics	2015
Journal of Medical Information Research mHealth and uHealth	2015
Knowledge Quest	2019, 2018
Libraries: Culture, History, and Society	2017
Library and Information Research	2018
Library & Information Science Research	2016
Library Hi Tech	2019, 2017
Library Leadership & Management	2021, 2019
Library Management	2019, 2017, 2015
Library Quarterly	2021, 2020
Library Review	2015
Library Trends	2016
Multicultural Education Review	2020
Open Praxis Journal	2017

Pennsylvania Libraries: Research & Practice	2020
PNLA Quarterly	2018
Public Library Quarterly	2021, 2020, 2019, 2018, 2015
Qualitative and Quantitative Methods in Libraries Journal	2020 (2), 2018
Records Management Journal	2020, 2018
Reference and User Services Quarterly	2016
School Libraries Worldwide	2016 (4)
Studies in Higher Education	2016
Supportive Care in Cancer	2016
Teacher Librarian	2019, 2015 (2)
Technical Services Quarterly	2018
The Informed Librarian	2016
THE LANCET Global Health	2015
The Library Quarterly: Information, Community, Policy	2019 (2)
Thought & Action	2017
Webology	2017
Whanake: The Pacific Journal of Community Development	2017

Full-Time Faculty: Non-Refereed Articles, 2015–2020

	2020	
Faculty Member	**Article Title**	**Publication**
Mary Ann Harlan (co-author)	New School Librarian Preparation Standards: How Does Reading Fit In?	*Knowledge Quest*
Mary Ann Harlan and Sandy Hirsh	San José State University School of Information: School Overview and Teacher Librarian Program	*St. Paul's Librarian*
Michael Stephens (co-author)	Getting Personal: Meeting Your Community	*Online Searcher*
Michele Villagran (co-author)	Law Librarians Working the Legal Lens: Monitoring the Legal Response to COVID-19 in Latin America and the Caribbean	*ReVista: Harvard Review of Latin America*
	2019	
Faculty Member	**Article Title**	**Publication**
Mary Ann Harlan	Challenging Girlhood	*School of Information Student Research Journal*
Patricia Franks	Blockchain Technology is Recordkeeping Technology	*IGGuru*
Patricia Franks	Data Privacy Regulations Versus Blockchain Technology	*KM World*
Deborah Hicks	Understanding Diversity and Intellectual Freedom as #corevalues	*School of Information Student Research Journal*
Sandy Hirsh	From Perceptions to Facts: How Well is LIS Education Preparing Tomorrow's Leaders?	*Online Searcher*
	2018	
Faculty Member	**Article Title**	**Publication**
David Loertscher	Design Thinking Revisited: A Personal/Group Study Guide	*Teacher Librarian*
David Loertscher	National School Library Standards for Learners, School Librarians, and School Libraries: A Review	*Teacher Librarian*

Michele Villagran (co-author)	Minimizing and Addressing Microaggressions in the Workplace: Be Proactive, Part One	*College & Research Libraries News*
Michele Villagran (co-author)	Minimizing and Addressing Microaggressions in the Workplace: Be Proactive, Part Two	*College & Research Libraries News*
Michele Villagran (co-author)	Publishing Basics: How to Get Started & Where to Begin: Tips for First-time Writers Looking to Get Published	*AALL Spectrum*
	2017	
Faculty Member	**Article Title**	**Publication**
Anthony Bernier	Countering the Adult Voice on Young Adults	*Voice of Youth Advocates*
Mary Bolin	Linguistics and LIS: A Research Agenda	*School of Information Student Research Journal*
Patricia Franks	Even in a "Never Delete Anything World" Compliant Information Disposition Has It Place [Book Review]	*Information Management*
Chris Hagar (co-author)	Digital Volunteer Humanitarian Aid Organizations: The European Refugee Crisis	*College & Research Libraries News*
Sandy Hirsh (co-author)	Reaching Those Who Served: Let's Recruit and Prepare Military Veterans for Careers in Librarianship	*American Indian Association Newsletter*
David Loertscher and Mary Ann Harlan	Design Thinking and the New AASL Standards	*Teacher Librarian*
David Loertscher	Fake News, a Rant, and New Standards	*Teacher Librarian*
David Loertscher	Microdocumentation of the Impact of Teacher Librarians on Teaching and Learning	*Teacher Librarian*
David Loertscher	The Umbrella Creation Model	*Teacher Librarian*
	2016	
Faculty Member	**Article Title**	**Publication**
Anthony Bernier	Sixteen-Year-Olds Are Smart: Let Them Vote	*Washington Monthly*
Patricia Franks	Integrated Solutions: Where Records Managers and Knowledge Workers Converge	*Information Management*
Mary Ann Harlan	Information Experiences: "Information as" for Students	*Interchange*
Mary Ann Harlan (co-author)	Wicked Questions: A Conversation Exploring our Challenges	*California School Library Journal*
David Loertscher (co-author)	Collection Development and Collaborative Connection Development	*Teacher Librarian*
David Loertscher	Deeper Learning, Inquiry, and the Teacher Librarian	*Teacher Librarian*
David Loertscher (co-author)	Library Learning Commons—Future Forward and Marc Prensky's Education to a Better World	*Teacher Librarian*
David Loertscher	OERs, Collaboration, and the Library Learning Commons	*Teacher Librarian*
David Loertscher	The Flexible "Curriculum" of the Library Learning Commons	*Teacher Librarian*
Michele Villagran	Tackling Culturally Diverse Situations with Ease Using Cultural Intelligence	*Peer to Peer Magazine*
	2015	
Faculty Member	**Article Title**	**Publication**

Mary Ann Harlan	Creativity, Critical Thinking, Communication, and Collaboration: Built on Information Literacy	*The Library Learning Commons*
Sandy Hirsh	President's Page	*Bulletin of the Association for Information Science and Technology*
David Loertscher	Conferences, the Learning commons, and Elevator Speeches	*Teacher Librarian*
David Loertscher (co-author)	Finland, Collaboration, and Co-teaching	*Teacher Librarian*
David Loertscher	The Virtual Makerspace: A New Possibility?	*Teacher Librarian*
David Loertscher (co-author)	Welcome to the Year of the Learning Commons	*Teacher Librarian*
Cheryl Stenstrom (co-author)	An Evidence-based Perspective on Sustainable Funding	*Public Libraries*
Michael Stephens (co-author)	MOOCs: Transforming LIS Professional Development Programs	*Education Letter, Queens University*
Virginia Tucker	Sharpening the Search Saw: Lessons from Expert Searchers	*School of Information Student Research Journal*

Appendix III. Y - Full-Time Faculty: Conference Participation by Year and Faculty Member, 2015–2021

2021		
Faculty Member	**Conference**	**Presentation/Panel Title**
Anthony Chow (co-presenter)	American Library Association Annual Conference	*Learning Library Advocacy by Doing: LIS Graduate Student Advocacy Internships*
Anthony Chow (co-presenter)	American Library Association Annual Conference	*Reading Nation Waterfall: Building a Library and Community Network to Address Literacy and Access for Native American Children and Families*
Anthony Chow (co-presenter)	Association for Library and Information Science Education Annual Conference	*A National Priority: LIS Faculty and Students as Library Advocates*
Anthony Chow (co-presenter)	North Carolina Library Association Conference	*Avenues for Advocacy with Anthony Chow*
Sandy Hirsh	Association for Information Science & Technology Annual Meeting	*Growing the iFederation: Leveraging the ASIS&T, ALISE, and the iSchools Collaboration to Advance Information Science*
Sandy Hirsh	iFederation iConference	*The Rise of Online Education: Impact of COVID-19 Pandemic on Teaching and Learning*
Sandy Hirsh	International Federation of Library Associations World Library and Information Congress Conference	*NOW – NEW – NEXT: Seizing the Opportunities to Redefine and Reimagine Professional Development through Online Learning*
Sandy Hirsh	NISO Plus 2021 Virtual Conference	*What Has 2020 Taught Us About the Information Ecosystem*
Sandy Hirsh	Ontario Library Association Super Conference	*Live Chat: Special Libraries - Info Pros in GLAM Roles & Beyond*
Darra Hofman	ARMA Canada Conference	*Privacy, Transparency, and Secrecy From AI - Zero Knowledge Proofs*
Darra Hofman	International Archives Day Conference at Koç University	*Blockchain Technologies & Recordkeeping: Where Are We Now and Where Are We Going*
Michael Stephens	III International Conference [Re]Think the Public Library: The New Normal	*Wholehearted Libraries – Meeting the Needs of Community*
Michael Stephens	Next Library Seminar	*Finding Joy Again: Interactive Presentation*
Virginia Tucker	Libraries and Information Institutions in the Digital Age Conference	*Librarians Becoming Information Architects: Reshaped Professional Identities Seen through a Threshold Concepts Lens*
Virginia Tucker	Threshold Concepts Conference	*Vital But Not Thresholds: Differentiating Professional Domain Essentials and Threshold Knowledge*
Michele Villagran	Association for Library and Information Science Education Annual Conference	*Engaging with Global at the Local: Developing Equity, Diversity and*

		Inclusion through International Education Experiences
Michele Villagran (poster)	Association for Library and Information Science Education Annual Conference	*Working with Immigrant Communities to Promote Social Justice: New Ways of Teaching Library Service*
Michele Villagran	Association of College & Research Libraries Virtual Conference	*Using Emotional Intelligence & Happiness to Ascend to Organizational Excellence*
Michele Villagran	Conference on Academic Library Management	*Boost your Middle Manager Knowledge: Need to Knows about Employee Emotional Intelligence and Happiness*
Michele Villagran	Kentucky Association of College & Research Libraries, KLA Special Libraries Roundtable, and SLA – Kentucky Chapter Joint Spring Conference	*Using Cultural Intelligence: Successfully Manage Increasingly Diverse Interactions*
Michele Villagran	REFORMA National Conference	*Working with Immigrant Communities to Promote Social Justice: New Ways of Teaching Library Service*
Michele Villagran (moderator)	REFORMA National Conference	*Working with Communities to Support Students and Alumni Interested in Working with Latinx and Spanish-Speaking: Reflections from Student Leaders*
2020		
Faculty Member	**Conference**	**Presentation/Panel Title**
Sue Alman and Debbie Faires	Association for Library and Information Science Education Annual Conference	*Innovative Teaching Strategies and Conventional Approaches for Enhanced Learning in a Global Information Environment*
Sue Alman and Debbie Faires	Association for Library and Information Science Education Annual Conference	*Transforming LIS Education Through Disability Inclusion*
Anthony Bernier	American Library Association Annual Conference	*Transforming Young Adult Services: An Open Discussion with the Authors*
Anthony Bernier and Michele Villagran (with Africa Hands, et al.) (panelists)	Association for Library and Information Science Education Annual Conference	*Informing the First Generation MLIS Experience: Challenges & Resources*
Michelle Chen	Computing Conference 2020	*Predicting User-perceived Information Quality on Social Media: The Case of Twitter $Cashtags*
Mary Ann Harlan	California School Library Association Conference	*Reading Critically - Fiction as an Information Source*
Mary Ann Harlan	California School Library Association Conference	*The Girl Positive Library: Reviewing Feminist Reads for Teens*
Mary Ann Harlan	Young Adult Studies Association Conference	*Reading While the World is on Fire. Young Adult Studies Around the World*
Deborah Hicks (co-presenter)	International Conference on Information iConference 2020: Sustaining Digital Communities	*Social Network Analysis: Making Public Library Communities Visible*

Deborah Hicks	Ontario Library Association Super Conference	*Images and Imagination: A Primer on Visual Research Methods*
Sandy Hirsh	Association for Library and Information Science Education Annual Conference	*Higher Education and Research Community Responses to the COVID-19 Pandemic*
Sandy Hirsh	Information Seeking in Context Conference	*About the ALISE Association*
Lili Luo (moderator)	National Scholarly Communication Assessment Forum	*Campus Stakeholder Panel*
Virginia Tucker (co-presenter with Africa Hands)	Association for Library and Information Science Education Annual Conference	*The 7-Slide Update: A Pedagogical Tool for Enriching Scholarly Communication*
Michele Villagran (co-presenter)	American Association of Law Libraries Annual Meeting & Conference	*Cross-cultural Competence: P's and Q's for Law Librarians*
Michele Villagran (co-presenter)	Association for Library and Information Science Education Annual Conference	*New Ways of Teaching Library Service to Immigrant Communities*
Michele Villagran (co-panelist)	Association for Library and Information Science Education Annual Conference	*Information Ethics from a Multicultural Perspective: Content Analysis of Library and Information Science Publications*
Michele Villagran	Association for the Study of Law, Culture and the Humanities Annual Conference	*Phenomena of Cultural Intelligence in Academic Law Libraries*
Michele Villagran (co-presenter)	Law via the Internet Conference	*Access to Legal Responses to COVID-19 in Latin America and the Caribbean*
Michele Villagran (co-presenter)	Library History Seminar XIV	*A Historical Account of Trans* Barriers to Service & Outreach in Public Libraries*
Michele Villagran	Qualitative and Quantitative Methods in Libraries International Conference	*Impact of Cultural Intelligence within Special Libraries: Focus Group Findings and Overall Results*
2019		
Faculty Member	**Conference**	**Presentation/Panel Title**
Sue Alman and Sandy Hirsh	American Library Association Annual Conference	*Blockchain: Transforming the Technological Future*
Sue Alman	Computers in Libraries Conference	*Blockchain & Opportunities for Libraries*
Sue Alman and Sandy Hirsh	International Conference on Changing Landscape of Science & Technology Libraries	*Blockchain: An Investigation of Possible Library Applications*
Mary Bolin (co-poster)	Text Encoding Initiative Conference and Members Meeting	*"A Little More than Kin, a Little Less than Kind": The Semantic Field Grace in Early Modern English"*
Patricia Franks	Archives and Records Association UK & Ireland Annual Conference	*Blockchain Revolution: What Do Records Managers & Information Governance Professionals Need to Know?*
Patricia Franks	ARMA Canada Conference	*Blockchain Technology for Recordkeeping: Hype or Here to Stay*
Patricia Franks	ARMA Florida Sunshine Conference	*Blockchain Revolution: What Do RM & IG Professionals Need to Know?*

Patricia Franks	National Association of Government Archives and Records Administrators Annual Conference	*Blockchain Technologies Applied to Government Archives and Records*
Patricia Franks (co-presenter)	Society for Imaging Science and Technology Conference	*A Blueprint for Preserving Virtual World Cultural Heritage Using Preservica & Custom Metadata Schema*
Mary Ann Harlan	Being Human in YA Literatures Research Symposium, National Centre for Research in Children's Literature	*Collective Voice: Fighting Back in Moxie and The Nowhere Girls*
Mary Ann Harlan	California School Library Association Conference	*Connected Student Driven Inquiry: Coaching Inquiry* *Revisiting Information Literacy*
Mary Ann Harlan	International Association of School Librarianship Annual Conference	*Fiction as Information: A Look at Reading as Information Source*
Deborah Hicks	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science	*Identity in Information Behaviour Research: A Conceptual Analysis*
Deborah Hicks (co-presenter)	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science	*The Boundaries of Librarians' and Pharmacists' Expertise: Defining What it Is to Be Professional*
Deborah Hicks	International Conference on Conceptions of Library and Information Science	*Understanding Identity in Information Behaviour Research: A Conceptual Analysis*
Sandy Hirsh	Association for Information Science and Technology Annual Meeting	*Information Science Education and Library and Information Studies Education: Transnational Conversations*
Sandy Hirsh	Association for Information Science and Technology Annual Meeting	*U.S. State and State Capital Open Government Data (OGD): A Content Examination and Heuristic Evaluation of Data Processing Capabilities of OGD Sites*
Sandy Hirsh	Association for Library and Information Science Education Annual Conference	*Leadership During Organizational Restructuring of LIS Programs*
Sandy Hirsh	International Federation of Library Associations and Institutions World Library and Information Congress	*Emerging Technologies for Libraries: Smart Cities and Blockchain*
Sandy Hirsh	Library 2.019: Open Data Virtual Conference	*The Presence of Library-Related Datasets on State and State Capital Open Government Data (OGD) Sites*
Sandy Hirsh	"Road to the Future: School and Children's Librarianship" International Symposium	*San José State University School of Information: School Overview and Teacher Librarian Program*
Sandy Hirsh	Special Libraries Association Annual Conference	*Blockchain: The New Technology and Its Application for Libraries*
Lili Luo	Asian Conference on Education and International Development	*Public Libraries' Role in Preventing Summer Learning Loss*
Lili Luo	San Jose State University Open Access Conference	*Open Access and Faculty Research: A Keynote Panel*

Cheryl Stenstrom	International Evidence Based Library and Information Conference	*Measuring the Value of California's Public Libraries*
Michael Stephens	Next Library Seminar	*The Power of Stories: Inspiring, Inclusive & Creative Approaches to Community Engagement*
Michele Villagran	American Association of Law Libraries Annual Meeting & Conference	*Artificial Intelligence and Implicit Bias* *Asian-American Law Librarians' Caucus: Promoting Diversity & Inclusion Beyond Library Walls* *Diversity & Inclusion Symposium: Privilege and Power in Legal Environments: Overcoming Barriers to Entry and Advancement* *The Search Committee: An Effective Approach to Diversity, Inclusion, and Equity in Library Recruiting*
Michele Villagran	American Library Association Annual Conference	*Bringing Culture Back: Managing Unconscious Bias to Strengthen Your Corporate Culture* *Research Focus on Equity, Diversity, and* *Inclusion in Libraries*
Michele Villagran	California Library Association Annual Conference	*How to Network and Work a Room: Tips for Learning How and What is Meant by Networking*
Michele Villagran	International Conference on Books, Publishing & Libraries	*Cultivating Cultural Competence through Reading and Literature*
Michele Villagran	Minnesota Library Association Annual Conference	*Our Window: Being Culturally Intelligent in Diverse Situations*
Michele Villagran	Qualitative and Quantitative Methods in Libraries International Conference	*Examining Cultural Intelligence within Special Libraries: A Mixed Methods Approach*
Michele Villagran	Special Libraries Association Annual Conference	*Diversity in the Workplace: It's Broader than You Think* *Exploring the Cultural Intelligence of Special Librarians* *What Would you Do? Strategies for Dealing with Bias in the Workplace*
Michele Villagran (co-presenter)	Special Libraries Association Annual Conference	*Building the Emotionally Intelligent Workplace: Ways to Improve the Self, Others, and Overall*
Michele Villagran	Texas Library Association Annual Conference	*Serving Underserved Populations at Your Library: Implications from the Research*

2018		
Faculty Member	**Conference**	**Presentation/Panel Title**
Sue Alman And Sandy Hirsh	Association for Information Science & Technology Annual Meeting	*Blockchain: One Emerging Technology—So Many Applications*
Sue Alman and Sandy Hirsh	Blockchain in Education West Conference	*Pros and Cons of Blockchain*
Sue Alman and Sandy Hirsh	California Library Association Annual Conference	*Trendsetting at the SJSU iSchool: Blockchain and Information Services*
Sue Alman and Sandy Hirsh	International Federation of Library Associations and Institutions World Library and Information Congress	*Blockchain – Is It Worth the Fuss?*
Sue Alman	American Library Association Midwinter Meeting: Symposium on the Future of Libraries	*Blockchain, Open Civic Data, and TV WhiteSpace - Three New Projects*
Anthony Bernier (co-presenter)	Public Library Association Conference	*"Forgot to Include the Teens, We Did"—the Youth Opportunity Design Approach (YODA)*
Mary Bolin (co-presenter)	Text Encoding Initiative Conference and Members Meeting	*"Shakespeare and the Enumeration of Semantic Primes"*
Michelle Chen (poster)	California Academic & Research Libraries Association Annual Conference	*Information Visualization Skills in Digital Humanities: An Academic Librarian's Perspective*
Michelle Chen (co-presenter)	Institute for Operations Research and the Management Sciences (INFORMS) Annual Meeting	*A Semantic Analysis of Super Bowl Word of Mouth on Tourism Social Media*
Lisa Daulby	Ontario Connections – Access, Privacy, Security, and Records Management Symposium	*The Future of Records Management with Senior Practitioners: Tools, Tips...and Things to Avoid!*
Lisa Daulby	Virtual Center for Archives and Records Administration Virtual Worlds Conference	*"Right to Be Forgotten": Implications for Evidence and Truth*
Patricia Franks	Association for Library and Information Science Education Annual Conference, Archives/Preservation Education SIG: Trends in Archival Education	*International Directory of National Archives: Strengthening Research Skills and Expanding Horizons*
Patricia Franks	ARMA Flipped! Virtual Conference	*Blockchain Technologies for Records Professionals*
Patricia Franks	ARMA International, ARMA Live!	*It's All About Trust!—Blockchain Technology Applied*
Patricia Franks	CoSA * NAGARA * SAA: Archives * Records Conference	*National Archives: Preserving the Past, Reflecting the Present, and Planning for the Future*
Patricia Franks	International Council on Archives Annual Conference	*A Snapshot in Time: The National Archives of 54 African Nations*
Patricia Franks	Library 2.018 Worldwide Virtual Conference	*Blockchain Technology for Recordkeeping*
Chris Hagar	UK Alliance for Disaster Research Annual Conference	*Expanding the Library & Information Science Curricula: Disaster informatics*
Mary Ann Harlan	California School Library Association Conference	*Bridges to College and Beyond*

		Connected Student Driven Inquiry: Coaching Inquiry *Here Comes that Girl: Feminist Readings of YA Lit*
Mary Ann Harlan	International Association of School Librarianship Annual Conference	*Girls in Text: Information of Girlhood in Young Adult Literature*
Deborah Hicks (co-presenter)	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science	*Understanding Public Libraries' Conversations: Promises and Challenges of Microblogging Data*
Deborah Hicks (poster)	Association for Information Science & Technology SIG-USE Symposium	*Using Twitter to Build Community?: A Social Network Analysis of Public Library Twitter Accounts*
Deborah Hicks	Association for Library and Information Science Education Annual Conference, Innovative Pedagogies SIG	*Curricula and Programs for the Expanding LIS Education Universe*
Deborah Hicks (co-presenter)	Information Seeking in Context (ISIC) Information Behaviour Conference	*What Motivates Twitter Users to Engage with Libraries?*
Sandy Hirsh	American Library Association Annual Conference	*The Global Transformation of Libraries, LIS Education, and LIS Professionals*
Sandy Hirsh (moderator)	American Library Association Midwinter Meeting: Symposium on the Future of Libraries	*Blockchain, Open Civic Data, and TV WhiteSpace - Three New Projects*
Sandy Hirsh	California Academic & Research Libraries Association Annual Conference	*Academic Librarians in Transition: Stories, Narratives and Job Strategies on Moving into Different Library Careers*
Sandy Hirsh	International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	*Supporting the CPD Guidelines: The Library School/iSchool Perspective*
Lili Luo	Asian Conference on Education and International Development	*Partnership for Student Success: Collaboration between Librarians and Faculty*
Kristen Rebmann	American Library Association Midwinter Meeting: Symposium on the Future of Libraries	*Blockchain, Open Civic Data, and TV WhiteSpace - Three New Projects*
Kristen Rebmann	Association for Library and Information Science Education Annual Conference	*Teaching Research Methods in LIS Programs*
Tonia San Nicolas-Rocca	Library 2.018 Worldwide Virtual Conference	*Security in Libraries: A Case for Blockchain Technology*
Cheryl Stenstrom (co-presenter)	Ontario Library Association Superconference	*Developing Fearless Leaders: Getting it Right*
Michael Stephens	American Library Association Annual Conference	*On the Ground, Online & Operative: Perceptions & Effectiveness of Public Library Staff Professional Development*
Michael Stephens (co-presenter)	Asia Pacific Library and Information Conference	*Professional Learning Experiences of Australian Public Library Staff*
Virginia Tucker (co-presenter)	Biennial International Threshold Concepts Conference	*Using Threshold Concepts to Assess Dispositional Readiness for a Professional Domain*
Virginia Tucker	International Conference on Knowledge Management	*Accelerating Student Learning for Taxonomy Design Work: Rapid*

		Onboarding through Consultant-Internships
Michelle Villagran	American Association of Law Libraries Annual Meeting & Conference	*Bringing Culture Back: Managing Unconscious Bias to Strengthen Your Corporate Culture*
Michele Villagran	Association of Research Libraries Symposium for Strategic Leadership in Diversity, Equity, Inclusion	*Microaggressions in the Workplace*
Michele Villagran	California Library Association Annual Conference	*Bringing Culture Back: Managing Unconscious Bias to Strengthen Your Corporate Culture* *How-To Have a Poker Face* *How-To Work a Room*
Michele Villagran (co-presenter)	California Library Association Annual Conference	*Culture Matters: Designing Emerging Services for Multicultural Communities Beyond Walls*
Michele Villagran	California School Library Association Annual Conference	*How Cultural Intelligence Makes a Difference-Are You Culturally Competent*
Michele Villagran	REFORMA Northeast Chapter Annual Joint Mini-Conference	*Cultural Intelligence: Ability to Adapt to New Cultural Settings*
Michele Villagran	Southwestern Association of Law Libraries Annual Conference	*Developing Cultural Intelligence: Working Effectively Across Cultures*
Michele Villagran	Special Libraries Association Annual Conference	*Bringing Culture Back: Managing Unconscious Bias to Strengthen Your Corporate Culture*
Michele Villagran	Texas Library Association Annual Conference	*Make Every Connection Matter!* *Making a Difference: Diversity, Inclusivity, and Social Justice in the Library*
Michele Villagran	Texas Library Association ESC Region 11 Conference	*How Cultural Intelligence Makes a Difference-Are You Culturally Competent?*
2017		
Faculty Member	**Conference**	**Presentation/Panel Title**
Anthony Bernier (co-presenter)	Association for Library and Information Science Education Annual Conference	*Making International Connections: Expanding Awareness of Non-North American LIS Education*
Anthony Bernier (co-presenter)	California Library Association Conference	*"Forgot to Include the Teens, We Did"—the Youth Opportunity Design Approach (YODA)*
Michelle Chen	California Conference on Library Instruction	*Information Visualization Skills for Academic Librarians: A Content Analysis of Publications and Online Resources in the Digital Humanities*
Michelle Chen (co-presenter)	International Hospitality Information Technology Association Annual Meeting	*A Topic Modeling Analysis of Super Bowl XXIII Word-of-mouth in Tourism Social Media*

Michelle Chen	Archives 2017: Society of American Archivists Annual Meeting	*Social Media vs. Open Government: Similarities, Differences, and Impacts on Records Management Practices*
Michelle Chen and Patricia Franks (w/others)	International Workshop on Maintaining the Facts Infrastructure in the Era of Post-Truth Politics	*Characterizing Canadian and U.S. Local Government's Online Presence: The Facts Infrastructure as Institutions, Functions, Materials and People*
Debbie Faires (co-presenter)	California Library Association Conference	*Data Equity for Main Street: An Open Data Training Program for Libraries*
Patricia Franks	Archives 2017: Society of American Archivists Annual Meeting	*Social Media vs. Open Government: Similarities, Differences, and Impacts on Records Management Practices*
Chris Hagar	Institute of Hazard, Risk & Resilience, Dealing with Disasters Conference	*Strengthening Community Engagement and Resilience Efforts in Climate Change: Public Program Strategies*
Chris Hagar (co-presenter)	International Society for Integrated Disaster Risk Management Conference	*Strengthening Community Engagement and Resilience Efforts in Climate Change: Public Program Strategies*
Chris Hagar (poster)	Project Welcome: Libraries Serving Refugees and Asylum Seekers Summit	*Data Collection Challenges of a Digital Volunteer Humanitarian Aid Organization: The European Refugee Crisis*
Mary Ann Harlan	California School Library Association Annual Conference	*Serving Rural Communities: A Discussion*
Deborah Hicks (co-presenter)	Association for Library and Information Science Education Annual Conference	*Discourses of Expertise in Professional Competency Documents: Communicating Across Communities*
Deborah Hicks (poster)	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science	*Understandings of Identity in the LIS literature: A Conceptual Analysis*
Sandy Hirsh	Association for Information Science and Technology Annual Meeting	*How International Is Your LIS/IS Program in the Global Higher Education Era?*
Geoffrey Liu and Kristen Rebmann (w/others)	International Society for Cultural-historical Activity Research Conference	*Utilizing the Repertory Grid Elicitation Technique with Cultural-historical Activity Theory*
Lili Luo (co-presenter)	International Conference on Library and Information Science	*Institute for Research Design in Librarianship: Enhancing Academic Librarians' Research Skills*
Lili Luo (co-presenter)	Medical Library Association Annual Conference	*Research Design and Data Analysis*
Kristen Rebmann (poster)	Association for Library and Information Science Education Annual Conference	*Digital Access and Inclusion via TV WhiteSpace Wireless Connections*
Kristen Rebmann	International Conference of Indigenous Archives, Libraries, and Museums	*TV WhiteSpaces for Archives, Libraries, and Museums: Access. Inclusion. Innovative Events*
Kristen Rebmann	International Society for Cultural-historical Activity Research Conference	*Design Experiments in Online Spaces: Collaborative Academic Blogging*

Kristen Rebmann	Pacific Northwest Library Association Conference	*Access, Inclusion, and Disaster Planning via TV WhiteSpace Technology*
Tonia San Nicolas-Rocca (co-presenter)	Colloquium on Information Systems Security Education	*Gaining Hands-on Experience through Community Partnerships*
Cheryl Stenstrom (co-presenter)	American Library Association Annual Conference, Library Research Roundtable Forum	*The Role of Interpersonal Influence in Information Use and Decision Making by Senior Ranking Officials: A Social Psychology Perspective*
Michael Stephens	Next Library Seminar	*The Librarian as a Change Agent and Community Learning Connector*
Virginia Tucker	European Conference on Information Literacy	*Threshold Concepts and Information Experience in Information Literacy Professional Education*
Virginia Tucker (co-presenter)	Evidence-Based Teaching and Learning Conference	*The Process of Becoming Teachers: Professional Identity Formation among Student Teachers*
Virginia Tucker	Library 2.017 Worldwide Virtual Conference	*Understanding Expertise and Competencies through the Lens of Threshold Concepts*
Michele Villagran	Association of Conflict Resolution Annual Conference	*Cultural Intelligence: Ability to Adapt to New Cultural Settings*
Michele Villagran	Association of College & Research Libraries, Oklahoma Chapter, Annual Conference	*Engage Your Cultural Side: Cultural intelligence*
Michele Villagran	International Association of School Librarianship Annual Conference	*Cultural intelligence: Ability to Adapt to New Cultural Settings*
Michele Villagran	International Council on Knowledge Management Conference	*Social Networking in Organizational Cultures*
Michele Villagran	New Mexico Library Association Annual Conference	*Bringing Culture Back: Managing Unconscious Bias to Strengthen Your Corporate Culture*
Michele Villagran	Oklahoma Library Association Annual Conference	*Engage Your Cultural Side: Cultural intelligence*
Michele Villagran	Seguimos Creando Enlaces Conference	*Cultural Intelligence within Spanish Speaking Communities*
Michele Villagran	Southern California Mediation Association Annual Conference	*Developing Cultural Intelligence: Working Effectively Across Cultures* *How Cultural Intelligence (CQ) Makes a Difference in Your Mediation Practice*
Michele Villagran	Special Libraries Association Annual Conference	*Changing Roles of Legal Information Professionals: Adapting Your Skills to New Challenges* *Cultural intelligence: Ability to Adapt to New Cultural Settings*
Michele Villagran	Texas Library Association Annual Conference	*Multiculturalism and Multipluralism: A New Era in Online Education and Library Services*

Michele Villagran	The Teaching Professor Annual Conference	*How Cultural Intelligence (CQ) Makes a Difference: Ability to Adapt to New Cultural Settings*
2016		
Faculty Member	**Conference**	**Presentation/Panel Title**
Anthony Bernier	Association for Library and Information Science Education Annual Conference	*Radical Change: It's Not "Chemistry:" Small Group Pedagogy for Online Outcomes*
Joni Bodart	National Council of Teachers of English Annual Conference	*Human Monsters and Why They are Important in Young Adult Literature*
Michelle Chen (co-poster)	Asia Pacific Tourism Association Annual Conference	*Exploring Applications of Cognitive Computing in Smart Destination Management*
Michelle Chen	EDUCAUSE Annual Conference	*Using Interactive Visualization as a Collaboration Tool: Practical Insights from SJSU iSchool Online Courses*
Michelle Chen	International Business Research Conference	*Predicting User Perceived Information Quality on Investment-related Social Media*
Michelle Chen	Library 2.016 Worldwide Virtual Conference	*Information Visualization Meets Libraries: New Opportunities*
Lisa Daulby	Virtual Center for Archives and Records Administration Virtual Worlds Conference	*Gamification and User Acceptance of Electronic Personal Health Records*
Debbie Faires and Sandy Hirsh (w/others)	Association for Library and Information Science Education Annual Conference	*Foreign Language Study in the LIS Curriculum: A Cross-cultural Comparison of Two Innovative Programs*
Patricia Franks	Archives and Records Association UK & Ireland Annual Conference	*Software-as-a-Service Enables Students to Master Enterprise Content Management and Digital Preservation*
Patricia Franks	ARMA International, ARMA Live!	*Fellows: The Risks of Not Taking Risks*
Patricia Franks	CoSA * SAA: Archives * Records Conference	*We've Figured Out Our SIPs and AIPs and Now It's Time to Deal with Our DIPs: Leveraging the Cloud for Preservation and Access*
Patricia Franks	ECKM 2016: European Conference on Knowledge Management	*Content Management & Digital Preservation Online Education: A Case Study*
Chris Hagar (poster)	United Nations Disaster Office for Disaster Risk Reduction, Science & Technology Conference on the Implementation of the Sendai Framework For Disaster Risk Reduction 2015-2030	*Disaster Preparedness and Response: How Public Libraries Can Partner with Local Agencies to Meet Community Needs*
Mary Ann Harlan	California School Library Association Annual Conference	*When I Was a Girl: Representations of Girlhood in Young Adult Literature*
Deborah Hicks	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science	*Person or Place: The Rhetorical Construction of Librarian and Library by the Information Profession Community*

Deborah Hicks	Annual Congress of the Humanities and Social Sciences, Canadian Society for the Study of Education	*From the Student Desk to the Teaching Podium: Teaching Strategies to Aid New Instructors*
Deborah Hicks (poster)	Canadian Pharmacists Conference	*The Pharmacy Services Framework: Communicating the Shift to Clinical Pharmacy Services in Alberta*
Deborah Hicks (poster)	Canadian Pharmacy Education & Research Annual Conference	*Compensation Plan for Pharmacy Services: Communicating Change in Alberta*
Sandy Hirsh	American Library Association Annual Conference	*Beyond the Bottom Line: Building Responsible Relationships with Foundations, Vendors and Sponsors*
Sandy Hirsh	Association for Library and Information Science Education Annual Conference	*The Global Classroom: Strategies for Designing Innovative Cultural Immersion Programs in Library and Information Science Education*
Sandy Hirsh	California Library Association Conference	*Librarians in Transition: Stories and Job Strategies on Different Library Careers*
Sandy Hirsh	Quality in Postgraduate Research Conference: Society, Economy & Communities: 21st Century Innovations in Doctoral Education Conference	*Trans-Pacific Doctoral Success – A Collaborative Model*
Lili Luo (co-presenter)	Association for Library and Information Science Education Annual Conference	*Vignettes as a Research Method: Implications for LIS Research*
Lili Luo	Association for Library and Information Science Education Annual Conference	*President's Panel: Bridging the Divide: Exploring LIS Research and Practice*
Lili Luo (co-presenter)	European Conference on Information Literacy	*Institute for Research Design in Librarianship: Impact on Information Literacy Research and Practice*
Lili Luo (co-presenter)	International Conference on Qualitative and Quantitative Methods in Libraries	*Institute for Research Design in Librarianship: Developing a Curriculum for Novice Librarian Researchers*
Lili Luo	Research-Based Practice in Libraries Summit, Qatar National Research Fund	*Quantitative vs Qualitative Research Methods: Determining the Best Methods for Practitioner Research in LIS*
Lili Luo and Michael Stephens (w/others)	Association for Library and Information Science Education Annual Conference	*Online Community Development: Enhancing the Research Culture among LIS Practitioners*
Tonia San Nicolas-Rocca (co-presenter)	Hawaii International Conference on System Sciences	*Information Security Capacity Building in Community-Based Organizations: Examining the Effects of Knowledge Transfer*
Cheryl Stenstrom	Quality in Postgraduate Research Conference: Society, Economy & Communities: 21st Century Innovations in Doctoral Education Conference	*Trans-Pacific Doctoral Success – A Collaborative Model*
Michael Stephens	Association for Library and Information Science Education Annual Conference	*Inclusive & Connected Learning: Evaluating and Refining an Academic Community Blogging Platform*

Michael Stephens	Association for Library and Information Science Education Annual Conference	*President's Panel: Bridging the Divide: Exploring LIS Research and Practice*
Michael Stephens	Library Congress Leipzig	*Horizon Report Library Edition Panel*
Michael Stephens	Public Library Association Annual Conference	*The Hyperlinked Classroom: Extraordinary Learning Experiences in Public Libraries*
Virginia Tucker	Biennial International Threshold Concepts Conference	*Curriculum on the Edge: Designing for Liminality in Learning Experiences*
Michele Villagran	California Academic & Research Libraries Annual Conference	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*
Michele Villagran	California Library Association Annual Conference	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?* *Social Networking in Organizational Cultures*
Michele Villagran	Global Studies Conference	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*
Michele Villagran	International Conference on the Development and Assessment of Intercultural Competence: Traditions and Transitions	*Developing Your Cultural Intelligence: Working Effectively Across Cultures*
Michele Villagran	Texas Library Association Annual Conference	*Cultural Intelligence: Ability to Adapt to New Cultural Settings* *Social Networking in Organizational Cultures*
Michele Villagran	Tobias Leadership Conference: A Multi-Sectored Forum on the Theory and Practice of Leadership	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*
2015		
Faculty Member	**Conference**	**Presentation/Panel Title**
Michelle Chen and Tonia San Nicolas-Rocca	International Conference on Social Computing, Behavioral-Cultural Modeling, & Prediction	*Big Data Analytics for Behavioral Modeling*
Michelle Chen and Alyce Scott (w/others)	Library 2.015 Worldwide Virtual Conference	*Improving the Analysis of Large Digital Collections: A Topic-based Visualization Model for Better Information Access and Retrieval*
Lisa Daulby (co-presenter)	ARMA International, ARMA Live!	*"Fun" in 'Functional': Factors in the Acceptance of EDRMS*
Lisa Daulby (co-presenter)	Doing Business Globally Conference	*Strategic Risk Management in Global Information Governance*
Lisa Daulby (co-presenter)	International Association of Privacy Processionals Conference	*Beyond Privacy: Integrating Privacy Compliance into an Information Governance Strategy*
Debbie Faires (co-presenter)	EDUCAUSE Annual Conference	*OLC Quality Scorecard Review: Performance Measurement for Online Programs*

Patricia Franks	ARMA International, ARMA Live!	*Evaluating Cloud Services Using Retention and Disposition Requirements*
Patricia Franks (panelist)	ARMA International, ARMA Live!	*Fellows: A Conversation on Collaboration: Proven Strategies for Managing Information Assets*
Patricia Franks (co-poster)	ARMA International, ARMA Live!	*A Summa of Knowledge about Records*
Patricia Franks	Digital Heritage International Congress	*Government Use of Cloud-based Long Term Digital Preservation as a Service: An Exploratory Study*
Patricia Franks (co-presenter)	European Conference on Social Media	*Social Media and Trust in North American Local Government Law Enforcement*
Patricia Franks	International Conference on Cloud Security and Management	*Perceived and Actual Cloud Records Retention & Disposition Challenges Facing Organizations Today*
Patricia Franks	NAGARA/CoSA Joint Annual Meeting	*Working in Harmony: Multi-Disciplinary Team Skills in the Digital Archives World*
Patricia Franks (co-presenter)	Society for Imaging Science and Technology Conference	*Preserving Virtual Worlds Educational Events Using Social Media Networks and Cloud Storage Services*
Patricia Franks	Archives 2015: Society of American Archivists Annual Meeting	*Recordkeeping in the Cloud and the Advent of Big/Open Data: Mission Critical, or Mission Impossible?*
Chris Hagar	International Conference on Information Systems for Crisis Response and Management	*Public Library Partnerships with Local Agencies to Meet Community Disaster Preparedness and Response Needs*
Mary Ann Harlan	California School Library Association Conference	*Digital Youth: A Presentation of the Research* *Tough Questions for Teacher Librarians*
Deborah Hicks	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science Annual Conference	*The Core Values of Librarianship in Education and Practice*
Deborah Hicks (co-presenter)	Annual Congress of the Humanities and Social Sciences, Canadian Association for Information Science Annual Conference	*Time Changes Things: Time as a Linguistic Resource for Professionals in Information-Intensive Fields*
Deborah Hicks	Information: Interactions and Impact (i3) Conference	*Identity Matters: Identity, Information and LIS Research*
Deborah Hicks (co-presenter)	Information: Interactions and Impact (i3) Conference	*Information Professionals Reference and Information Practices as Expertise or Skill: An Exploratory Study*
Sandy Hirsh	American Library Association Annual Conference, International Relations Round Table (IRRT) President' Program	*Inspiring Leaders Around the World: Learning New Skills Through a Virtual Conference*
Sandy Hirsh	Association for Library and Information Science Education Annual Conference	*Identity, Administration, and Inclusion: Current Students of Adjunct and Contingent Faculty in LIS*

		Representation for All: Including Stakeholders in LIS Program Governance in a Changing World
Sandy Hirsh	Charles Sturt Research Symposium	*Research and Developments at the SJSU School of Information*
Sandy Hirsh	Computers in Libraries Conference	*MOOCS 101*
Sandy Hirsh	International Evidence Based Library and Information Conference	*Quantitative vs. Qualitative Research Methods: Determining the Best Method for Evidence-based Research*
Sandy Hirsh	Queensland University of Technology Research Symposium	*Research and Developments at the SJSU School of Information*
Sandy Hirsh	Virtual Symposium on Information & Technology in the Arts & Humanities	*Engaging with ASIS&T: Opportunities*
Lili Luo	Library 2.015: Worldwide Virtual Conference	*Consumer Health Reference Interview: Ideas for Best Practices*
Kristen Rebmann	Quality Matters Regional Conference on Quality Assurance in Education	*Cultural Competency and Online Faculty: Preparation and Practice*
Tonia San Nicolas-Rocca (co-presenter)	Institute for Operations Research and the Management Sciences (INFORMS) Annual Meeting	*Improving Provider-Patient Communications with Mobile Multimedia Computing*
Cheryl Stenstrom	Association for Library and Information Science Education Annual Conference	*Transforming LIS Professionals into Self-confident Leaders*
Cheryl Stenstrom	International Evidence Based Library and Information Conference	*Decision-making Practices of Public Library CEOs*
Michael Stephens	Ohio Library Conference	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries & Emerging Trends and Emerging Tech: Exploring the Hyperlinked Library*
Michael Stephens	Ontario Library Association Superconference	*MOOCs for Librarians: Key Takeaways from Two Large Scale Professional Development Courses*
Virginia Tucker	Library 2.015: Worldwide Virtual Conference	*Professional Searchers Today: Leadership Roles in Design and Information Experience*
Michele Villagran	California Library Association Annual Conference	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*
Michele Villagran (moderator)	California Library Association Annual Conference	*How to Build the Career You Want*

Appendix III. Z - Full-Time Faculty: Representation at Professional Conferences by Year, 2015–2021

2021	
Conference	**Number of Faculty Members Represented**
American Library Association Annual Conference	1
ARMA Canada Conference	1
Association for Information Science & Technology Annual Meeting	1
Association for Library and Information Science Education Annual Conference	2
Association of College & Research Libraries Virtual Conference	1
Conference on Academic Library Management	1
iFederation iConference	1
International Archives Day Conference at Koç University	1
International Federation of Library Associations World Library and Information Congress Conference	1
III International Conference [Re]Think the Public Library: The New Normal	1
Kentucky Association of College & Research Libraries, KLA Special Libraries Roundtable, and SLA – Kentucky Chapter Joint Spring Conference	1
Libraries and Information Institutions in the Digital Age Conference	1
Next Library Seminar	1
NISO Plus 2021 Virtual Conference	1
North Carolina Library Association Conference	1
Ontario Library Association Super Conference	1
REFORMA National Conference	1
Threshold Concepts Conference	1
2020	
Conference	**Number of Faculty Members Represented**
American Association of Law Libraries Annual Conference	1
American Library Association Annual Conference	1
Association for Library and Information Science Education Annual Conference	6
Association for the Study of Law, Culture and the Humanities Annual Meeting	1
Information Seeking in Context Conference	1
Law via the Internet Conference	1
Library History Seminar XIV	1
Ontario Library Association Super Conference	1
Qualitative and Quantitative Methods in Libraries International Conference	1
2019	
Conference	**Number of Faculty Members Represented**
American Association of Law Libraries Annual Conference	1
American Library Association Annual Conference	3
Annual Congress of the Humanities and Social Sciences	1
Archives and Records Association UK & Ireland Annual Conference	1
ARMA Canada Conference	1
ARMA Florida Conference	1
ARMA International, ARMA Live!	1

Asian Conference on Education and International Development	1
Association for Information Science & Technology Annual Meeting	2
Association for Library and Information Science Education Annual Conference	1
California Library Association Conference	1
Computers in Libraries Conference	1
International Association of School Librarianship Annual Conference	1
International Conference on Books, Publishing & Libraries	1
International Conference on Changing Landscape of Science & Technology Libraries	2
International Conference on Conceptions of Library and Information Science	1
International Evidence Based Library and Information Conference (EBLIP)	1
International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	1
Library 2.0 Worldwide Virtual Conference	1
Minnesota Library Association Annual Conference	1
National Association of Government Archives and Records Administrators (NAGARA) Annual Conference	1
Next Library Seminar	1
Qualitative and Quantitative Methods in Libraries International Conference	1
"Road to the Future: School and Children's Librarianship" International Symposium	1
San Jose State University Open Access Conference	1
Society for Imaging Science and Technology Conference	1
Special Libraries Association Annual Conference	2
Texas Library Association Annual Conference	1
Text Encoding Initiative Conference and Members Meeting	1

2018

Conference	Number of Faculty Members Represented
American Association of Law Libraries Annual Conference	1
American Library Association Annual Conference	2
American Library Association Midwinter Conference	2
ARMA International, ARMA Live!	1
Asia Pacific Library and Information Conference	1
Asian Conference on Education and International Development	1
Association for Information Science & Technology Annual Meeting	2
Association for Information Science & Technology SIG-USE Symposium	1
Association for Library and Information Science Education Annual Conference	3
Association of Research Libraries and Association of College & Research Libraries Symposium for Strategic Leadership in Diversity, Equity, Inclusion	1
Biennial International Threshold Concepts Conference	1
Blockchain in Education West	2
California Academic & Research Libraries Association Annual Conference	2
California Library Association Conference	4
COSA NAGARA SAA: Archives * Records Conference	1
Information Seeking in Context (ISIC) Information Behaviour Conference	1
Institute for Operations Research and the Management Sciences (INFORMS) Annual Meeting	1
International Association of School Librarianship Annual Conference	1
International Conference on Knowledge Management	1
International Council on Archives Annual Conference	1

International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	2
Library 2.0 Worldwide Virtual Conference	2
Ontario Connections – Access, Privacy, Security, and Records Management Symposium	1
Ontario Library Association Super Conference	1
Public Library Association Conference	1
REFORMA, Northeast Chapter, Annual Conference	1
Special Libraries Association Annual Conference	1
Texas Library Association Annual Conference	1
Texas Library Association, ESC Region 11, Conference	1
Text Encoding Initiative Conference and Members Meeting	1
UK Alliance for Disaster Research Annual Conference	1
Virtual Center for Archives and Records Administration Virtual Worlds Conference	1
2017	
Conference	**Number of Faculty Members Represented**
American Library Association Annual Conference	1
Annual Congress of the Humanities and Social Sciences	1
ARMA International, ARMA Live!	1
Association for Information Science & Technology Annual Meeting	2
Association for Library and Information Science Education Annual Conference	3
Association of Conflict Resolution Annual Conference	1
Association of College & Research Libraries, Oklahoma Chapter, Annual Conference	1
California Conference on Library Instruction	1
California Library Association Conference	1
Canadian Association for Information Science	1
Colloquium on Information Systems Security Education	1
European Conference on Information Literacy	1
Evidence-Based Teaching and Learning Conference	1
Institute of Hazard, Risk & Resilience, Dealing with Disasters Conference	1
International Conference of Indigenous Archives, Libraries, and Museums	1
International Conference on Library and Information Science	1
International Council on Knowledge Management Conference	1
International Hospitality Information Technology Association Annual Conference	1
International Society for Cultural-historical Activity Research Conference	2
International Society for Integrated Disaster Risk Management Conference	1
International Workshop on Maintaining the Facts Infrastructure in the Era of Post-Truth Politics	2
Library 2.0 Worldwide Virtual Conference	1
Medical Library Association Annual Meeting	1
New Mexico Library Association Annual Conference	1
Next Library Seminar	1
Oklahoma Library Association Annual Conference	1
Pacific Northwest Library Association Conference	1
Project Welcome: Libraries Serving Refugees and Asylum Seekers Summit	1
Seguimos Creando Enlaces Conference	1
Society of American Archivists Annual Meeting	3

Southern California Mediation Association Annual Conference	1
Southwestern Association of Law Libraries Annual Conference	1
Special Libraries Association Annual Conference	1
Texas Library Association Annual Conference	1
The Teaching Professor Annual Conference	1
2016	
Conference	**Number of Faculty Members Represented**
American Library Association Annual Conference	1
Annual Congress of the Humanities and Social Sciences	1
Archives and Records Association UK & Ireland Annual Conference	1
Asia Pacific Tourism Association Annual Conference	1
Association for Library and Information Science Education Annual Conference	5
Biennial International Threshold Concepts Conference	1
California Academic & Research Libraries Association Annual Conference	1
California Library Association Conference	2
Canadian Association for Information Science	1
Canadian Pharmacists Conference	1
Canadian Pharmacy Education & Research Conference	1
Canadian Society for the Study of Education	1
COSA SAA: Archives * Records Conference	1
EDUCAUSE Annual Conference	1
European Conference on Information Literacy	1
European Conference on Knowledge Management	1
Global Studies Conference	1
Hawaii International Conference on System Sciences	1
International Business Research Conference	1
International Conference on Qualitative and Quantitative Methods in Libraries	1
International Conference on the Development and Assessment of Intercultural Competence: Intercultural Competence: Traditions and Transitions	1
Library 2.0 Worldwide Virtual Conference	1
Library Congress Leipzig	1
National Council of Teachers of English Annual Convention	1
Public Library Association Conference	1
Quality in Postgraduate Research Conference: Society, Economy & Communities: 21st Century Innovations in Doctoral Education Conference	2
Texas Library Association Annual Conference	1
Tobias Leadership Conference: A Multi-Sectored Forum on the Theory and Practice of Leadership	1
United Nations Disaster Office for Disaster Risk Reduction, Science & Technology Conference on the Implementation of the Sendai Framework For Disaster Risk Reduction 2015-2030	1
Virtual Center for Archives and Records Administration Virtual Worlds Conference	1

2015	
Conference	**Number of Faculty Members Represented**
American Library Association Annual Conference	1
Annual Congress of the Humanities and Social Sciences	1
ARMA International, ARMA Live!	2
Association for Library and Information Science Education Annual Conference	2
California Library Association Conference	1
Canadian Association for Information Science	1
Computers in Libraries Conference	1
Digital Heritage International Congress	1
Doing Business Globally Conference	1
EDUCAUSE Annual Conference	1
European Conference on Social Media	1
Information: Interactions and Impact (i3) Conference	1
International Association of Privacy Processionals Conference	1
International Conference on Cloud Security and Management	1
International Conference on Information Systems for Crisis Response and Management	1
International Conference on Social Computing, Behavioral-Cultural Modeling, & Prediction	2
International Evidence Based Library and Information Conference (EBLIP)	2
Library 2.0 Worldwide Virtual Conference	2
NAGARA/COSA Joint Annual Meeting	1
New Mexico Library Association Annual Conference	1
Ohio Library Conference	1
Ontario Library Association Super Conference	1
Pacific Northwest Library Association Conference	1
Quality Matters Regional Conference on Quality Assurance in Education	1
Society for Imaging Science and Technology Conference	1
Society of American Archivists Annual Meeting	1
Summer Library Management Conference	1
Texas Library Association Annual Conference	1

Appendix III. AA - Full-Time Faculty: Representation at Professional Conferences by Conference Name, 2015 - 2021

Conference	Year
American Association of Law Libraries Annual Conference	2020 (1), 2019 (1), 2018 (1)
American Library Association Annual Conference	2021 (1), 2020 (2), 2019 (2), 2018 (2), 2017 (1), 2016 (1), 2015 (1)
American Library Association Midwinter Conference	2018 (1)
Annual Congress of the Humanities and Social Sciences	2019 (1), 2017 (1), 2016 (1), 2015 (1)
Archives and Records Association UK & Ireland Annual Conference	2019 (1), 2016 (1)
ARMA Canada Conference	2021 (1), 2019 (1)
ARMA Florida Conference	2019 (1)
ARMA International, ARMA Live!	2019 (1), 2018 (1), 2017 (1), 2015 (2)
Asia Pacific Library and Information Conference	2018 (1)
Asia Pacific Tourism Association Annual Conference	2016 (1)
Asian Conference on Education and International Development	2019 (1), 2018 (1)
Association for Information Science & Technology Annual Meeting	2021 (1) 2019 (2), 2018 (1), 2017 (2)
Association for Information Science & Technology SIG-USE Symposium	2018 (1)
Association for Library and Information Science Education Annual Conference	2021 (2), 2020 (6), 2019 (1), 2018 (3), 2017 (3), 2016 (3), 2015 (2)
Association for the Study of Law, Culture and the Humanities Annual Meeting	2020 (1)
Association of Conflict Resolution Annual Conference	2017 (1)
Association of College & Research Libraries Virtual Conference	2021 (1)
Association of College & Research Libraries, Oklahoma Chapter, Annual Conference	2017 (1)
Association of Research Libraries and Association of College & Research Libraries Symposium for Strategic Leadership in Diversity, Equity, Inclusion	2018 (1)
Biennial International Threshold Concepts Conference	2018 (1), 2016 (1)
Blockchain in Education West	2018 (1)
California Academic & Research Libraries Association Annual Conference	2018 (2), 2016 (1)
California Conference on Library Instruction	2017 (1)
California Library Association Conference	2019 (1), 2018 (3), 2017 (1), 2016 (2), 2015 (1)
California School Library Association Conference	2019 (1), 2018 (2), 2017 (1), 2016 (1), 2015 (1)
Canadian Association for Information Science	2017 (1), 2016 (1), 2015 (1)
Canadian Pharmacists Conference	2016 (1)
Canadian Pharmacy Education & Research Conference	2016 (1)
Canadian Society for the Study of Education	2016 (1)
Colloquium on Information Systems Security Education	2017 (1)
Computers in Libraries Conference	2019 (1), 2015 (1)
Conference on Academic Library Management	2021 (1)
COSA NAGARA SAA: Archives * Records Conference	2018 (1)
COSA SAA: Archives * Records Conference	2016 (1)
Digital Heritage International Congress	2015 (1)
Doing Business Globally Conference	2015 (1)
EDUCAUSE Annual Conference	2016 (1), 2015 (1)

European Conference on Information Literacy	2017 (1), 2016 (1)
European Conference on Knowledge Management	2016 (1)
European Conference on Social Media	2015 (1)
Evidence-Based Teaching and Learning Conference	2017 (1)
Global Studies Conference	2016 (1)
Hawaii International Conference on System Sciences	2016 (1)
iFederation iConference	2021 (1)
Information: Interactions and Impact (i3) Conference	2015 (1)
Information Seeking in Context (ISIC) Information Behaviour Conference	2021 (1), 2018 (1)
Institute for Operations Research and the Management Sciences (INFORMS) Annual Meeting	2018 (1)
Institute of Hazard, Risk & Resilience, Dealing with Disasters Conference	2017 (1)
International Archives Day Conference at Koç University	2021 (1)
International Association of School Librarianship Annual Conference	2019 (1), 2018 (1)
International Association of Privacy Processionals Conference	2015 (1)
International Business Research Conference	2016 (1)
International Conference of Indigenous Archives, Libraries, and Museums	2017 (1)
International Conference on Books, Publishing & Libraries	2019 (1)
International Conference on Changing Landscape of Science & Technology Libraries	2019 (1)
International Conference on Cloud Security and Management	2015 (1)
International Conference on Conceptions of Library and Information Science	2019 (1)
International Conference on Information Systems for Crisis Response and Management	2015 (1)
International Conference on Knowledge Management	2018 (1)
International Conference on Library and Information Science	2017 (1)
International Conference on Qualitative and Quantitative Methods in Libraries	2016 (1)
International Conference on Social Computing, Behavioral-Cultural Modeling, & Prediction	2015 (1)
International Conference on the Development and Assessment of Intercultural Competence: Intercultural Competence: Traditions and Transitions	2016 (1)
III International Conference [Re]Think the Public Library: The New Normal	2021 (1)
International Council on Archives Annual Conference	2018 (1)
International Council on Knowledge Management Conference	2017 (1)
International Evidence Based Library and Information Conference (EBLIP)	2019 (1), 2015 (2)
International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	2021 (1), 2019 (1), 2018 (1)
International Hospitality Information Technology Association Annual Conference	2017 (1)
International Society for Cultural-historical Activity Research Conference	2017 (2)
International Society for Integrated Disaster Risk Management Conference	2017 (1)
International Workshop on Maintaining the Facts Infrastructure in the Era of Post-Truth Politics	2017 (1)

Kentucky Association of College & Research Libraries, KLA Special Libraries Roundtable, and SLA – Kentucky Chapter Joint Spring Conference	2021 (1)
Law via the Internet Conference	2020 (1)
Libraries and Information Institutions in the Digital Age Conference	2021 (1)
Library 2.0 Worldwide Virtual Conference	2019 (1), 2018 (2), 2017 (1), 2016 (1), 2015 (2)
Library Congress Leipzig	2016 (1)
Library History Seminar XIV	2020 (1)
Medical Library Association Annual Meeting	2017 (1)
Minnesota Library Association Annual Conference	2019 (1)
National Association of Government Archives and Records Administrators (NAGARA) Annual Conference	2019 (1)
NAGARA/COSA Joint Annual Meeting	2015 (1)
National Council of Teachers of English Annual Convention	2016 (1)
New Mexico Library Association Annual Conference	2017 (1), 2015 (1)
Next Library Seminar	2021 (1), 2019 (1), 2017 (1)
NISO Plus 2021 Virtual Conference	2021 (1)
North Carolina Library Association Conference	2021 (1)
Ohio Library Conference	2015 (1)
Oklahoma Library Association Annual Conference	2017 (1)
Ontario Connections – Access, Privacy, Security, and Records Management Symposium	2018 (1)
Ontario Library Association Super Conference	2021 (1), 2020 (1), 2018 (1), 2015 (1)
Pacific Northwest Library Association Conference	2017 (1), 2015 (1)
Project Welcome: Libraries Serving Refugees and Asylum Seekers Summit	2017 (1)
Public Library Association Conference	2018 (1), 2016 (1)
Qualitative and Quantitative Methods in Libraries International Conference	2020 (1), 2019 (1)
Quality in Postgraduate Research Conference: Society, Economy & Communities: 21st Century Innovations in Doctoral Education Conference	2016 (1)
Quality Matters Regional Conference on Quality Assurance in Education	2015 (1)
REFORMA National Conference	2021 (1)
REFORMA, Northeast Chapter, Annual Conference	2018 (1)
“Road to the Future: School and Children’s Librarianship” International Symposium	2019 (1)
San Jose State University Open Access Conference	2019 (1)
Seguimos Creando Enlaces Conference	2017 (1)
Society for Imaging Science and Technology Conference	2019 (1), 2015 (1)
Society of American Archivists Annual Meeting	2017 (2), 2015 (1)
Southern California Mediation Association Annual Conference	2017 (1)
Southwestern Association of Law Libraries Annual Conference	2017 (1)
Special Libraries Association Annual Conference	2019 (2), 2018 (1), 2017 (1)
Summer Library Management Conference	2015 (1)
Texas Library Association Annual Conference	2019 (1), 2018 (1), 2017 (1), 2016 (1), 2015 (1)
Texas Library Association, ESC Region 11, Conference	2018 (1)
Text Encoding Initiative Conference and Members Meeting	2019 (1), 2018 (1)
The Teaching Professor Annual Conference	2017 (1)

Threshold Concepts Conference	2021 (1)
Tobias Leadership Conference: A Multi-Sectored Forum on the Theory and Practice of Leadership	2016 (1)
UK Alliance for Disaster Research Annual Conference	2018 (1)
United Nations Disaster Office for Disaster Risk Reduction, Science & Technology Conference on the Implementation of the Sendai Framework For Disaster Risk Reduction 2015-2030	2016 (1)
Virtual Center for Archives and Records Administration Virtual Worlds Conference	2018 (1), 2016 (1)

Appendix III. AB - Full-Time Faculty: Keynotes, 2015 - 2021

2021		
Faculty Member	**Keynote Title**	**Event**
Sandy Hirsh	*An Introduction to Blockchain Applications in the Information Professions: Hype, Speculations, and Implications*	Southeast Florida Library Information Network (SEFLIN) Virtual Conference
Virginia Tucker	*From Librarian to Information Architect: Transformative Traits and Curious Questions*	World Information Architecture Day
2020		
Faculty Member	**Keynote Title**	**Event**
Mary Ann Harlan	*Information Literacy in Reading Fiction*	International Speaker Series, School Library Association of New South Wales
2019		
Faculty Member	**Keynote Title**	**Event**
Sandy Hirsh	*Blockchain: Transformative Applications for Libraries*	San Jose State University's University Scholar Series
Sandy Hirsh	*Blockchain: Transformative Applications for Libraries*	University of South Carolina School of Library and Information Science
Sandy Hirsh	*Competencies for Librarians in a Technologically-Driven Global Climate*	Swedish Library Association Conference
Sandy Hirsh	*Creating the Information Professionals for the Future: A Fireside Chat*	Special Libraries Association Annual Conference
Cheryl Stenstrom	*Palaces for the People: Empowering Communities*	Nova Scotia Libraries Annual Conference
Michele Villagran	*Academic Libraries: How Cultural Intelligence Makes a Difference*	Pennsylvania Library Association Annual Conference
Michele Villagran	*How Cultural Intelligence Makes a Difference in the Information Profession: Are You Culturally Competent?*	Minnesota Library Association Annual Conference
Michele Villagran	*How to Turn Conflict and Our Work with Diverse Communities into Success*	Amigos Library Services Conference
2018		
Faculty Member	**Keynote Title**	**Event**
Sandy Hirsh	*Be Loud for Libraries*	California Public Library Advocates (CPLA) Awards Dinner, California Library Association Conference
Sandy Hirsh	*LIS Careers and Learning: How SJSU iSchool Can Help Prepare You*	California Library Association Pre-conference: *Strong Start in Libraries—Kicking Off Your Career*
Lili Luo	*Evidence-Based Practice: Ideas for Academic Librarians*	Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL) Annual Conference
Michael Stephens	*The Heart of Librarianship: Finding Balance in Challenging Times*	Asia Pacific Library and Information Conference
Michael Stephens	*The Library as Classroom: Hyperlinked Learning Experiences for All*	Upper Peninsula Region of Library Cooperation
Michele Villagran	*Shhhh…listen! Do You Hear the Sound of _____?*	Arizona Library Association Regional Forum

2017		
Faculty Member	**Keynote Title**	**Event**
Lili Luo	*Bridging the Research-Practice Gap: Ideas from the Institute for Research Design in Librarianship*	San Jose State University Library Research and Practice Forum
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Conference About Libraries and Literacy (CALL)
Michael Stephens	*The Library as Classroom: Hyperlinked Learning Experiences for All*	Northland Regional Library System Annual Meeting
2016		
Faculty Member	**Keynote Title**	**Event**
Mary Ann Harlan	*Navigating the Future of School Libraries*	California School Libraries Southern Section Regional Meeting
Sandy Hirsh	*Best Practices for Engaging and Supporting Online Learners*	Ontario Library Service Conference
Sandy Hirsh	*Professional Development Outcomes of a Globally Based Virtual Conference Partnership: A Library 2.0 Case Study*	"Utilizing Partnerships to Expand Professional Development Opportunities Worldwide," IFLA/ALA Webinar Series
Sandy Hirsh	*The Global Transformation of Libraries, LIS Education, and LIS Professionals*	Manitoba Library Association Conference
Cheryl Stenstrom	*Libraries Connect*	British Columbia Library Trustees Association Annual Conference
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Finger Lakes Library System Annual Meeting
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Gwinnett County Public Library Staff In Service Day
Michael Stephens	*The Heart of Librarianship: Attentive, Positive & Purposeful Change*	The Library Network Technology Forum
Michael Stephens	*The Hyperlinked Library: The Anywhere Service Dynamic*	Montana Library Association Offline Conference
Michael Stephens	*The Hyperlinked Library: The Anywhere Service Dynamic*	Rhode Island Library Association Offline Conference
Michael Stephens	*The Library as Classroom: Hyperlinked Learning Experiences for All*	Panhandle Library Access Network Annual Meeting
2015		
Faculty Member	**Keynote Title**	**Event**
Sandy Hirsh	*Information Professionals: New Competencies and New Opportunities*	UCLA Information Studies Alumni Symposium
Sandy Hirsh	*Information Services Today: Essential Tools, Skills, and Competencies for Transformative Information Landscapes*	Library 2.015: Worldwide Virtual Conference
Sandy Hirsh	*The Space between Us: A Conversation with Association Leadership about the Future of LIS Education*	Association for Library and Information Science Education Annual Conference, Opening Plenary
Cheryl Stenstrom	*Telling Our Story*	Atlantic Provinces Library Association Annual Conference
Michael Stephens	*Learning Everywhere*	ILEAD USA Program, Illinois State Library
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Alaska Library Association Conference
Michael Stephens	*Learning Everywhere: Users, Empathy, and Reflective Practice*	Connecticut Library Association Conference

Michael Stephens	*Making Connections: Learning Everywhere and the Hyperlinked Library*	Arizona Library Association Annual Conference
Michael Stephens	*Technologies and Trends for Hyperlinked Libraries*	Grand Valley State University's Mary Idema Pew Library, Michigan Library Association
Michael Stephens	*The Library as Classroom*	Colorado Association of Libraries Annual Conference
Michele Villagran	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*	California Dialysis Council Annual Conference

Appendix III. AC - Full-Time Faculty: Professional Presentations, 2015 - 2021

2021		
Faculty Member	**Title**	**Site / Description**
Sue Alman	*What Do I Do?: The ALISE 2021 Conference Proposal Submission Guidelines*	ALISE Webinar
Anthony Bernier	*Why Should YA's Trust the Library?*	Staff Training, Boston Public Library
Sandy Hirsh	*Mapping LIS Education Programs*	IFLA Building Strong Library and Information Science Education (BSLISE) Working Group
Michele Villagran	Cultural Competence Research	Library Research Round Table Webinar
Michele Villagran	*Librarianship Specializations Beyond "Traditional" Library Careers*	Illinois Library Association Noon Network Webinar
Michele Villagran	*SANDALL Professional and Personal Impacts*	San Diego Area Law Libraries Annual Business Meeting
Michele Villagran (co-presenter)	*So, You Wanna Practice Cultural Competence?*	American Association of Law Libraries Webinar
2020		
Faculty Member	**Title**	**Site / Description**
Sue Alman	*Managing Up* *Pass It On: Social Media, Word-of-Mouth Marketing, and Elevator Speeches* *Talking the Talk*	Lyrasis Webinars
Sue Alman and Sandy Hirsh	*Blockchain Buzz: Hype, Speculative Applications, & Implications for the Information Professions*	LACUNY Emerging Technologies Roundtable
Anthony Bernier	*Library Spaces in the Age of Pandemic*	Aarhus University, Department of Management, Denmark
Lisa Daulby	*Records/Information Management for Archivists*	Lyrasis Webinar
Patricia Franks	*Blockchain: The Intersection of Blockchain Technology & Records Management*	ARMA, Sierra Nevada Chapter online presentation
Darra Hofman (co-presenter)	*Blockchain DLT: Records, Rewards and Risks*	Association for Intelligent Information Management (AIIM) True North Webinar
Sandy Hirsh	*Blockchain Buzz: Hype, Speculative Applications, & Implications for the Information Professions*	ASIS&T Meet the Author Series
Sandy Hirsh	*Essential LIS Skills and Competencies: Remaining Relevant and Forward-Thinking During a Pandemic*	Gigabit Libraries Network/IFLA Webinar Series, Part 28: "Libraries in Recovery: Story of Library 2.0 and Librarians' New Futures"
Sandy Hirsh	*Workload Management and Priorities: Putting It All Together*	ALISE Leadership Academy

Lili Luo	*Research in Academic Librarianship: Trends and Strategies*	University of California San Diego Library
Michele Villagran	*Bias and Inclusion*	Intel Corporation, Portland, OR
Michele Villagran	*Crafting a Vision Statement*	Association for Library and Information Science Education Leadership Academy, Palm Desert, CA
Michele Villagran	*Law Librarians Combatting Infodemic during the COVID-19 Pandemic: Latin America and the Caribbean*	American Association of Law Libraries Webinar
Michele Villagran	*What Would You Do? Strategies for Dealing with Bias in the Workplace*	Special Libraries Association Webinar: 3-Part Series
Michele Villagran	*Working with Immigrant Communities to Promote Social Justice*	ALA Serving Refugees, Immigrants, and Displaced Persons (SRIDP) Webinar
Michele Villagran (co-presenter)	*Reflections on Practitioner Research: A Practical Guide for Information Professionals*	Association of College and Research Libraries Webinar
Michele Villagran (co-presenter)	*So, You Wanna Learn Cultural Competence?*	American Association of Law Libraries Webinar
2019		
Faculty Member	**Title**	**Site / Description**
Sue Alman	*Facilitating Conflict* *Pass It On: Social Media* *Problems with Working in a Group* *Social Media & WOM* *The Emerging Future: Technology Issues and Trends*	Lyrasis Webinars
Sue Alman and Sandy Hirsh	*Blockchain Possibilities: Investigation Findings*	Special Libraries Association Trending Technology Webinar
Lisa Daulby	*Data and Privacy Risk Management: Best Practices to Protect Your Organization*	McCarthy Tétrault LLB, Seminar and Insights Series, Toronto, ON
Lisa Daulby	*European Union (EU) General Data Protection Regulation (GDPR): A Path towards Records and Information Management Compliance*	Master of Archives and Records Administration (MARA) Colloquia Series, School of Information, San Jose State University
Lisa Daulby	*GDPR for Information Professionals: The "Gold Standard" for Privacy Protection*	ARMA Upstate New York Chapter Meeting
Lisa Daulby	*The Business of Information Governance (IG)*	Osgood Hall, School of Law, York University, Toronto, ON
Debbie Faires (co-presenter)	*Data Equity Project*	Civic Switchboard Community of Practice, Online Presentation
Patricia Franks	*Blockchain Technology for Records Managers*	NAGARA Webinar Series
Deborah Hicks	*Discourse Analysis: A Methodology*	University of Alberta's School of Library and Information Science
Sandy Hirsh	*Competencies for Librarians in a Technologically-Driven Global Climate*	National Library of South Africa

Sandy Hirsh	*Leadership Academy: Work/Life Balance*	ALISE Annual Meeting, Knoxville, TN
Sandy Hirsh	*My Leadership Journey*	California Leadership Development Program, Campbell, CA
Sandy Hirsh	*My Leadership Journey*	California Leadership Development Program, Santa Clara, CA
Lili Luo	*Academic Library Services in the United States: A Closer Look* (in Chinese)	Library and Information Society of Shanxi Province, Taiyuan, China
Lili Luo	*Design Thinking and its Application in Elementary Education* (in Chinese)	Professional Development Day for K-12 Educators, Taiyuan, China
Lili Luo	*Photovoice: A Qualitative, Community-based Participatory Research Method* (in Chinese)	School of Economics and Management, Shanxi University, Taiyuan, China
Lili Luo	*Social Science Research: An Overview of Process and Methods* (in Chinese)	Online Interest Group of Chinese Academic Librarians
Kristen Rebmann	*TV WhiteSpace Wireless Networking for New Mexico Tribal Libraries*	Online, Massive Online Open Course (MOOC) On-site, Pueblo, NM
Alyce Scott	*Introduction to Digitization*	Workshop, Mortenson Center, University of Illinois at Urbana-Champaign
Michele Villagran	*An Overview of the RIM/IG Profession and Emerging Employment Trends*	ARMA Greater Los Angeles Chapter Meeting
Michele Villagran	*Applying Cultural Intelligence in Libraries and Next Steps*	Lyrasis Webinar, Cultural Intelligence Series
Michele Villagran	*Be Proactive: Overcoming Biases and Microaggressions in the Workplace*	Association of College & Research Libraries Webinar
Michele Villagran	*Cultural Intelligence: Increasing Your Cultural Quotient*	REFORMA Los Angeles Chapter Webinar
Michele Villagran	*Cultural Intelligence in the Library Workplace* *Implicit Bias & Microaggressions in Library Workplace*	Infopeople e-courses
Michele Villagran	*Developing Your Cultural Intelligence*	Georgia Southern University
Michele Villagran	*Understanding Implicit Bias in the Library Workplace*	California State University San Marcos Library
2018		
Faculty Member	**Title**	**Site / Description**
Sue Alman	*Blockchain: Recommendations for the Information Professions*	ALA Webinar
Sue Alman	*Marketing Your Library*	Workshop, Miami-Dade Public Library System
Sue Alman	*Talking the Talk: Professional and Personal Communication Strategies*	Lyrasis Webinar
Sue Alman and Sandy Hirsh	*Blockchain Technology*	SLA Philadelphia and Pittsburgh Chapters Webinar
Anthony Bernier	*Accompaniment Pedagogy: Improving Online Small Group Collaboration*	ALISE Webinar
Debbie Faires (co-presenter)	*Data Equity for Main Street: Bringing Local Data Home through Local Libraries*	Data Equity for Main Street Alpha Testers, Sacramento, CA

Christine Hagar	*Crisis Informatics*	School of Information, University of Michigan
Sandy Hirsh	*Blockchain: Recommendations for the Information Professions*	ALA Webinar
Sandy Hirsh	*Current and Future Trends in LIS Education*	The Conference Board's Information and Research Management Council, Palo Alto, CA
Lili Luo	*Analyzing the Research Process: An Example* (in Chinese)	School of Economics and Management, Shanxi University, Taiyuan, China
Lili Luo	*Elementary Education in the United States: A Parent's Perspective* (in Chinese)	Professional Development Day for K-12 Educators, Taiyuan, China
Kristen Rebmann	*TV WhiteSpaces for Museums and Archives*	Massive Online Open Course (MOOC) presented via Canvas Network
Alyce Scott	*Introduction to Digitization*	Workshop, Mortenson Center, University of Illinois at Urbana-Champaign
Michael Stephens	*Telling Your Research Story: Reflective, Connected, Open*	University of Southern Queensland
Michael Stephens	*The Hyperlinked Campus: Connected Learning & Collaborative Reflection*	University of Southern Queensland
Michele Villagran	*Cultural Intelligence in the Library Workplace*	Infopeople e-course
Michele Villagran	*Start Strong: Kicking Off Your Career in Libraries*	"Fireside Chat with Academic Librarians," Santa Clara, CA
2017		
Faculty Member	**Title**	**Site / Description**
Anthony Bernier	*Scholarly Poster Basics*	Lawrence Livermore National Labs, Post-Doc Training
Debbie Faires (co-presenter)	*Data Equity for Main Street: Bringing Local Data Home through Local Libraries*	Data Equity for Main Street Alpha Testers, Spokane, WA
Debbie Faires (co-presenter)	*Open Data*	Future Library and Information Professionals (FLIPS) meeting, Sacramento, CA
Debbie Faires (co-presenter)	*Open Data Belongs to the People*	Washington Library Association LearnLocal!, Yakima, WA
Sandy Hirsh	*The Global Transformation of Libraries, LIS Education, and LIS Professionals*	Public lecture as Visiting Scholar, Rikkyo University, Tokyo, Japan
Sandy Hirsh	*The Global Transformation of Libraries, LIS Education, and LIS Professionals*	Public lecture for Library Company, Tokyo, Japan
Geoffrey Liu	*Natural Language Processing and Mining of Chinese Text for Research*	Workshop, School of Information Management, Central China Normal University, Wuhan, China
Lili Luo	*In-depth Interview*	Statewide California Electronic Library Consortium Research Day, Loyola Marymount University
Kristen Rebmann	*Libraries Leading with TV WhiteSpace*	Massive Online Open Course (MOOC) presented via Canvas Network
Kristen Rebmann	*Small and Rural Libraries Leading with TV WhiteSpace*	Workshop, Nebraska Library Commission's NCompass Webcast

Alyce Scott	*Introduction to Digitization*	Workshop, Mortenson Center, University of Illinois at Urbana-Champaign
Cheryl Stenstrom	*Telling Our Story: Influencing Library Decision Makers*	Southern Ontario Library Service Spring Colloquia Webinar
Michele Villagran	*Emotional Intelligence & Cultural Intelligence*	Alhambra Police Department, Alhambra, CA
Michele Villagran	*How Cultural Intelligence Makes a Difference in Your Professional Environment*	American Library Association, Office for Diversity, Literacy, and Outreach Services
Michele Villagran	*How Cultural Intelligence (CQ) Makes a Difference in Your Professional Environment*	Special Libraries Association New York Chapter Webinar
Michele Villagran	*How Cultural Intelligence Makes a Difference in Your Professional Environment*	Special Libraries Association San Diego Chapter Fall Seminar
2016		
Faculty Member	**Title**	**Site / Description**
Sue Alman	*Improving Interpersonal Communication*	ALA e-course
Anthony Bernier	*Prepping Your Poster for Success*	Lawrence Livermore National Labs, Post-Doc Training
Joni Bodart	*Human Monsters and Why They Make a Significant Contribution to Young Adult Literature*	Bay Area Young Adult Librarians meeting
Michelle Chen	*Data Visualizations Meet Libraries: New Opportunities*	IFLA/ALA Webinar Series
Lisa Daulby	*"Fun" Facts in User Acceptance of Information Management Tools and Technologies*	Virtual Center for Archives and Records Administration (VCARA), San Jose, CA
Patricia Franks	*Capitalizing on the Cloud*	NYALGRO School 2016, Callicoon, NY
Patricia Franks	*Developing a Strategic Approach to Social Media Governance*	ARMA Southern California Inland Empire Chapter Webinar
Patricia Franks	*Long-Term Digital Preservation in the Cloud*	Workshop, Calgary ARMA, Calgary, B.C., Canada
Christine Hagar	*Crisis Information Management*	Research Seminar, Changing Disasters Research Group, University of Copenhagen, Denmark
Deborah Hicks	*Identifying Librarians: Exploring How Librarians Answer Who Am I? And How Should I Act?*	University of Alberta's School of Library and Information Science Research Colloquium
Sandy Hirsh	*Online Learning, MOOCs, and the School of Information at San Jose State University*	2016 IFLA President's Forum, Toronto, Canada
Lili Luo	*Quantitative Data Analysis in Library and Information Research*	Statewide California Electronic Library Consortium Research Day, Loyola Marymount University
Lili Luo	*Workshop on Research Questions and Research Methods*	McGill University Library
Alyce Scott	*Introduction to Digitization*	Workshop, Mortenson Center, University of Illinois at Urbana-Champaign

Michele Villagran	*Conflict Management & Cultural Intelligence*	Riverside County Law Library
Michele Villagran	*How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent?*	California School Library Association Southern Region Fall Workshop, Woodland Hills, CA
2015		
Faculty Member	**Title**	**Site / Description**
Anthony Bernier	*How Has the Role of the Library Changed during the Information Age?*	Cultural and Historical Awareness Program, Porterville College, Porterville, CA
Anthony Bernier	*100 Years of Stories and Discovery: A History of Carnegie Libraries*	San Anselmo Public Library, San Anselmo, CA
Michelle Chen	*Advanced Technologies for Teaching and Learning Panel Discussions*	San Jose State University Innovation and Collaboration Expo for Teaching and Learning
Michelle Chen	*Using Analytics to Understand Social Media Activity*	Special Libraries Association IT Webinar
Michelle Chen and Patricia Franks	*Twitter Sentiment Analysis*	InterPARES NA Team Research Workshop, Vancouver, Canada
Debbie Faires (co-presenter)	*Effective Use of Technology for Collaboration: Enhancing Social Work Education in Vietnam*	San Jose State University Innovation and Collaboration Expo for Teaching and Learning
Debbie Faires	*On the Horizon: The Collaborate Ultra Tech Preview*	Blackboard on Tour, University of Southern California
Debbie Faires	*Using Technology for Communication and Collaboration*	SWEEP Fellows Academy, San Jose State University
Patricia Franks	*Digital Preservation in the Cloud*	ARMA Central New York Chapter Training Event
Patricia Franks (co-presenter)	*Transforming Interactions between Government and Communities through Social Media*	SJSU's iSchool Colloquia Webinar
Christine Hagar	*Disaster Preparedness and Response Cross-collaboration*	Special Libraries Association, Emergency Preparedness & Response Advisory Committee Webinar
Deborah Hicks	*Image, Identity, and Core Values*	University of Toronto's Faculty of Information Presentation
Sandy Hirsh	*Doctoral Alumni Panel Speaker*	UCLA IS Colloquia Series, Los Angeles, CA
Lili Luo	*Getting Started: An Overview of Research Question Development and Methodology in Library Assessment*	Santa Clara University Library
Lili Luo	*Qualitative Research in Library and Information Science*	Statewide California Electronic Library Consortium Research Day, Loyola Marymount University
Alyce Scott	*Copyright: Balancing Creativity and the Law*	Workshop, Forward Focus: Inspiring Library Innovation, Illinois Central College, Peoria, IL
Alyce Scott	*Dipping into Digitization*	Workshop, ILEADU: Illinois Libraries Explore, Apply and Discover, University of Illinois-Springfield, Springfield, IL

Alyce Scott	*Introduction to Digitization*	Workshop, Mortenson Center, University of Illinois at Urbana-Champaign
Vicki Steiner (co-presenter)	*Copyright Issues for Editors (and the Authors Who Love Them)*	UCLA Graduate student editors, Los Angeles, CA
Vicki Steiner (co-presenter)	*Law Journal Board Transition Workshop*	UCLA School of Law, Los Angeles, CA
Vicki Steiner (co-presenter)	*Open Access to Legal Scholarship*	UCLA School of Law, Los Angeles, CA
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Arizona State Library, Phoenix, Arizona
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Staff Development Day, Carmel Clay Public Library, Carmel, CA
Michael Stephens	*Learning Everywhere: The Transformative Power of Hyperlinked Libraries*	Staff Development Day, Sarasota County Public Library, Sarasota, Florida
Michael Stephens	*Library as Classroom: Creativity, Collaboration, Creation & Emerging Trends & Emerging Tech: Exploring the Hyperlinked Library*	Staff Development Day, Prince William Public Library System, Virginia
Michele Villagran	*Promoting Diversity and Inclusion in the Federal Workforce of Today*	Court Services and Offender Supervision Agency/Pretrial Services Agency, Washington DC
Michael Stephens	*Technology Trends Update*	Arizona State Library, Phoenix, Arizona
Beth Wrenn-Estes	*Controversial Titles and Censorship in Young Adult Literature*	Association of Children's Librarians of Northern CA, Oakland Public Library, Oakland, CA

Appendix III. AD - Part-Time Faculty: Refereed Articles, 2015 - 2021

2021		
Faculty Member	**Article Title**	**Journal**
Susan Aber (co-author)	Kansas Wind Power Status	*Transactions of the Kansas Academy of Science*
Steven Bell (co-author)	Attitudes and Perceptions Toward Design Thinking in Graduate-Level Library Education	*Journal of Education for Library and Information Science*
Steven Bell	Farewell Print Textbook Reserves: A COVID-19 Change to Embrace	*EDUCAUSE Review*
Steven Bell	Taking OER to the LIS: Designing and Developing an Open Education Course for Library Science Students	*International Journal of Open Education Resources*
Leah Phillips (co-author)	Ploughing the Field: YA in Translation	*International Journal of Young Adult Literature*
Leah Phillips	The Birth of the Myth of Adolescence	*International Journal of Young Adult Literature*
2020		
Faculty Member	**Article Title**	**Journal**
Africa Hands (co-author)	Preaching Justice through Art	*Homiletic: The Journal of the Academy of Homiletics*
Africa Hands (co-author)	Student Engagement for Enhancing Mentorship and Leadership Development in Adult Basic Education and Literacy Programs	*New Directions in Adult & Continuing Education*
Africa Hands	Supporting the Educational Interests of Adult Patrons through College-Bound Programming	*Public Library Quarterly*
Africa Hands	Tapping into the Assets of First Generation Students during Times of Transition	*Information and Learning Sciences*
Africa Hands	What's Your Type?: An Examination of First-Year Doctoral Student Motivation	*Education for Information*
Leah Phillips	Ploughing the Field: A Discussion about YA Studies	*International Journal of Young Adult Literature*
Lei Zhang	A Tale of Indexing In(consistency)	*The Indexer: The International Journal of Indexing*
2019		
Faculty Member	**Article Title**	**Journal**
Ann Agee	Language Style Matching as a Measure of Librarian/Patron Engagement in Email Reference Transactions	*The Journal of Academic Librarianship*
Steven Bell	Getting Organized for Action: Governance Structure Models for Statewide OER Projects	*Library Trends*
Steven Bell	Learning From Crucible Moments: Lessons in Crisis Leadership	*Library Leadership & Management*
Jason Clark (co-author)	Building a Dataset Search for Institutions: Project Update	*Publications*
Darra Hofman (co-author)	"The Margin Between the Edge of the World and Infinite Possibility": Blockchain, GDPR, and Information Governance	*Records Management Journal*
Shahrzad Khosrowpour (co-author)	Inhibitory Effects of Indomethacin on Human MNNG/HOS Osteosarcoma Cell Line In Vitro	*Cancer Investigation*

Lorie Kloda (co-author)	Comparison of Major Depression Diagnostic Classification Probability Using the SCID, CIDI and MINI Diagnostic Interviews among Women in Pregnancy or Postpartum: An Individual Participant Data Meta-Analysis	*International Journal of Methods in Psychiatric Research*
Lorie Kloda (co-author)	Equivalency of the Diagnostic Accuracy of the PHQ-8 and PHQ-9: A Systematic Review and Individual Participant Meta-Analysis	*Psychological Medicine*
Lorie Kloda (co-author)	Evaluation of Journal Registration Policies and Prospective Registration of Randomized Clinical Trials of Non-regulated Health Care Interventions	*JAMA Internal Medicine*
Lorie Kloda (co-author)	The Accuracy of the Patient Health Questionnaire-9 (PHQ-9) for Detecting Major Depression: An Individual Participant Data Meta-Analysis	*The BMJ*
Abbas Moallem (co-author)	Seven HCI Grand Challenges	*International Journal of Human-Computer Interaction*
Maggie Murphy	On the Same Page: Collaborative Research Assignment Design with Graduate TAs	*Reference Services Review*
Leah Phillips (co-author)	Can I See Me in this Book? Can I See You?: Adolescent Identities Project Report	*Research on Diversity in Youth Literature*
Leah Phillips	Tweenhood: Femininity and Celebrity in Tween Popular Culture [Book Review]	*Feminist Media Studies*
Cynthia Runnels (co-author)	An Integrative Review of Nurse-to-Nurse Incivility, Hostility, and Workplace Violence: A GPS for Nurse Leaders	*Nursing Administration Quarterly*
Kate Saylor (co-author)	Success in Long-Standing Community-Based Participatory Research (CBPR) Partnerships: A Scoping Literature Review	*Health Education and Behavior*
Kate Saylor (co-author)	Writing and Conceptual Learning in Science: An Analysis of Assignments	*Written Communication*
Jennifer Velasquez	Young Adult Outreach: An Examination of Outreach Attempts at Branch Libraries in a Large Urban Public Library System	*Journal of Library Administration*
Donald Westbrook	Scientology Studies 2.0: Lessons Learned and Paths Forward	*Religion Compass*
2018		
Faculty Member	**Article Title**	**Journal**
Susan Aber (co-author)	Color-Infrared Kite Aerial Photography With a Mirrorless Digital SLR Camera	*Transactions of the Kansas Academy of Science*
Africa Hands	Choosing to Lead: The Motivational Factors of Underrepresented Minority Librarians in Higher Education	*Records Management Journal*
Africa Hands	Examining the Basic Psychological Needs of Library and Information Science Doctoral Students	*International Journal of Doctoral Studies*
Africa Hands	What Doctoral Student Motivation Tells Us About the Future of LIS Education	*Journal of Education for Library and Information Science*
Darra Hofman (co-author)	Investigation of Challenges in Academic Institutional Repositories: A Survey of Academic Librarians	*Library Hi Tech*

Lorie Kloda (co-author)	Probability of Major Depression Diagnostic Classification Using Semi-Structured vs. Fully Structured Diagnostic Interviews	*British Journal of Psychiatry*
Lorie Kloda (co-author)	The Accuracy of the Patient Health Questionnaire-9 (PHQ-9) Algorithm for Screening to Detect Major Depression: An Individual Participant Meta-Analysis	*Psychotherapy and Psychosomatics*
Erin Lawrimore (co-author)	University Archives and the Slow Fuse of Possibility	*International Journal of Critical Pedagogy*
Susan Maret	*Global Terrorism Database (GTD*) [Resource Review]	*The Charleston Advisor*
Susan Maret	Murky Projects and Uneven Information Policies: A Case Study of the Psychological Strategy Board and CIA	*Secrecy and Society*
Leah Phillips	A Mapping Sensibility: How Mythopoeic YA (re)Maps the Terrain of Female Adolescence	*Modern Language Studies*
Kate Saylor (co-author)	Families' Experiences with Pediatric Family-Centered Rounds: A Systematic Review	*Pediatrics*
Kate Saylor (co-author)	Measurements of Sexuality-Based Stigma Among Gay, Bisexual, and Other Men Who Have Sex with Men (GBMSM) in Resource-Poor Settings: A Review	*AIDS and Behavior*
Mary Ellen Sloane (co-author)	Building New Information Literacy Collaborations at MTSU Between Library Faculty and Chemistry Faculty	*Abstracts of Papers of the American Chemical Society*
Mary Ellen Sloane (co-author)	Lesson Plan Pilot Project for Physical Science	*Issues in Science and Technology Librarianship*
2017		
Faculty Member	**Article Title**	**Journal**
Ann Agee	Faculty Reaction to Deselection in Academic Libraries: A Psycholinguistic Analysis	*Collection Management*
Bernd Becker	The Librarian's Information War	*Behavioral & Social Sciences Librarian*
Steven Bell (co-author)	It's Up to the Librarians: Establishing a Statewide OER Initiative	*Pennsylvania Libraries: Research & Practice*
Jason Clark (co-author)	Citations as Data: Harvesting the Scholarly Record of Your University to Enrich Institutional Knowledge and Support Research	*College & Research Libraries*
Jason Clark (co-author)	The Open SESMO (Search Engine & Social Media Optimization) Project: Linked and Structured Data for Library Subscription Databases to Enable Web-Scale Discovery in Search Engines	*Journal of Web Librarianship*
Charles Greenberg (co-author)	What Roles Do Chinese Health Sciences Libraries Play in Their Nation's Cigarette Smoking Public Health Crisis?	*Library Philosophy and Practice*
Africa Hands	*Choosing to Lead: The Motivational Factors of Underrepresented Minority Librarians in Higher Education* By Antonia P. Olivas [Book Review]	*Reference & User Quarterly*

Darra Hofman (co-author)	Trust in the Balance: Data Protection Laws as Tools for Privacy and Security in the Cloud	*Algorithms*
Shahrzad Khosrowpour (co-author)	Corporate Social Responsibility: Past, Present, and Success Strategy for the Future	*Journal of Service Science*
Shahrzad Khosrowpour (co-author)	Metastatic Biomarkers in Synovial Sarcoma	*Biomarker Research*
Lorie Kloda (co-author)	Accuracy of Depression Screening and Health Outcomes in Children and Adolescents: A Systematic Review	*The Canadian Journal of Psychiatry*
Lorie Kloda (co-author)	Exploring the Value of Academic Librarians' Participation in Journal Clubs	*College & Research Libraries*
Lorie Kloda (co-author)	Perceived Benefits and Factors That Influence the Ability to Establish and Maintain Patient Support Groups in Rare Diseases: A Scoping Review	*The Patient – Patient-Centered Outcomes Research*
Lorie Kloda (co-author)	Selective Cutoff Reporting in Studies of Diagnostic Test Accuracy: A Comparison of Conventional and Individual Patient Data Meta-Analyses of the Patient Health Questionnaire-9 Depression Screening Tool	*American Journal of Epidemiology*
Erin Lawrimore	Shoestring Social Media: Building a Social Media Presence for UNCG's Special Collections and University Archives	*North Carolina Libraries*
Maggie Murphy (co-author)	It Takes Three to Enhance: A Pilot Study of Collaboration in the Basic Course	*Communication Center Journal*
Gonzalo Oyarzún	Esto No Es una Biblioteca: Cultivando Conexiones, Fortaleciendo Comunidades [This Is Not a Library: Cultivating Connections, Strengthening Communities]	*Boletín de la Asociación Andaluza de Bibliotecarios*
Leah Phillips	Impossible Journey: The Liminality of Female Heroes	*RoundTable*
Kate Saylor (co-author)	A Competency Framework for Librarians Involved in Systematic Reviews	*Journal of the Medical Library Association*
Kate Saylor (co-author)	The Sexual Health of Transgender Men: A Scoping Review	*Journal of Sex Research*
Colleen Theisen (co-author)	A Case for Digital Squirrels: Using and Preserving YouTube for Popular Culture Research	*First Monday*
2016		
Faculty Member	**Article Title**	**Journal**
Ann Agee (co-author)	Are Ebooks for Everyone? An Evaluation of Academic Ebook Platforms' Accessibility Features	*Journal of Electronic Resources Librarianship*
Bernd Becker	Contemporary Search Behavior and the Information Age	*Behavioral & Social Sciences Librarian*
Bernd Becker	Ebooks in the Library: The Current State of Research	*Behavioral & Social Sciences Librarian*
Bernd Becker	Web of Data: A Primer of Linked Data and the Semantic Web	*Behavioral & Social Sciences Librarian*
Gerald Benoit	The "Beautiful" in Information: Thoughts About Visual Literacy and Aesthetics	*Journal of Visual Literacy*

Jason Clark (co-author)	Anticipatory Design: Improving Search UX Using Query Analysis and Machine Cues	*Weave: Journal of Library User Experience*
Meredith Farkas (co-author)	Mentoring Is Just Reaching Out and Sharing Our Experience	*OLA Quarterly*
Leigh Gleason	*Postcard America: Curt Teich and the Imaging of a Nation, 1931–1950* By Jeffrey Meikle [Book Review]	*Business History Review*
Charles Greenberg (co-author)	World Health Organization Member States and Open Health Data: An Observational Study	*EBPH: Epidemiology, Biostatistics, and Public Health*
Sylvia Hall-Ellis	Stackable Micro-Credentials – A Framework for the Future	*The Bottom Line*
Lorie Kloda (co-author)	Accuracy of Depression Screening Tools to Detect Major Depression in Children and Adolescents: A Systematic Review	*The Canadian Journal of Psychiatry*
Lorie Kloda (co-author)	Are MEDLINE Searches Sufficient for Systematic Reviews of the Diagnostic Test Accuracy of Depression Screening Tools? A Review of Meta-Analyses	*Journal of Psychosomatic Research*
Lorie Kloda (co-author)	Effect of Support Group Peer Facilitator Training Programmes on Peer Facilitator and Support Group Member Outcomes: A Systematic Review	*BMJ Open*
Lorie Kloda (co-author)	Methodological Quality of Meta-Analyses of the Diagnostic Accuracy of Depression Screening Tools	*Journal of Psychosomatic Research*
Lorie Kloda (co-author)	Practice Guidelines for Cardiovascular Fitness and Strengthening Exercise Prescription After Burn Injury	*Journal of Burn Care and Research*
Lorie Kloda (co-author)	Reporting Completeness and Transparency of the Reporting of Meta-Analyses of Depression Screening Tool Accuracy: A Comparison of Meta-Analyses before and after the PRISMA Statement	*Journal of Psychosomatic Research*
Lorie Kloda (co-author)	Reporting Quality in Abstracts of Meta-Analyses of Depression Screening Tool Accuracy: A Review of Systematic Reviews and Meta-Analyses	*BMJ Open*
Lorie Kloda (co-author)	The Diagnostic Accuracy of the Depression Subscale of the Hospital Anxiety and Depression Scale (HADS-D) for Detecting Major Depression: Protocol for a Systematic Review and Individual Patient Data Meta-Analyses	*BMJ Open*
Erin Lawrimore	*Adjusted Margin: Xerography, Art, and Activism in the Late Twentieth Century* By Kate Eichhorn [Book Review]	*Provenance: The Journal of the Society of Georgia Archivists*
Susan Maret	*Secret Files: From World Wars to Cold War* By National Archives (Great Britain) [Resource Review]	*The Charleston Advisor*
Susan Maret	The Charm of Secrecy: Secrecy and Society as Secrecy Studies	*Secrecy and Society*

Joanne Rodger (co-author)	Becoming a Celebrity Teacher-Librarian: Moving Towards Self-actualization and Realization	*School Libraries Worldwide*
Joanne Rodger (w/Michael Stephens)	Community of Practice or Affinity Space: A Case Study of a Professional Development MOOC	*Education for Information*
Mary Ellen Sloane (co-author)	A Brief Introduction to ACRL's Information Literacy Framework and How It May Impact Technical Services	*Journal of Electronic Resources Librarianship*
Mary Ellen Sloane (co-author)	Promoting Author Identifiers at Colleges and Comprehensive Universities	*Journal of Electronic Resources Librarianship*
Jennifer Velasquez	Fugitive Landscapes: A Message to Libraries Without a Dedicated Teens Space	*IFLA Journal*
Dorothy Waugh (co-author)	Flexible Processing and Diverse Collections: A Tiered Approach to Delivering Born-Digital Archives	*Archives & Records*
Lei Zhang	Genre Theory in Information Studies	*Knowledge Organization*
2015		
Faculty Member	**Article Title**	**Journal**
Ben Alexander	Archiving Activism	*Archival Science*
Bernd Becker	Advances in Technology and Library Space	*Behavioral & Social Sciences Librarian*
Bernd Becker	Ebooks in the Library: The Current State of Research	*Behavioral & Social Sciences Librarian*
Bernd Becker	Research Faux Pas: The Stigma of Wikipedia	*Behavioral & Social Sciences Librarian*
Gerald Benoit	Visual Communication as an Information Activity	*Journal of Visual Literacy*
Jason Clark (co-author)	Demonstrating Library Value at Network Scale: Leveraging the Semantic Web with New Knowledge Work	*Journal of Library Administration*
Meredith Farkas (co-author)	Bridges and Barriers: Factors Influencing a Culture of Assessment in Academic Libraries	*College & Research Libraries*
Charles Greenberg (co-author)	Librarian Actions to Develop and Sustain Human Research Subject Protection: A Pilot Global Study	*Library Philosophy and Practice*
Sylvia Hall-Ellis	Metadata Competencies for Entry-Level Positions: What Employers Expect as Reflected in Position Descriptions, 2000-2013	*Journal of Library Metadata*
Sylvia Hall-Ellis	Nudges and Decision Making: A Winning Combination	*The Bottom Line*
Sylvia Hall-Ellis	Succession Planning and Staff Development – A Winning Combination	*The Bottom Line*
Africa Hands	Intentional Diversity: Program Ideas from the Field	*Children and Libraries: The Journal of the Association for Library Service to Children*
John Horodyski	Metadata Maturity Model	*The Journal of Digital Media Management*
Renee Jefferson (co-author)	Developing Critical Thinking Skills: Assessing the Effectiveness of Workbook Exercises	*Journal of Learning and Teaching*

Lorie Kloda (co-author)	The Diagnostic Accuracy of the Edinburgh Postnatal Depression Scale (EPDS) for Detecting Major Depression in Pregnant and Postnatal women: Protocol for a Systematic Review and Individual Patient Data Meta-Analyses	*BMJ Open*
Lorie Kloda (co-author)	The Seroprevalence of Hepatitis C in the Migrant Population: A Systematic Review and Meta-Analysis	*PLOS One*
Erin Lawrimore	*Interacting with History: Teaching with Primary Sources* By Katherine B. Lehman [Book Review]	*Journal for the Society of North Carolina Archivists*
Susan Maret	*Civic Ecology: Adaptation and Transformation from the Ground Up* By Marianne Krasny and Keith G. Tidball [Book Review]	*Electronic Green Journal*
Susan Maret	*Human Rights Online* [Resource Review]	*The Charleston Advisor*
Michael Olson	Boutique to Production – Insights from Stanford's Born-Digital/Forensics Labs	*Archiving Conference, 2015*
Leah Phillips	Real Women Aren't Shiny (or Plastic): The Adolescent Female Body in YA Fantasy	*Girlhood Studies*
Melanie Sellar (w/other iSchool faculty)	International Perspectives in LIS Education: Global Education, Research and Collaboration at the SJSU School of Information	*Journal of Education for Library and Information Science*
Johanna Tunon (co-author)	Creating an Information-Literacy Badges Program in Blackboard: A Formative Program Evaluation	*Journal of Library and Information Services in Distance Learning*
Jennifer Velasquez	MakerSpaces: A New Tradition in Context	*IFLA Journal*
Lei Zhang (co-author)	Distilling Abstractions: Genre Redefining Essence Versus Context	*Library Trends*

Appendix III. AE - Part-Time Faculty: Monographs, 2015 - 2021

2021	
Faculty Member	**Publication**
Susan Aber (co-author)	*Roadside Geology of Kansas* (forthcoming)
Wayne Disher (editor)	*Library Management Problems Today: Case Studies*
Leah Phillips	*Female Heroes in Young Adult Fantasy Fiction: Reframing Myths of Adolescent Girlhood* (under contract)
Jennifer Sweeney	*Program Evaluation in 21st Century Public Libraries: New Methods and Applications* (forthcoming)
Ellyssa Valenti Kroski (series editor)	*Practical Guides for Librarians*, 6-Book Series
Ellyssa Valenti Kroski	*32 Virtual, Augmented, and Mixed Reality Programs for Libraries*
2020	
Faculty Member	**Publication**
Timothy Dickey	*Library Dementia Services: How to Meet the Needs of the Alzheimer's Community*
Ellyssa Valenti Kroski	*52 Ready-to-Use Gaming Programs for Libraries*
Ellyssa Valenti Kroski	*Makerspaces in Practice: Successful Models for Implementation*
Ellyssa Valenti Kroski (series editor)	*Practical Guides for Librarians*, 6-Book Series
2019	
Faculty Member	**Publication**
Susan Aber (co-author)	*Small-Format Aerial Photography and UAS Imagery – Principles, Techniques and Geoscience Applications*, Second Edition
Nancy Friedland (co-editor)	*Theatre Architecture*
Abbas Moallem	*Cybersecurity Awareness Among Students and Faculty*
Abbas Moallem (editor)	*HCI for Cybersecurity Privacy and Trust*
Maggie Murphy (co-author)	*Teaching First-Year College Students: A Practical Guide for Librarians*
Gonzalo Oyarzún (co-editor)	*Conceptos Clave de la Gestión Cultural: Enfoques desde Latinoamérica*, Volumen II [*Key Concepts of Cultural Management: Approaches From Latin America*, Volume II]
Ellyssa Valenti Kroski (editor)	*Law Librarianship in the Age of AI*
Ellyssa Valenti Kroski (series editor)	*Practical Guides for Librarians*, 10-Book Series
Ellyssa Valenti Kroski (editor)	*60 Ready-to-Use Coding Projects*
Donald Westbrook	*Among the Scientologists: History, Theology, and Praxis*
2018	
Faculty Member	**Publication**
Lisa Houde	*Serving LGBTQ Teens: A Practical Guide for Librarians*
Abbas Moallem (editor)	*Human-Computer Interaction in Cybersecurity*
Norman Mooradian	*Ethics for Records and Information Management*
Gonzalo Oyarzún (co-author)	*Guía para el Estudio de Usuarios y de la Comunidad en Bibliotecas Públicas* [*Guide for the Study of Users and the Community in Public Libraries*]
Ellyssa Valenti Kroski	*Escape Rooms and Other Immersive Experiences in the Library*
Ellyssa Valenti Kroski (series editor)	*Practical Guides for Librarians*, 10-Book Series

Joey van Arnhem (co-editor)	*LITA Guide Series: Augmented and Virtual Reality in Libraries*
2017	
Faculty Member	**Publication**
Susan Aber (co-author)	*Map Librarianship: A Guide to Geoliteracy, Map and GIS Resources and Services*
Ellyssa Valenti Kroski (editor)	*63 Ready-to-Use Maker Projects*
Ellyssa Valenti Kroski (editor)	*The Makerspace Librarians' Sourcebook*
2016	
Faculty Member	**Publication**
Steven Bell (editor)	*Crucible Moments: Inspiring Library Leadership*
Nancy Goldman (project manager)	*The FIAF Moving Image Cataloguing Manual*
John Horodyski	*Inform, Transform, Outperform: Digital Content Strategies to Optimize Your Business for Growth*
Lisa Houde (co-author)	*Open to All: Serving the GLBT Community in Your Library*
Susan Maret (co-author)	*Intelligence and Information Policy for National Security: Key Terms and Concepts*
Susan Maret	*On Their Own Terms: A Lexicon with an Emphasis on Information-Related Terms Produced by the U.S. Federal Government*, Sixth Edition
2015	
Faculty Member	**Publication**
Steven Bell (co-author)	*New Roles For the Road Ahead: Essays Commissioned for ACRL's 75th Anniversary*
Jason Clark	*Responsive Web Design in Practice*
Africa Hands	*Successfully Serving the College Bound*
Jennifer Hopwood	*Best STEM Resources for Next Gen Scientists: The Essential Selection and User's Guide*
Penny Peck	*Crash Course in Storytime Fundamentals*, Second Edition
Jennifer Velasquez	*Real World Teen Service*

Appendix III. AF - Part-Time Faculty: Contributions to Edited Volumes, 2015 - 2022

2022		
Faculty Member	**Chapter Title**	**Publication**
Wayne Disher	Collection Development	*Information Services Today : An Introduction*, Third Edition
Johanna Tunon	Reference and Intermediation Services	*Information Services Today : An Introduction*, Third Edition
2021		
Faculty Member	**Chapter Title**	**Publication**
Darra Hofman (co-author)	Blockchain Governance: De Facto (x)or Designed?	*Building Decentralized Trust: Multidisciplinary Perspectives on the Design of Blockchains and Distributed Ledgers*
Darra Hofman	Extraterritoriality and International Organizations	*Trusting Records in the Cloud for International Organizations*
Maggie Murphy	Who Is Art For? Access as Praxis in Art Librarianship	*Art at the Intersection of Librarianship and Social Justice*
Suzanne Sannwald	Intellectual Freedom	*Core Values in School Librarianship: Responding with Commitment and Courage*
2020		
Faculty Member	**Chapter Title**	**Publication**
Erin Lawrimore	Developing Critical Thinking and Archival Literacy Through a Three Perspectives Project	*The Critical Thinking About Sources Cookbook*
Erin Lawrimore (co-author)	Reconstructing History: Addressing Marginalization, Absences, and Silences in the Archives through Community and Collaboration	*Diversity and Inclusion in Action*
Maggie Murphy (co-author)	Working with Capstones: Case Studies from the University of North Carolina at Greensboro	*The Engaged Library: High-Impact Educational Practices & Academic Libraries*
Leah Phillips	Mythopoeic YA Fantasy's Worlds of Possibility	*Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Literature*
2019		
Faculty Member	**Chapter Title**	**Publication**
Susan Aber (co-author)	Aerial Transect of the Central Great Plains/Midwest Borderlands	*The Interior Borderlands: Regional Identity in the Midwest and Great Plains*
Susan Aber (co-author)	Trails West and the Civil War in the Kansas City, Missouri/Kansas Region	*Exploring Extreme and Unusual Geology in the Stable Midcontinent: Field Excursions for the 2019 GSA South-Central, North-Central, and Cordilleran Sections Joint Meeting*
Todd Gilman	Charles Burney's *Handel* Reconsidered	*Life Writing in the Eighteenth Century*
Darra Hofman (co-author)	Education	*Trusting Records in the Cloud*

Maggie Murphy	Choose a Topic, Choose a Group, Choose a Focus: A Lesson Plan to Promote Intrinsic Motivation	*Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction*
Joanne Rodger (co-author)	From Teacher to Teacher-Librarian: Building Knowledge, Skills and Attitudes for School Leadership	*Global Action on School Library Education and Training*
Joanne Rodger (co-author)	Taking it Outside the School Library: Teacher-Librarians as School and District Leaders	*Proceedings of the 48th Annual Conference of the International Association of School Librarianship and the 23rd International Forum on Research in School Librarianship*
Andromeda Yelton	HAMLET: Neural-Net-Powered Prototypes for Library Discovery	*Artificial Intelligence and Machine Learning in Libraries*
2018		
Faculty Member	**Chapter Title**	**Publication**
José Aguiñaga	"What Have I Learned from the Past, Present, and Future?"	*In Our Own Voices, Redux: The Faces of Librarianship Today*
Steven Bell (co-author)	Transitioning from the MLS to the MLD: Integrating Design Thinking and Philosophy into Library and Information Science Education	*Re-Envisioning the MLS: Perspectives on the Future of Library and Information Science Education*
Scott Brown	Day in the Life in the Corporate Organization	*Information Services Today: An Introduction,* Second Edition
Todd Gilman	The Learning and Research Institution: Academic Libraries	*Information Services Today: An Introduction,* Second Edition
Susan Maret	The Public and Its Problems: "Fake News" and the Battle for Hearts and Minds	*Censored 2019: Fighting the Fake News Invasion*
Crystal Megaridis	Working in Different Information Environments: Special Libraries and Information Centers	*Information Services Today: An Introduction,* Second Edition
Leah Phillips	Judy Blume; *Forever* by Judy Blume; *Junk* by Melvin Burgess	*The Literary Encyclopedia*
Mary Ellen Sloane	Evaluating and Reporting on Authority in Scientific Information	*Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice*
Johanna Tunon	Information Intermediation and Reference Services	*Information Services Today: An Introduction,* Second Edition
Joey van Arnhem (co-author)	Lesson 1: Using Student Curiosity to Generate Compelling Research Questions [& Lessons 2-6]	*Publications in Librarianship No. 73: Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice*, 6 Volumes
Jennifer Velasquez	Planning & Budgeting	*YALSA's Summer Learning Program Manual*
Patty Wong (co-author)	Equity, Diversity, Inclusion and Social Justice	*Information Services Today: An Introduction,* Second Edition
2017		
Faculty Member	**Chapter Title**	**Publication**

Crystal Megaridis (co-author)	A Corporate Viewpoint of Information Today	*The Emerald Handbook of Modern Information Management*
Abbas Moallem	Do You Really Trust "Privacy Policy" or "Terms of Use" Agreements Without Reading Them?	*Advances in Human Factors in Cybersecurity*
Joanne Rodger (co-author)	The Power of Web 2.0: Teacher-Librarians Become School Technology Leaders	*Librarians and Educators Collaborating for Success: The International Perspective*
Joey van Arnhem	The Intersections of Art and Librarianship – Issue 1: Filling in the Gaps	*The Self as Subject: Autoethnography Research into Identity, Culture, and Academic Librarianship*
Donald Westbrook	Researching Scientology and Scientologists in the United States: Methods and Conclusions	*Handbook of Scientology*
2016		
Faculty Member	**Chapter Title**	**Publication**
Ann Agee and Bernd Becker, Co-authors	Faculty, Students, and Perceptions of Library Value	*Proceedings of the California Academic & Research Libraries Conference*
José Aguiñaga	Leadership Where You Might Overlook It: Opportunity Calls at a Community College	*Crucible Moments: Inspiring Library Leadership*
Steven Bell	The Power of Stories: Learning from Leaders and Their Crucible Moments	*Crucible Moments: Inspiring Library Leadership*
Lorie Kloda (co-author)	Academic Libraries	*Being Evidence Based in Library and Information Practice*
Susan Maret	Contested Visions, Imperfect Information, and the Persistence of Conspiracy Theories	*Censored 2016: 40th Anniversary Volume*
Mike McCaffrey (co-author)	Teaching Data Librarianship to LIS Students	*Databrarianship: The Academic Data Librarian in Theory and Practice*
Colleen Theisen	Towards a Culture of Social Media for Special Collections	*New Directions for Special Collections*
Joey van Arnhem (co-author)	A Collaborative Approach to Urban Cultural Studies and Digital Humanities	*Laying the Foundation: Digital Humanities in Academic Libraries*
Joey van Arnhem	How to Get to the Library from Here, There, and Everywhere!	*Critical Library Pedagogy Handbook: Lesson Plans*
2015		
Faculty Member	**Chapter Title**	**Publication**
Ben Alexander	The Salman Rushdie Archive and the Re-Imagining of a Philological E-volution	*Texts, Transmissions, Receptions*
Jason Clark (co-author)	Ensuring Discoverability of IR Content	*Making Institutional Repositories Work*
Cheryl Dee (co-author)	Information Professions [Part 2]	*Information Services Today: An Introduction*
Nancy Friedland (co-author)	Roundtable Discussion on Digital Humanities and the Performing Arts	*State of the Profession: Performing Arts Librarianship in the 21st Century*
Todd Gilman	The Learning and Research Institution: Academic Libraries	*Information Services Today: An Introduction*

Cherie Givens	Information Privacy and Cybersecurity	*Information Services Today: An Introduction*
Sylvia Hall-Ellis	Grant Writing and Sponsored Research Funding for Academic Librarians	*The New Librarianship*, Volume 4
Sylvia Hall-Ellis	Metadata, MARC, and More	*Rethinking Technical Services, Considering Our Profession and Ourselves: What's the Future of Our Profession?*
Sylvia Hall-Ellis	Organizing Information: Technical Services	*Information Services Today: An Introduction*
Joanne Rodger (co-author)	New Teacher-Librarians Rock: Checking In and Looking Back on the First Years of Being a Teacher-Librarian	*Proceedings of the 44th Annual Conference of the International Association of School Librarianship*
Patty Wong (co-author)	Diversity, Culture and Equity of Access	*Information Services Today: An Introduction*

Appendix III. AG - Part-Time Faculty: Representation in Refereed Journals, 2015 - 2021

Journal	Year(s)
Abstracts of Papers of the American Chemical Society	2018
AIDS and Behavior	2018
Algorithms	2017
American Journal of Epidemiology	2017
Archival Science	2015
Archives & Records	2016
Archiving Conference, 2015	2015
Behavioral & Social Sciences Librarian	2017, 2016 (3), 2015 (3)
Biomarker Research	2017
BMJ Open	2016 (3), 2015
British Journal of Psychiatry	2018
Boletín de la Asociación Andaluza de Bibliotecarios	2017
Business History Review	2016
Cancer Investigation	2019
Children and Libraries: The Journal of the Association for Library Service to Children	2015
Collection Management	2017
College & Research Libraries	2017 (2), 2015
Communication Center Journal	2017
EBPH: Epidemiology, Biostatistics, and Public Health	2016
Education for Information	2020, 2016
EDUCAUSE Review	2021
Electronic Green Journal	2015
Feminist Media Studies	2019
First Monday	2017
Girlhood Studies	2015
Health Education and Behavior	2019
Homiletic: Journal of the Academy of Homiletics	2020
IFLA Journal	2016, 2015
Information and Learning Sciences	2020
International Journal of Critical Pedagogy	2018
International Journal of Doctoral Studies	2018
International Journal of Human-Computer Interaction	2019
International Journal of Methods in Psychiatric Research	2019
International Journal of Open Education Resources	2021
International Journal of Young Adult Literature	2021 (2), 2020 (1)
Issues in Science and Technology Librarianship	2018
JAMA Internal Medicine	2019
Journal for the Society of North Carolina Archivists	2015
Journal of Burn Care and Research	2016
Journal of Education for Library and Information Science	2021, 2018, 2015
Journal of Electronic Resources Librarianship	2016 (3)
Journal of Learning and Teaching	2015
Journal of Library Administration	2019, 2015
Journal of Library and Information Services in Distance Learning	2015
Journal of Library Metadata	2015

Journal of Psychosomatic Research	2016 (3)
Journal of Service Science	2017
Journal of Sex Research	2017
Journal of Learning and Teaching	2015
Journal of the Medical Library Association	2017
Journal of Visual Literacy	2016, 2015
Journal of Web Librarianship	2017
Knowledge Organization	2016
Library Hi Tech	2018
Library Leadership & Management	2019
Library Philosophy and Practice	2017, 2015
Library Trends	2019, 2015
Modern Language Studies	2018
New Directions in Adult and Continuing Education	2020
North Carolina Libraries	2017
Nursing Administration Quarterly	2019
OLA Quarterly	2016
Pediatrics	2018
Pennsylvania Libraries: Research & Practice	2017
PLOS One	2015
Provenance: The Journal of the Society of Georgia Archivists	2016
Psychological Medicine	2019
Psychotherapy and Psychosomatics	2019
Public Library Quarterly	2020
Publications	2019
Records Management Journal	2019
Reference & User Quarterly	2017
Reference Services Review	2019
Religion Compass	2019
Research on Diversity in Youth Literature	2019
RoundTable	2017
School Libraries Worldwide	2016
Secrecy and Society	2018, 2016
The Bottom Line	2016, 2015 (2)
The Canadian Journal of Psychiatry	2017, 2016
The Charleston Advisor	2018, 2016, 2015
The Indexer: The International Journal of Indexing	2020
The Journal of Academic Librarianship	2019
The Journal of Digital Media Management	2015
The Patient – Patient-Centered Outcomes Research	2017
Transactions of the Kansas Academy of Science	2021, 2018
THE BMJ	2019
Weave: Journal of Library User Experience	2016
Written Communication	2019

Appendix III. AH - Part-Time Faculty: Non-Refereed Articles, 2015 - 2021

	2021	
Faculty Member	**Article Title**	**Publication**
Suzanne Sannwald	Engaging Your School Community in Social-Emotional Learning	*School Library Connection*
Suzanne Sannwald	Expanding your Impact with Community Collaboration	*School Library Connection*
Suzanne Sannwald	New Ideas for STEM Collaborations	*School Library Connection*
Suzanne Sannwald	Operation Collaboration: More Than Just Books	*School Library Connection*
Suzanne Sannwald	Operation Collaboration: One Book, One Community Collaboration	*School Library Connection*
Suzanne Sannwald	Operation Collaboration: The Things we Keep	*School Library Connection*
Suzanne Sannwald	Reading the Room: Sustaining our Libraries by Identifying and Responding to the Needs of our Communities	*Knowledge Quest*
	2020	
Faculty Member	**Article Title**	**Publication**
Suzanne Sannwald	Improving Email Writing Skills to Empower Student Self-advocacy	*School Library Connection*
Suzanne Sannwald	Operation Collaboration: Make Time for Conversation	*School Library Connection*
Suzanne Sannwald	Operation Collaboration: Reaching Out	*School Library Connection*
Suzanne Sannwald	Special Education: Increasing Accessibility for All Students	*School Library Connection*
Suzanne Sannwald	Supporting Time Management and Organizational Skills during Distance Learning	*School Library Journal*
Ellyssa Valenti Kroski	Business as (Un)Usual: Library Business Continuity Amid COVID-19	*On Firmer Ground*
Ellyssa Valenti Kroski	How to Create Free Digital Breakouts for Libraries	*ALA Library Technology Reports*
Ellyssa Valenti Kroski	Reimagining the Law Library in the Time of COVID-19	*Law Lines*
	2019	
Faculty Member	**Article Title**	**Publication**
Steven Bell	Questioning the Textbook Rep Culture in Higher Education	*Inside Higher Ed*
Steven Bell	We're Listening: Try a Textbook Listening Tour to Advance an OER Initiative	*College & Research Libraries News*
Lorie Kloda	Journal Update from EBLIP10 [Editorial]	*Evidence Based Library and Information Practice*
Norman Mooradian	AI, Records and Accountability	*Information Management Magazine*
Suzanne Sannwald	Evaluating Information with Acronyms Aplenty: Out with CRAAP and on to WAAC and SIFT	*School Library Connection*
Suzanne Sannwald	Planets Apart: Recognizing Students' Different Information Communities	*School Library Connection*
Andromeda Yelton	Library Technology Reports	*ALA TechSource*

2018		
Faculty Member	**Article Title**	**Publication**
Bernd Becker	Information Literacy in the Digital Age: Myths and Principles of Digital Literacy	*School of Information Student Research Journal*
Steven Bell	Design Thinking + User Experience = Better Designed Libraries	*Information Outlook*
Steven Bell	Learning from Crucible Moments to Become Better Library Leaders	*AALL Spectrum*
Lorie Kloda	Open Data for Evidence Based Practice [Editorial]	*Evidence Based Library and Information Practice*
Ellyssa Valenti Kroski	3 Tech-Savvy Ways Law Librarians Can Shake Up the Status Quo	*AALL Spectrum*
Ellyssa Valenti Kroski	On the Case: Alexander Hamilton and the Missing Librarian	*Law Lines*
2017		
Faculty Member	**Article Title**	**Publication**
Steven Bell	Digital Scholarship as a Learning Center in the Library	*College & Research Libraries News*
Steven Bell	What About the Bookstore?	*College & Research Libraries News*
Steven Bell	Why Must It Be Print?	*Inside Higher Ed*
Jason Clark	Linked Data is People: Building a Knowledge Graph to Reshape the Library Staff Directory	*Code4Lib Journal*
Timothy Dickey (issue editor)	Special Issue on *LIS Technological Standards*	*ASIS&T Bulletin*
Allison Rothman	E-books in Public School Libraries: Are We There Yet?	*Knowledge Quest*
Suzanne Sannwald	Virtual Makerspace: Bringing the Maker Movement to Any School Library	*CSLA Journal*
Suzanne Sannwald	Practical User Experience Design for School Libraries: 5 Tips for Improving Day-to-Day Life for Your Users...and You!	*Knowledge Quest*
Ellyssa Valenti Kroski	Making Access to Library Resources Seamless	*On Higher Ground*
Ellyssa Valenti Kroski	The State of Law Library eBooks 2017–2018	*LLRX*
2016		
Faculty Member	**Article Title**	**Publication**
Ann Agee (co-author)	High Textbook Costs: The Battle Continues	*Against the Grain*
Steven Bell	Wikipedia: From Academic Pariah to Campus Learning Partner	*Library Issues*
Lorie Kloda (co-author)	A Big Step Forward: It's Time for a Database of Evidence Summaries in Library and Information Practice	*Evidence Based Library and Information Practice*
Melanie Sellar	Strategies for Engaging in International Librarianship: Misconceptions and Opportunities	*School of Information Student Research Journal*
Jennifer Velasquez	A Place of Their Own: Creating Spaces Where Teens Can Thrive	*American Libraries*
Jennifer Velasquez	Lessons Learned from a New Teen Space	*Young Adult Library Services*
Dorothy Waugh	OSS4EVA: Using Open-Source Tools to Fulfill Digital Preservation Requirements	*Code4Lib Journal*
2015		

Faculty Member	Article Title	Publication
Steven Bell	It's All About the Experience: UX For Academic Libraries	*Library Issues*
Steven Bell	Start a Textbook Revolution, Continued: Librarians Lead the Way with Open Educational Resources	*Library Issues*
Jason Clark	Building a Better Book in the Browser (Using Semantic Web technologies and HTML5)	*Code4Lib Journal*
Meredith Farkas	Libraries in the Learning Management System	*ACRL Instruction Section: Instructional Technologies Committee Tips and Trends*
Meredith Farkas	The Next Librarian of Congress Should be an Actual Librarian	*The New Republic*
Sylvia Hall-Ellis	Succession Planning and Staff Development – A Winning Combination	*Informed Librarian Online*
Lorie Kloda	The Costs of Open Access [Editorial]	*Evidence Based Library and Information Practice*
William Mongelli	Hobbits in the Hoosegow: Teaching Tolkienian Morality Behind the Wall	*Journal of Correctional Education*
Joey van Arnhem (co-author)	But Then You Have to Make It Happen	*Code4Lib Journal* [Special Issue on Diversity in Library Technology]
Jennifer Velasquez	In Teen Programming, Value the Process Over the Product	*School Library Journal*
Jennifer Velasquez	Teen Charm Offensive: Fostering Positive Attitudes About YA Programming	*School Library Journal Online*
Jennifer Velasquez	The Experience Library for Teens: Not a Fab Lab, a Fab Library	*Public Libraries*
Andromeda Yelton	Coding for Librarians: Learning by Example	*ALA TechSource*
Joshua Zimmerman	*Import of the Archive: U.S. Colonial Rule of the Philippines and the Making of American Archival History* By Cheryl Beredo [Book Review]	*Archival Issues*

Appendix III. AI - Part-Time Faculty: Conference Participation by Year and Faculty Member, 2015 - 2021

2021		
Faculty Member	**Conference**	**Presentation/Panel Title**
Nancy Friedland	Society for Cinema and Media Studies Annual Conference	*Film Studies and Streaming Video: Teaching and Learning with the Next Format*
Africa Hands	The Association of College & Research Libraries Annual Conference	Programs and Partnerships: Meeting the Needs of First-Generation Students
William Mongelli (co-presenter)	American Folklore Society Annual conference	*Prison Library Humor: Participation and Observation in a Contested Environment*
Leah Phillips (co-presenter)	Let's Talk about Sex in YA, Cambridge University Forum	*Build-a-Character: Romance (or Not) Edition*
Leah Phillips	Let's Talk about Sex in YA, Cambridge University Forum	*Tamora Pierce was My Judy Blume: The Case for YA Fantasy*
Suzanne Sannwald (co-presenter)	American Library Association Annual Conference	*Taking Action for Equity, Diversity, Inclusion, and Intellectual Freedom in School Libraries*
Suzanne Sannwald (co-presenter)	California School Library Association Annual Conference	*Building Community through Collaborating on Reading Events*
Suzanne Sannwald (moderator)	California School Library Association Annual Conference	*The Importance of OwnVoices in GNs*
Ellyssa Valenti Kroski	Reinventing Libraries for a Post-COVID World	***Opening Keynote***
2020		
Faculty Member	**Conference**	**Presentation/Panel Title**
Steven Bell (panelist)	Open Education Conference	*Re-imagining State and Regional OER Conferences*
Steven Bell	Open Education Conference	*Taking OER to the LIS: Re-imagining the Preparation of Library Science Students for Open Education*
Scott Brown	Annual Northwest Interlibrary Loan & Resource Sharing Conference	*Resiliency and Value in the ILL Community* ***(Keynote)***
Scott Brown	InfoTrends Conference (SLA)	*Refresh Your Search Strategies: New Tools, Tactics, and Technologies: A Social Media Perspective*
Timothy Dickey	American Library Association Annual Conference	*The Frontiers of Library Dementia Services*
Africa Hands (with Anthony Bernier and Michele Villagran, et al.) (panelist)	Association for Library and Information Science Education Annual Conference	*Informing First Generation MLIS Experience: Challenges and Resources*
Africa Hands (co-presenter with Virginia Tucker)	Association for Library and Information Science Education Annual Conference	*7-Slide Update: A Pedagogical Tool for Enriching Scholarly Communication*
Africa Hands (co-presenter)	Association for Rural and Small Libraries Conference	*Promoting College Literacy & Supporting Academic Success at Your Library*

Africa Hands	North Carolina Library Association Conference	*Online Resources to Support Your Community's College Literacy*
John Horodyski	Henry Stewart DAM	*Metadata, Taxonomy & Design Thinking Workshops*
Christie Koontz	LIBER 2020	*True Marketing Defined* ***(Keynote)***
Maggie Murphy (co-presenter)	DH 2020	*Representation Matters: How Do We Promote a Radically Inclusive Digital Humanities*
Maggie Murphy (co-presenter)	Art Libraries Society of North America (ARLIS/NA) Annual Conference	*Re-Imagining Critical Visual Literacy in Higher Education*
Leah Phillips	Conceptions of Girlhood Now and Then: "Girls' Literature" and Beyond, Linnaeus University	*Female Heroes in YA Fantasy Fiction: Reframing Myths of Adolescent Girlhood*
Leah Phillips	Europe and the Child, Manchester Metropolitan University	*Tamora Pierce's Wolf Speaker: Modelling Relation in Activism*
Leah Phillips (co-presenter)	YA Studies Association Conference	*Build-a-Character: Inclusive Edition*
Susanne Sannwald (co-presenter)	California School Library Association Annual Conference	*Advocacy: A Work in Progress*
Susanne Sannwald (co-presenter)	Computer-Using Educators (CUE) Spring Conference	*Lateral Reading: Evaluating Online Information Like a Fact Checker*
Suzanne Sannwald (poster)	International Society for Technology in Education Conference	*Universal Design for ... Reading: UDL Principles and Reading*
Jennifer Sweeney	California Conference on Library Instruction	*Back to Basics: Designing and Assessing Library Instruction*
Ellyssa Valenti Kroski (panelist)	Ark Group's Law Firm Libraries Annual Conference	*Librarianship in the Age of AI*
2019		
Faculty Member	**Conference**	**Presentation/Panel Title**
Steven Bell	American Library Association Annual Conference	*Change in a Volatile World: From Change Management to Change Readiness*
Africa Hands	Library Research Seminar VII	*Bringing It Together: Integrating Quantitative and Qualitative Data in Mixed Methods Research*
Darra Hofman (co-presenter)	Archivi Sanitari e Digital Humanities fra present e futuro	*The Human Body Is The Magazine of Inventions: Blockchain Technology and Health Recordkeeping*
Darra Hofman (co-presenter)	ARMA InfoCon 2019	*Blockchain Technology, Government, and Business Applications: Using Smart Contracts*
Darra Hofman (co-presenter)	Association of Canadian Archivists Annual Conference	*Easy as ACGT: Managing Digital Health Records*
Darra Hofman (co-presenter)	University of British Columbia Biomedical Imaging and Artificial Intelligence Research Day: The Future of Health	*My PDx: Designing a Blockchain-based Solution for Private & Secure Health Data Management and Sharing*
Darra Hofman (co-presenter)	University of British Columbia Interdisciplinary Legal Studies Graduate Conference	*"By the Exceptions We May Know the Rules": Mapping the Relationship between Records, Evidence, and Datafied Technologies*.

John Horodyski	Digital Asset Management for Life Sciences Forum	*Metadata, Taxonomy and Rights Management: The Foundation for Content and Digital Asset Management*
John Horodyski	Henry Stewart DAM Symposium	*Metadata, Taxonomy, and Design Thinking Workshops*
Renee Jefferson (co-presenter)	South Carolina Council for Exceptional Children Conference	*Using Our Superpowers: College Student Mentors Championing K-12 Students with Exceptionalities*
Renee Jefferson (co-presenter)	Watermark Engage Conference	*Establishing Validity and Reliability Evidence of EPP-Created Assessments with P-12 Partners*
Shahrzad Khosrowpour (co-presenter)	MELCom International Annual Conference	*The Accidental Middle East Librarians*
Lorie Kloda (co-presenter)	International Evidence Based Library and Information Conference	*Research for Librarianship: A Study of a Decade of Canadian Faculty Publications* *Reducing Uncertainty: Building Health Sciences Librarians' Capacity for Evidence-Based Practice Through a Research Training Institute*
Lorie Kloda (co-presenter)	Medical Library Association Annual Meeting	*Elevating Health Sciences Librarians' Research Capacity Through an Innovative Research Training Institute*
Abbas Moallem	Human-Computer Interaction International Conference	*Human Computer Interaction and Cyber-Security*
Abbas Moallem	International Conference on Applied Human Factors and Genomics	*Human Factors and Cyber-Security*
Maggie Murphy	Art Libraries Society of North America Annual Conference Southeast Chapter (ARLIS/SE) Annual Conference	*What We Talk About When We Talk About Wikipedia: Exploring Scholarly Inquiry and Genre in Contemporary Art History Through Comparison*
Maggie Murphy (co-presenter)	Association of College & Research Libraries Annual Conference	*Framing the First Year: Teaching, Assessment, and Collaboration*
Maggie Murphy (co-presenter)	Association of College & Research Libraries Annual Conference	*Reframing the Narrative: Developing Information Literacy Learning Outcomes Using Backward Design and Consensus Decision Making*
Maggie Murphy (co-presenter)	LOEX 2019 National Conference	*Swim relay: Using a Medley of Techniques to Teach Information Literacy Concepts and Mechanics*
Maggie Murphy (co-poster)	North Carolina Library Association Biennial Conference	*What Does It Meme? Visual Literacy in the Library Through the Language of Memes*
Maggie Murphy (co-presenter)	Triangle Digital Humanities Institute	*Customizable Leaflet Maps*
Leah Phillips	Being Human in YA Plenary, Roehampton University	*Reframing Myths of Adolescent Girlhood*
Leah Phillips	Children's Literature Association Conference	*Making More Noise: Claiming Our Voices and Redefining Values*

Leah Phillips (chair and presenter)	International Research Society for Children's Literature Conference	*Silencing Within and Without YA: Creation, Production, Dissemination, Reception, and Criticism*
Joanne Rodger	Alberta Library Conference	*Building Reading Culture: Public Libraries, Children, and Literacy* *Not the Right Kind of Doctor*
Joanne Rodger (co-presenter)	Canadian Conference on Medical Education	*A Human Library Intervention to Address Bias Towards LGBTQ Individuals*
Joanne Rodger (moderator)	Canadian Conference on Medical Education	*Using Think Aloud Method to Evaluate and Re-Design the University of Alberta MD Program Website*
Joanne Rodger (co-presenter)	International Association of School Librarianship Annual Conference	*Global Action on School Library Education & Training*
Joanne Rodger (co-presenter)	International Association of School Librarianship Annual Conference	*Taking It Outside the School Library: Teacher-Librarians as School and District Leaders*
Joanne Rodger (co-presenter)	International Conference on Faculty Development in the Health Professions	*Creating Connections Between Community & Curriculum: A New Lens for Curriculum Development*
Joanne Rodger	Public Library Services Branch Symposium	*Core Values of Librarianship*
Suzanne Sannwald	American Association of School Librarians National Conference	*Learning, Leadership, and More: AASL's First Induction Program Cohort*
Suzanne Sannwald (co-presenter)	California School Library Association Annual Conference	*Reading Revolution: New Literacies in Future Ready Learning*
Suzanne Sannwald (co-presenter)	San Diego Computer-Using Educators Powered Learning Fair	*Lateral Reading: Evaluating Online Information Like a Fact Checker* *Universal Design for...Reading*
Andromeda Yelton	American Library Association Annual Conference	*Machine Learning: How Does It Work?!?*
Andromeda Yelton	American Library Association Midwinter Meeting	*Machine Learning: How Does It Work?!?*
Andromeda Yelton	DPLAfest	*Machine Learning: How Does It Work?!?*
2018		
Faculty Member	**Conference**	**Presentation/Panel Title**
Susan Aber (co-poster)	Kansas Academy of Science Annual Meeting	*Color-Infrared Kite Aerial Photography: Take Three*
Ann Agee	California Academic & Research Libraries Association Annual Conference	*Fake News and the Caulfield Technique*
José Aguiñaga	American Association of Community Colleges Annual Conference	*Getting Started Using Open Educational Resources: 2 Case Studies*
Steven Bell	Library 2.018 Worldwide Virtual Conference	*How Librarians are Incorporating Design Thinking into Their Practice*
Steven Bell	Pennsylvania Library Association, College & Research Library Division Annual Conference	*It's Up to the Libraries: Working Together for OER Adoption*

Timothy Dickey	Association for Library and Information Science Education Annual Conference	*Teaching Research Methods in LIS Programs*
Nancy Friedland	Association of Moving Image Archivists Conference	*Streaming and Film Studies: Future Concerns*
Nancy Friedland	International Association of Libraries, Museums, Archives, and Documentation Centres of the Performing Arts (SIBMAS) Conference	*Performing the Library: A Program of Student Engagement in an Academic Library*
Carrie Gardner	York County Libraries Meeting	*Sticky Issues in Intellectual Freedom* **(Keynote)**
Africa Hands	American Educational Research Association Annual Meeting	*For the Love of Research: An Examination of Doctoral Student Motivation Using Self-Determination Theory*
Africa Hands (panelist)	American Library Association Annual Conference	*Leaders Wanted: Building Diversity in LIS Leadership*
Africa Hands	Association for Library and Information Science Education Annual Conference	*What Doctoral Student Motivation Tells Us About the Future of LIS Education*
Darra Hofman (co-presenter)	Association of Canadian Archivists Annual Conference	*Trusting Old Rules in a New World? Archival Principles in New Digital Ecosystems*
Darra Hofman (co-presenter)	CoSA * NAGARA * SAA: Archives * Records Conference	*Memory Work and the Virtues of Opacity*
Darra Hofman (co-presenter)	Privacy, Data Protection and the Rule of Law in a Digital Age Colloquium	*Digitalisation and the Disruption of the Relationship between Evidence, Privacy, and Context in Common Law*
Darra Hofman (co-poster)	University of British Columbia Cybersecurity Summit	*Blockchain and Distributed Ledgers as Trusted Recordkeeping Systems: An Archival Theoretic Evaluation Framework*
John Horodyski	Henry Stewart DAM Symposium	*Metadata, Taxonomy, and Design Thinking Workshops*
Renee Jefferson (co-presenter)	National Youth-at-Risk Conference	*Working Together: Building K-12/College Mentor Partnerships to Support Students with Learning Differences*
Renee Jefferson (co-presenter)	Teacher Education Council of State Colleges and Universities Conference	*Creating Meaningful Mentoring Partnerships Between Colleges and K-12 Schools* *Developing Valid and Reliable Assessments with P-12 Partners*
Lorie Kloda (co-presenter)	Canadian Health Libraries Association Annual Conference	*Effectiveness of Teaching an Alternative Framework for Question Formulation in Occupational and Physical Therapy: RCT*
Erin Lawrimore (co-presenter)	Society of North Carolina Archivists Conference	*Community, Documentation, and Beer: Hop into History and Well Crafted NC*
Erin Lawrimore	Society of North Carolina Archivists Conference	*Ethics of Care and the University Archives*

Abbas Moallem	Human-Computer Interaction International Conference	*Human Computer Interaction and Cyber-Security*
Abbas Moallem	International Conference on Applied Human Factors and Genomics	*Human Factors and Cyber-Security*
Maggie Murphy (poster)	Art Libraries Society of North America (ARLIS/NA) Southeast & Mid-Atlantic Joint Chapters Meeting	*Framework-Based Instruction in Art History: From the First-Year Survey to the Senior Seminar*
Maggie Murphy	Atlanta Area Bibliographic Instruction Group Conference	*Formative Assessment with the Framework: Evaluating Sources in Google Docs*
Maggie Murphy	Georgia International Conference on Information Literacy	*Analogy as Pedagogy: Using What Students Already Know in Library Instruction*
Maggie Murphy	Library Instruction West	*A New Adventure?: Collaborating with First-time Writing Instructors on "Teaching Research"*
Maggie Murphy	The Innovative Library Classroom Conference	*Authority Changes: Using the Framework to Teach Evaluation in an Art History Class*
Leah Phillips	Children's Literature Association Conference	*Water as Trickster: YA, Undoing Oppositions*
Leah Phillips (co-presenter)	Young Adult Literature Convention	*Build-a-Character: Diversity Edition*
Joanne Rodger (co-presenter)	Alberta Library Conference	*Twenty Up! Oh the Places the SLIS Class of 1998 Have Been and What They Can Tell You!*
Joanne Rodger (poster)	Canadian Conference on Medical Education	*Mapping Health Humanities in Undergraduate Medical Education: Results of a Preliminary Exploration*
Joanne Rodger	Central Alberta Regional Consortium Zone 4 Librarians Conference	*Be the Connection! Kids and Libraries Come Together to Promote Reading and Literacy* ***(Keynote)*** *Literacy Connections in your School Library*
Joanne Rodger (poster)	LGBT Health Workforce Conference	*A Human Library Intervention to Address Bias Towards LGBTQ Individuals*
Joanne Rodger	Rural Libraries Conference	*Reading, Creating, and the Future of Libraries* ***(Keynote)*** *The Future is Reading in Your School Library*
Suzanne Sannwald (co-presenter)	San Diego Computer-Using Educators Tech Fair	*Amplifying Student Voices: Things Students Wish Teachers Knew* *Scaffolding Without Spoonfeeding When Teaching Research*
Kate Saylor (co-presenter)	Medical Library Association Annual Meeting	*Leveraging Our Strengths: Building Capacity for Sustainable Integration into Systematic Review Projects*

Jennifer Sweeney	California Library Association Annual Conference	*Use What You Learn! Data Makes Everything Better*
Jennifer Sweeney	Library Assessment Conference	*Coming Full Circle: Exploring the Life Cycle of a Training Program Evaluation*
Joey van Arnhem	Teaching, Learning, and Technology Conference (TLTCon)	*Keeping Up with Technology Adoption in Academic Libraries: Exploring Arduino Development Technologies*
Jennifer Velasquez (panelist)	Collaborative Journalism Summit	*How Libraries Can Partner to Serve Community News Needs*
Jennifer Velasquez	Re-think It: Libraries for a New Age Conference	*Nordic Four-Space Model and the Teen Library Space*
Patty Wong	Joint Conference of Librarians of Color	*The Color of Leadership* *Walking the Tightrope*
2017		
Faculty Member	**Conference**	**Presentation/Panel Title**
Ann Agee (panelist)	Association of College & Research Libraries Annual Conference	*"The Best Freaking Thing in the World:" Libraries Solving the Textbook Problem*
Meredith Farkas (co-presenter)	Information Literacy Advisory Group of Oregon Conference	*Geek Out Don't Freak Out: How to Chill Out and Learn to Love Assessment*
Meredith Farkas	Oregon Library Association Annual Conference	*Mentoring to Build the Next Generation of Leaders*
Nancy Friedland	American Society for Theatre Research Conference	*Open Educational Resources for Still and Moving Image Content*
Africa Hands (panelist)	American Library Association Annual Conference	*Leaders Wanted: Building Diversity in LIS Leadership*
Africa Hands (poster)	Association for Library and Information Science Education Annual Conference	*Understanding LIS Doctoral Student Motivation*
Africa Hands (poster)	Society for the Study of Motivation Annual Meeting	*Doctoral Student Initial Motivation: An Examination Using Self-Determination Theory*
Darra Hofman	Archives Association of British Columbia & ARMA Vancouver Island Joint Conference	*Legal Issues in Recordkeeping in the Cloud*
Darra Hofman	ARMA International, ARMA Live!	*Blockchain Technology: An Introduction for Information Professionals*
Darra Hofman (co-presenter)	Association of Canadian Archivists Annual Conference	*How Blockchain Technology Could Transform Records and Archives Management*
Darra Hofman (poster)	IEEE International Conference on Cloud Engineering	*Saving Lives Through Blockchain: A Case Study of Blockchain as a Recordkeeping Technology*
John Horodyski	Canto DAM Summit	*Metadata Matters*
John Horodyski	Henry Stewart DAM Symposium	*Metadata, Taxonomy, and Design Thinking Workshops*
Renee Jefferson (co-presenter)	Learning Disabilities Association International Conference	*Multidimensional Mentoring: College Students Supporting Middle & High School Students with LD*

Shahrzad Khosrowpour	European Conference on Information Literacy	*Information Literacy and Academic Libraries as Working Place*
Lorie Kloda (co-presenter)	Global Evidence Summit	*Journal Policies and Registration of Randomized Controlled Trials of Non-Regulated Healthcare Interventions: A Cross-Sectional Study*
Lorie Kloda (co-presenter)	International Conference on Performance Measurement in Libraries	*Linking Assessment to the Strategic Plan in Academic Libraries*
Lorie Kloda (co-presenter)	Society for Epidemiologic Research Annual Meeting	*Journal Policies and Registration of Randomized Controlled Trials of Non-Regulated Healthcare Interventions: A Cross-Sectional Study*
Erin Lawrimore	North Carolina Library Association Biennial Conference	*Archives, History, Place, and First Year Students: Collaborating with Grogan Residential College/RCO 215*
Erin Lawrimore	Society of American Archivists Annual Meeting	*You Are Not Alone! Navigating the Implementation of New Archival Systems*
Erin Lawrimore	Society of North Carolina Archivists Conference	*Uncovering African American History at UNCG*
Erin Lawrimore (co-presenter)	Southeastern Women's Studies Association Conference	*Archives and the Slow Fuse of Possibility*
Abbas Moallem	Human-Computer Interaction International Conference	*Human Computer Interaction and Cyber-Security*
Abbas Moallem	International Conference on Applied Human Factors and Genomics	*Human Factors and Cyber-Security*
Leah Phillips	Investigating Identities in YA Narratives, University of Northampton	*"You Were Even a Secret from Yourself": The Role of Un-Becoming in YA Literature*
Leah Phillips	Northeast Modern Language Association Conference	*Mapping YA Fantasylands: Maps and Mapping in Mythopoeic YA*
Joanne Rodger	Alberta Library Conference	*More than Ever, Librarians Make a Difference*
Suzanne Sannwald	San Diego Computer-Using Educators Tech Fair	*Fake News: Guiding Students Through the Age of Mis/Disinformation* *Reading Revolution: New Literacies in Future Ready Learning*
Suzanne Sannwald (co-presenter)	San Diego Computer-Using Educators Tech Fair	*Research Revisited: 10+ Misconceptions About Teaching Students How to Research*
Kate Saylor (co-poster)	American Public Health Association Annual Meeting	*Defining and Measuring Success in Long-Standing Community-Based Participatory Research (CBPR) Partnerships: A Scoping Literature Review*
Kate Saylor (co-presenter)	Medical Library Association Annual Meeting	*Developing Competency-Based Data Literacy Instruction for Tiered Integration Into Nursing Education*
Jennifer Sweeney	California Library Association Annual Conference	*Beyond the Numbers: Using Data for Your Library's Present & Future*

Joey van Arnhem (co-presenter)	South Carolina Conference on Innovations in Teaching and Learning in Higher Education	*What's Up With Augmented Reality, Virtual Reality, and Makerspaces in the Library?*
Jennifer Velasquez	Texas Library Association Conference	*Real-Word Teen Services: Meaningful Teen Participation and Teen Program Development*
Dorothy Waugh (co-presenter)	Personal Digital Archiving Annual Conference	*Second-Generation Digital Archives: What We Learned from the Salman Rushdie Project*
Patty Wong	California Library Association Annual Conference	*Straight Talk about Leadership*
2016		
Faculty Member	**Conference**	**Presentation/Panel Title**
Susan Aber	International Planetarium Society Conference	*Peterson Planetarium: Evolution and Function of a Small Planetarium*
Susan Aber (co-poster)	Kansas Academy of Science Annual Meeting	*Insect-Bearing Natural-Green Amber from Ethiopia: A Preliminary Report* *Kansas Windscape – 2016 Update*
Ann Agee (poster)	California State University Teaching and Learning Symposium	*Leveraging the i>clicker: How to Design Dynamic Questions*
Ann Agee	LOEX National Conference	*Crafting the Question: Get the Most Out of Your Student Response System*
Ann Agee and Bernd Becker	California Academic & Research Libraries Association Annual Conference	*Faculty, Students, and Perceptions of Library Value*
Ann Agee (co-presenter)	Hawaii International Conference on Education	*The Real-Time Tutorial*
Steven Bell	Colorado Library Association Annual Conference	*Think Like Ford: Inspiration for Library Innovation*
Meredith Farkas	Association of Christian Librarians Annual Conference	*The Mindful Instruction Librarian and the One-Shot*
Meredith Farkas	Council of California Chief Librarians Conference	*Building a Culture of Assessment: What I've Learned from Research, Trial, and (a Lot of) Error* ***(Keynote)***
Meredith Farkas	Oregon Library Association Annual Conference	*Extending the One-Shot at Portland Community College*
Nancy Friedland	International Association of Libraries, Museums, Archives, and Documentation Centres of the Performing Arts (SIBMAS) Conference	*Dressing Up Your Personal Digital Archive: Costume Design Research in the Digital Age*
Darra Hofman	The Rescue of Data at Risk: An RDA/CODATA Workshop	*Rescuing Data, Restoring Trust*
John Horodyski	Canto DAM Summit, Berlin	*The DAM Journey* ***(Keynote)***
John Horodyski	Canto DAM Summit, San Francisco	*Your World with DAM* ***(Keynote)***
John Horodyski	DAM Helsinki	*DAM: Content is the Constant Connection* ***(Keynote)***
John Horodyski	DX Summit	*Digital Transformation* *Minding your Metadata*
John Horodyski	Henry Stewart DAM Symposium	*Metadata, Taxonomy, and Design Thinking Workshops*

Shahrzad Khosrowpour	International Academic Conference on Business	*Corporate Social Responsibility: Past, Present, and Success Strategy for the Future* *What Does it take for China's Auto Industry to Be a Global Leader and How Could GM and Ford Benefit from China's Success?*
Shahrzad Khosrowpour	American Association for the Advancement of Science, Pacific Division, Annual Meeting: Library Science Symposium	*Data-Driven Assessments Using Integrated Library Systems*
Lorie Kloda (co-presenter)	Library Assessment Conference	*Evaluating Reference Consults in the Academic Library*
Lorie Kloda (co-presenter)	Preventing Overdiagnosis International Conference	*Transparency of Outcome Reporting and Trial Registration of Randomized Controlled Trials of Non-Regulated Health Interventions*
Lorie Kloda (co-presenter)	Disrupt & Transform: BC Library Conference	*Evaluating What Matters Most: Outcomes Assessment of Reference Consults in the Academic Library*
Erin Lawrimore	Historical Society of North Carolina Conference	*Wrestling with Governor Aycock and His Legacies*
Erin Lawrimore	Society of North Carolina Archivists Conference	*Archives and Society Media: Strategic Planning for Effective Engagement*
Erin Lawrimore (co-presenter)	Southeastern Women's Studies Association Conference	*At the Intersection of Past and Present: What the Archives Can Teach Us about Feminist Pedagogy*
Crystal Megaridis (panelist)	Illinois Library Association Annual Conference	*Stories of Networking Success*
Abbas Moallem	Human-Computer Interaction International Conference	*Human Computer Interaction and Cyber-Security* *What Do Users Prefer: Concrete or Abstract User Interface?*
Abbas Moallem	International Conference on Applied Human Factors and Genomics	*Human Factors and Cyber-Security*
Leah Phillips	European Society for the Study of English Conference	*"I just send my mind somewhere else": Shape-Shifting and the Mind/Body Split in Pierce's Immortals Quartet*
Leah Phillips	Gender and Media Group Meeting, Leicester University	*Cinder(ella): Contrasting Feminine Identities*
Leah Phillips	Let's Hear it for the Girls, University of Warwick	*Relational Models of Self in Mythopoeic YA*
Suzanne Sannwald (co-presenter)	California School Library Association Annual Conference	*Discovery Learning in the Library Learning Commons*
Suzanne Sannwald (co-presenter)	San Diego Computer-Using Educators Tech Fair	*10 Misconceptions About Research*
Kate Saylor (co-presenter)	Medical Library Association Annual Meeting	*Student Awareness of the Big Picture: Teaching and Promoting Skills for Identifying Funding Opportunities*

Kate Saylor (co-poster)	Medical Library Association Annual Meeting	*Assessing Undergraduate Nursing Students' Information Literacy and Perceptions of the Library: A Longitudinal Evaluation - Year 1* *"Safe, Effective, and Potent." Conquering Polio at the University of Michigan School of Public Health*
Joey van Arnhem (co-presenter)	American Library Association Annual Conference	*Interactive Art Zines: Building Campus Support for Transdisciplinary Collaboration*
Joey van Arnhem	International Conference on the Arts in Society	*Interactive Art Zines: Augmenting First Year Experience Sculpture*
Joey van Arnhem (co-presenter)	International Federation of Library Associations and Institutions (IFLA) Information Literacy Section Satellite Preconference	*Formulating a Holistic Architecture for Assessing Instruction in an Academic Library: Tools from the College of Charleston Libraries*
Jennifer Velasquez	SLJTeen Live!: School Library Journal Virtual Conference	*Serving the Underserved: Using Asset Mapping to Identify Service Gaps*
Jennifer Velasquez	YALSA Young Adult Services Symposium Preconference	*The Participatory Library: Partnering with Teens to Design Library Learning Experiences*
Dorothy Waugh	CurateGear 2016: Enabling the Curation of Digital Collections	*Teaching Files: Incorporating Born-Digital Material into Instruction*
Dorothy Waugh	Digital Preservation Management Workshop, Emory University	*Nobody's Perfect and Nancy Told Me That's Okay: Born-Digital Archives at the Rose Library*
Dorothy Waugh (co-poster)	International Conference on Open Repositories	*Sipping From a Bag: Ingesting Disk Images with Bagit*
Dorothy Waugh	Radcliffe Institute for Advanced Study Workshop on Technology and Archival Processing	*The Gateway Drug: Enabling Use of Born-Digital Materials Through the Digital Humanities*
Andromeda Yelton	Library Technology Conference (LibTechConf)	*The Architecture of Values* ***(Keynote)***
Andromeda Yelton	Semantic Web in Libraries Conference	*Linked Open Community* ***(Keynote)***
2015		
Faculty Member	**Conference**	**Presentation/Panel Title**
Susan Aber (co-presenter)	INQUA Congress: Quaternary Perspectives on Climate Change, Natural Hazards and Civilization	*Small-Format Aerial Photography for Marine Coastal Wetland Environments*
Susan Aber (co-poster)	Kansas Academy of Science Annual Meeting	*Small-Format Aerial Photography for Civil War Sites*
Ann Agee (co-poster)	American Library Association Annual Conference	*Are Ebooks for Everyone? Evaluating the Accessibility of Academic Ebook Platforms*
Ann Agee (co-presenter)	Association of College & Research Libraries Annual Conference	*Ebook Showdown: Evaluating Academic Ebook Platforms from a User Perspective*
José Aguiñaga (panelist)	Texas Library Association Annual Conference	*Careers in Community College Libraries*

Steven Bell	Association of College & Research Libraries Annual Conference	*Turn Your Library into a Creativity Engine: Creating the Ideal Creativity Space*
Mary Evangeliste (co-presenter)	American Library Association Annual Conference	*Rightsizing Your Library: From Weeding to Services*
Meredith Farkas (co-presenter)	Association of College & Research Libraries Annual Conference	*Community College Libraries and Culture of Assessment: Bridges and Barriers* *Good for What? Teaching Sources for Sustainable Lifelong Information Literacy* *Leaving the One Shot Behind: Transitioning From Status Quo to Sustainable Integration*
Nancy Friedland	Costume and Film / Rendering Realities Conference	*Ghosts in the Wardrobe Department*
Nancy Friedland	International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	*Merrily We Stream Along*
Nancy Friedland	Society for Cinema and Media Studies (SCMS) Conference	*The Good, the Bad, and the Data*
Nancy Goldman	"Beyond Bytes: The Transformation of Audiovisual Archiving" Workshop, National Film and Sound Archive of Australia	*AV Archiving Then and Now at Pacific Film Archive* *Fitting Square Pegs into Round Holes: Describing Archival Moving Images Using Traditional Library Software*
Darra Hofman (co-presenter)	Canadian Library Association National Conference and Tradeshow	*Cyberbullying and the Library: What the Protecting Canadians from Online Crime Act Means for Librarians*
John Horodyski	Henry Stewart DAM Symposium	*Metadata, Taxonomy, and Design Thinking Workshops*
Renee Jefferson (co-presenter)	Association of Middle-Level Education Conference	*Making Sense of Methodology Used in Middle Grades Research: A Synthesis of 100 Studies Published in Middle Grades Research Journal, 2006–2014*
Renee Jefferson (co-presenter)	LiveText Users Annual Conference	*Forming an Assessment Team: A Model for Coordinating Faculty, Data Coordinator, and Administrator Efforts*
Lorie Kloda (co-poster)	Cochrane Colloquium Vienna	*Outcomes of the Use of Online Consumer Health Information: A Participatory Systematic Mixed Studies Review*
Lorie Kloda (co-presenter)	International Evidence Based Library and Information Conference	*Canadian LIS Faculty Research: Linked to Practice?* *Collaborative Learning: Bridging Evidence and Practice Through Journal Clubs*

Lorie Kloda (co-presenter)	Northumbria International Conference on Performance Measurement in Libraries and Information Services	*Getting Work Done Alone, Together: A One-Day Snapshot Survey of Visitors to a Research-Intensive University*
Maria Otero-Boisvert	Association for Library and Information Science Education Annual Conference	*From Research to Practice: Transforming LIS Professionals into Self-Confident Leaders*
Joanne Rodger	Quebec School Librarian Network Annual Symposium	*Dream, Plan, Create: What's Your Vision?* (***Keynote)*** *Makerspace Mayhem*
Suzanne Sannwald	Library 2.015 Worldwide Virtual Conference	*Discovery Learning in the Library Learning Commons*
Kate Saylor	Michigan Public Health Nurses Conference	*Health Literacy: Finding High-Quality Research*
Jennifer Sweeney	Association for Library and Information Science Education Annual Conference	*Identity, Administration and Inclusion: Status of Contingent Faculty in Library & Information Studies*
Ellyssa Valenti Kroski	American Association of Law Libraries Annual Meeting & Conference	*25 Free Technologies for Law Libraries*
Jennifer Velasquez	Next Library Festival	*Teens Shrink the World: Building Global Library Connections*
Dorothy Waugh (poster)	International Conference on Digital Preservation (iPres 2015)	*Protecting the Long-Term Viability of Digital Composite Objects Through Format Migration*
Dorothy Waugh	Library of Congress Archiving Email Symposium	*Navigating the E- in Personal Papers: The Lucille Clifton Email*
Dorothy Waugh (panelist)	Society of American Archivists Annual Meeting	*Arrangement, Description and Access for Digital Archives*
Andromeda Yelton	Amigos Annual Member Conference	*Code Lets You See* ***(Keynote)***
Andromeda Yelton	Code4Lib Conference	*Architect for Wanderlust: The Web and Open Things* ***(Keynote)***

Appendix III. AJ - Part-Time Faculty: Representation at Professional Conferences by Year, 2015 - 2021

2021	
Conference	**Number of Faculty Members Represented**
American Folklore Society Annual Conference	1
American Library Association Annual Conference	1
Association of College & Research Libraries Annual Conference	1
California School Library Association Annual Conference	1
Let's Talk about Sex in YA, Cambridge University Forum	1
Reinventing Libraries for a Post-COVID World	1
Society for Cinema and Media Studies Annual Conference	1
2020	
Conference	**Number of Faculty Members Represented**
American Library Association Annual Conference (online)	1
Annual Northwest Interlibrary Loan & Resource Sharing Conference	1
Ark Group's Law Firm Libraries Annual Conference	1
Art Libraries Society of North America Annual Conference (ARLIS/NA) (online)	1
Association for Library and Information Science Education Annual Conference	1
Association for Rural and Small Libraries Conference	1
California Conference on Library Instruction	1
California School Library Association Annual Conference	1
Computer-Using Educators (CUE) Spring Conference (online)	1
Conceptions of Girlhood Now and Then: "Girls' Literature" and Beyond, Linnaeus University	1
Digital Humanities (DH) 2020 (online)	1
Europe and the Child, Manchester Metropolitan University	1
Henry Stewart DAM Symposium (online)	1
InfoTrends Conference (SLA)	1
International Society for Technology in Education Conference	1
LIBER 2020 (Association of European Research Libraries Annual Conference) (online)	1
North Carolina Library Association Conference	1
Open Education Conference	1
YA Studies Association Conference	
2019	
Conference	**Number of Faculty Members Represented**
Alberta Library Conference	1
American Association of School Librarians National Conference	1
American Library Association Annual Conference	2
American Library Association Midwinter Meeting	1
Archivi Sanitari e Digital Humanities fra present e futuro	1
ARMA InfoCon 2019	1
Art Libraries Society of North America Annual Conference Southeast Chapter (ARLIS/SE) Annual Conference	1
Association of Canadian Archivists Annual Conference	1

Association of College & Research Libraries Annual Conference	1
Being Human in YA Plenary, Roehampton University	1
California School Library Association Annual Conference	1
Canadian Conference on Medical Education	1
Children's Literature Association Conference	1
Digital Asset Management for Life Sciences Forum	1
DPLAfest	1
Henry Stewart DAM Symposium	1
Human-Computer Interaction International Conference	1
International Association of School Librarianship Annual Conference	1
International Conference on Applied Human Factors and Genomics	1
International Conference on Faculty Development in the Health Professions	1
International Evidence Based Library and Information Conference (EBLIP)	1
International Research Society for Children's Literature Conference	1
Library Research Seminar VII	1
LOEX National Conference	1
Medical Library Association Annual Meeting	1
MELCom International Annual Conference (Middle East Libraries Committee)	1
North Carolina Library Association Biennial Conference	1
Public Library Services Branch Symposium	1
San Diego Computer-Using Educators Powered Learning Fair	1
South Carolina Council for Exceptional Children Conference	1
Triangle Digital Humanities Institute	1
University of British Columbia Biomedical Imaging and Artificial Intelligence Research Day: The Future of Health	1
University of British Columbia Interdisciplinary Legal Studies Graduate Conference	1
Watermark Engage Conference	1
2018	
Conference	**Number of Faculty Members Represented**
Alberta Library Conference	1
American Association of Community Colleges Annual Conference	1
American Educational Research Association Annual Meeting	1
American Library Association Annual Conference	1
Art Libraries Society of North America (ARLIS/NA) Southeast & Mid-Atlantic Joint Chapters Meeting	1
Association for Library and Information Science Education Annual Conference	2
Association of Canadian Archivists Annual Conference	1
Association of Moving Image Archivists Conference	1
Atlanta Area Bibliographic Instruction Group Conference	1
California Academic & Research Libraries Association Annual Conference	1
California Library Association Annual Conference	1
Canadian Conference on Medical Education	1
Canadian Health Libraries Association Annual Conference	1
Central Alberta Regional Consortium Zone 4 Librarians Conference	1
Children's Literature Association Conference	1
Collaborative Journalism Summit	1
CoSA NAGARA SAA: Archives * Records Conference	1
Georgia International Conference on Information Literacy	1

Henry Stewart DAM Symposium	1
Human-Computer Interaction International Conference	1
International Association of Libraries, Museums, Archives, and Documentation Centres of the Performing Arts (SIBMAS) Conference	1
International Conference on Applied Human Factors and Genomics	1
Joint Conference of Librarians of Color	1
Kansas Academy of Science Annual Meeting	1
LGBT Health Workforce Conference	1
Library Assessment Conference	1
Library Instruction West	1
Library 2.0 Worldwide Virtual Conference	1
Medical Library Association Annual Meeting	1
National Youth-at-Risk Conference	1
Pennsylvania Library Association, College & Research Library Division Annual Conference	1
Privacy, Data Protection and the Rule of Law in a Digital Age Colloquium	1
Re-think It: Libraries for a New Age Conference	1
Rural Libraries Conference	1
San Diego Computer-Using Educators Tech Fair	1
Society of North Carolina Archivists Conference	1
Teacher Education Council of State Colleges and Universities Conference	1
Teaching, Learning, and Technology Conference (TLTCon)	1
The Innovative Library Classroom Conference	1
University of British Columbia Cybersecurity Summit	1
Young Adult Literature Convention	1
York County Libraries Meeting	1
2017	
Conference	**Number of Faculty Members Represented**
Alberta Library Conference	1
American Library Association Annual Conference	1
American Public Health Association Annual Meeting	1
American Society for Theatre Research Conference	1
Archives Association of British Columbia & ARMA Vancouver Island Joint Conference	1
ARMA International, ARMA Live!	1
Association for Library and Information Science Education Annual Conference	1
Association of Canadian Archivists Annual Conference	1
Association of College & Research Libraries Annual Conference	1
California Library Association Annual Conference	2
Canto DAM Summit	1
European Conference on Information Literacy	1
Global Evidence Summit	1
Henry Stewart DAM Symposium	1
Human-Computer Interaction International Conference	1
Information Literacy Advisory Group of Oregon Conference	1
IEEE International Conference on Cloud Engineering	1
International Conference on Applied Human Factors and Genomics	1
International Conference on Performance Measurement in Libraries	1
Investigating Identities in YA Narratives, University of Northampton	1

Learning Disabilities Association International Conference	1
Medical Library Association Annual Meeting	1
North Carolina Library Association Biennial Conference	1
Northeast Modern Language Association Conference	1
Oregon Library Association Annual Conference	1
Personal Digital Archiving Annual Conference	1
San Diego Computer-Using Educators Tech Fair	1
Society for Epidemiologic Research Annual Meeting	1
Society for the Study of Motivation Annual Meeting	1
Society of American Archivists Annual Meeting	1
Society of North Carolina Archivists Conference	1
South Carolina Conference on Innovations in Teaching and Learning in Higher Education	1
Southeastern Women's Studies Association Conference	1
Texas Library Association Annual Conference	1
2016	
Conference	**Number of Faculty Members Represented**
American Association for the Advancement of Science, Pacific Division, Annual Meeting: Library Science Symposium	1
American Library Association Annual Conference	1
Association of Christian Librarians Annual Conference	1
California Academic & Research Libraries Association Annual Conference	2
California School Library Association Annual Conference	1
California State University Teaching and Learning Symposium	1
Canto DAM Summit, Berlin & San Francisco	1
Colorado Library Association Annual Conference	1
Council of California Chief Librarians Conference	1
CurateGear 2016: Enabling the Curation of Digital Collections	1
DAM Helsinki 2016	1
Digital Preservation Management Workshop, Emory University	1
Disrupt & Transform: BC Library Conference	1
DX Summit	1
European Society for the Study of English Conference	1
Gender and Media Group Meeting, Leicester University	1
Hawaii International Conference on Education	1
Henry Stewart DAM Symposium	1
Historical Society of North Carolina Conference	1
Human-Computer Interaction International Conference	1
Illinois Library Association Annual Conference	1
International Academic Conference on Business	1
International Association of Libraries, Museums, Archives, and Documentation Centres of the Performing Arts (SIBMAS) Conference	1
International Conference on Applied Human Factors and Genomics	1
International Conference on Open Repositories	1
International Conference on the Arts in Society	1
International Planetarium Society Conference	1
International Federation of Library Associations and Institutions (IFLA) Information Literacy Section Satellite Preconference	1
Kansas Academy of Science Annual Meeting	1

Let's Hear it for the Girls, University of Warwick	1
Library Assessment Conference	1
Library Technology Conference (LibTechConf)	1
LOEX National Conference	1
Medical Library Association Annual Meeting	1
Oregon Library Association Annual Conference	1
Preventing Overdiagnosis International Conference	1
Radcliffe Institute for Advanced Study Workshop on Technology and Archival Processing	1
San Diego Computer-Using Educators Tech Fair	1
Semantic Web in Libraries Conference	1
SLJTeen Live!: School Library Journal Virtual Conference	1
Society of North Carolina Archivists Conference	1
Southeastern Women's Studies Association Conference	1
The Rescue of Data at Risk: An RDA/CODATA Workshop	1
YALSA Young Adult Services Symposium Preconference	1
2015	
Conference	**Number of Faculty Members Represented**
American Association of Law Libraries Annual Meeting & Conference	1
American Library Association Annual Conference	2
Amigos Annual Member Conference	1
Association for Library and Information Science Education Annual Conference	2
Association of College & Research Libraries Annual Conference	3
Association of Middle-Level Education Conference	1
"Beyond Bytes: The Transformation of Audiovisual Archiving" Workshop, National Film and Sound Archive of Australia	1
Canadian Library Association National Conference and Tradeshow	2
Cochrane Colloquium Vienna	1
Code4Lib Conference	1
Costume and Film / Rendering Realities Conference	1
Henry Stewart DAM Symposium	1
INQUA Congress: Quaternary Perspectives on Climate Change, Natural Hazards and Civilization	1
International Conference on Digital Preservation (iPres 2015)	1
International Evidence Based Library and Information Conference (EBLIP)	1
International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	1
Kansas Academy of Science Annual Meeting	1
Library of Congress Archiving Email Symposium	1
Library 2.0 Worldwide Virtual Conference	1
LiveText Users Annual Conference	1
Michigan Public Health Nurses Conference	1
Next Library Festival	1
Northumbria International Conference on Performance Measurement in Libraries and Information Services	1
Quebec School Librarian Network Annual Symposium	1
Society for Cinema and Media Studies (SCMS) Conference	1
Society of American Archivists Annual Meeting	1
Texas Library Association	1

Appendix III. AK - Part-Time Faculty: Representation at Professional Conferences by Conference Name, 2015 - 2021

Conference	Year(s)
Alberta Library Conference	2019, 2018, 2017
American Association for the Advancement of Science, Pacific Division, Annual Meeting: Library Science Symposium	2016
American Association of Community Colleges Annual Conference	2018
American Association of Law Libraries Annual Meeting & Conference	2015
American Association of School Librarians National Conference	2019
American Educational Research Association Annual Meeting	2018
American Folklore Society Annual Conference	2021
American Library Association Annual Conference	2021, 2020, 2019, 2018, 2017, 2016, 2015
American Library Association Midwinter Meeting	2019
American Public Health Association Annual Meeting	2017
American Society for Theatre Research Conference	2017
Amigos Annual Member Conference	2015
Annual Northwest Interlibrary Loan & Resource Sharing Conference	2020
Archives Association of British Columbia & ARMA Vancouver Island Joint Conference	2017
Archivi Sanitari e Digital Humanities fra present e futuro [Health Archives and Digital Humanities Between the Present and the Future]	2019
Ark Group's Law Firm Libraries Annual Conference	2020
ARMA InfoCon 2019	2019
ARMA International, ARMA Live!	2017
Art Libraries Society of North America Annual Conference (ARLIS/NA)	2020
Art Libraries Society of North America Annual Conference Southeast Chapter (ARLIS/SE) Annual Conference	2019
Art Libraries Society of North America (ARLIS/NA) Southeast & Mid-Atlantic Joint Chapters Meeting	2018
Association for Library and Information Science Education Annual Conference	2020, 2018, 2017, 2015
Association for Rural and Small Libraries Conference	2020
Association of Canadian Archivists Annual Conference	2019, 2018, 2017
Association of Christian Librarians Annual Conference	2016
Association of College & Research Libraries Annual Conference	2021, 2019, 2017, 2015
Association of Middle-Level Education Conference	2015
Association of Moving Image Archivists Conference	2018
Atlanta Area Bibliographic Instruction Group Conference	2018
Being Human in YA Plenary, Roehampton University	2019
"Beyond Bytes: The Transformation of Audiovisual Archiving" Workshop, National Film and Sound Archive of Australia	2015
California Academic & Research Libraries Association Annual Conference	2018, 2016
California Conference on Library Instruction	2020
California Library Association Annual Conference	2018, 2017

California School Library Association Annual Conference	2021, 2020, 2019, 2016
California State University Teaching and Learning Symposium	2016
Canadian Conference on Medical Education	2019, 2018
Canadian Health Libraries Association Annual Conference	2018
Canadian Library Association National Conference and Tradeshow	2015
Canto DAM Summit	2017, 2016
Central Alberta Regional Consortium Zone 4 Librarians Conference	2018
Children's Literature Association Conference	2019, 2018
Cochrane Colloquium Vienna	2015
Code4Lib Conference	2015
Collaborative Journalism Summit	2018
Colorado Library Association Annual Conference	2016
Computer-Using Educators (CUE) Spring Conference	2020
Conceptions of Girlhood Now and Then: "Girls' Literature" and Beyond, Linnaeus University	2020
CoSA * NAGARA * SAA: Archives * Records Conference	2018
Costume and Film / Rendering Realities Conference	2015
Council of California Chief Librarians Conference	2016
CurateGear 2016: Enabling the Curation of Digital Collections	2016
DAM Helsinki Conference	2016
Digital Asset Management for Life Sciences Forum	2019
Digital Humanities Conference	2020
Digital Preservation Management Workshop, Emory University	2016
DPLAfest	2019
Disrupt & Transform: BC Library Conference	2016
DX Summit	2016
Europe and the Child, Manchester Metropolitan University	2020
European Conference on Information Literacy	2017
European Society for the Study of English Conference	2016
Gender and Media Group Meeting, Leicester University	2016
Georgia International Conference on Information Literacy	2018
Global Evidence Summit	2017
Hawaii International Conference on Education	2016
Henry Stewart DAM Symposium	2020, 2019, 2018, 2017, 2016, 2015
Historical Society of North Carolina Conference	2016
Human-Computer Interaction International Conference	2019, 2018, 2017, 2016
Illinois Library Association Annual Conference	2016
Information Literacy Advisory Group of Oregon Conference	2017
IEEE International Conference on Cloud Engineering	2017
InfoTrends Conference (SLA)	2020
International Academic Conference on Business	2016
International Association of Libraries, Museums, Archives, and Documentation Centres of the Performing Arts (SIBMAS) Conference	2018, 2016
International Association of School Librarianship Annual Conference	2019
International Conference on Applied Human Factors and Genomics	2019, 2018, 2017, 2016
International Conference on Digital Preservation (iPres 2015)	2015
International Conference on Faculty Development in the Health Professions	2019
International Conference on Open Repositories	2016

International Conference on Performance Measurement in Libraries	2017
International Conference on the Arts in Society	2016
International Evidence Based Library and Information Conference (EBLIP)	2019, 2015
International Federation of Library Associations and Institutions (IFLA) Information Literacy Section Satellite Preconference	2016
International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress	2015
International Planetarium Society Conference	2016
International Research Society for Children's Literature Conference	2019
International Society for Technology in Education Conference	2020
Investigating Identities in YA Narratives, University of Northampton	2017
INQUA Congress: Quaternary Perspectives on Climate Change, Natural Hazards and Civilization	2015
Joint Conference of Librarians of Color	2018
Kansas Academy of Science Annual Meeting	2018, 2016, 2015
Learning Disabilities Association International Conference	2017
Let's Hear it for the Girls, University of Warwick	2016
Let's Talk about Sex in YA, Cambridge University Forum	2021
Library Assessment Conference	2018, 2016
Library Instruction West	2018
Library of Congress Archiving Email Symposium	2015
Library Research Seminar VII	2019
Library Technology Conference (LibTechConf)	2016
Library 2.0 Worldwide Virtual Conference	2018, 2015
LiveText Users Annual Conference	2015
LGBT Health Workforce Conference	2018
LIBER 2020 (Association of European Research Libraries Annual Conference)	2020
LOEX National Conference	2019, 2016
Medical Library Association Annual Meeting	2019, 2018, 2017, 2016
MELCom International Annual Conference (Middle East Libraries Committee)	2019
Michigan Public Health Nurses Conference	2015
National Youth-at-Risk Conference	2018
Next Library Festival	2015
North Carolina Library Association Conference	2020, 2019, 2017
Northeast Modern Language Association Conference	2017
Northumbria International Conference on Performance Measurement in Libraries and Information Services	2015
Open Education Conference	2020
Oregon Library Association Annual Conference	2017, 2016
Pennsylvania Library Association, College & Research Library Division Annual Conference	2018
Personal Digital Archiving Annual Conference	2017
Preventing Overdiagnosis International Conference	2016
Privacy, Data Protection and the Rule of Law in a Digital Age Colloquium	2018
Public Library Services Branch Symposium	2019

Quebec School Librarian Network Annual Symposium	2015
Radcliffe Institute for Advanced Study Workshop on Technology and Archival Processing	2016
Reinventing Libraries for a Post-COVID World	2021
Re-think It: Libraries for a New Age Conference	2018
Rural Libraries Conference	2018
San Diego Computer-Using Educators Powered Learning Fair	2019
San Diego Computer-Using Educators Tech Fair	2018, 2017, 2016
Semantic Web in Libraries Conference	2016
SLJTeen Live!: School Library Journal Virtual Conference	2016
Society for Cinema and Media Studies (SCMS) Conference	2021, 2015
Society for Epidemiologic Research Annual Meeting	2017
Society for the Study of Motivation Annual Meeting	2017
Society of American Archivists Annual Meeting	2017, 2015
Society of North Carolina Archivists Conference	2018, 2017, 2016
South Carolina Conference on Innovations in Teaching and Learning in Higher Education	2017
South Carolina Council for Exceptional Children Conference	2019
Southeastern Women's Studies Association Conference	2017, 2016
Teacher Education Council of State Colleges and Universities Conference	2018
Teaching, Learning, and Technology Conference (TLTCon)	2018
Texas Library Association Annual Conference	2017, 2015
The Innovative Library Classroom Conference	2018
The Rescue of Data at Risk: An RDA/CODATA Workshop	2016
Triangle Digital Humanities Institute	2019
University of British Columbia Biomedical Imaging and Artificial Intelligence Research Day: The Future of Health	2019
University of British Columbia Cybersecurity Summit	2018
University of British Columbia Interdisciplinary Legal Studies Graduate Conference	2019
Watermark Engage Conference	2019
Young Adult Literature Convention	2018
YA Studies Association Conference	2020
YALSA Young Adult Services Symposium Preconference	2016
York County Libraries Meeting	2018

Appendix III. AL - Faculty Grant Awards, 2015 - 2021: External Funding

Faculty Member and Role	Project Title/Purpose	Award Date or Period	Funding Source	Amount
Anthony Chow, PI and Founder	*Reading Nation Waterfall*	2020–2023	IMLS	$707,537
Darra Hofman and Michele Villagran, Co-PIs	*Educating for Equity?: Sexual and Gender Minority Privacy in Library and Information Studies Education*	2021–2022	Association for Library and Information Science Education	$5,000
Lili Luo, PI: SJSU	*Institute for Research Design in Librarianship Professional Development for Academic Librarians*	2021–2024	IMLS and Loyola Marymount University	Total award: $248,299 SJSU: $40,000
Lili Luo, PI	*National Forum on the Assessment of Scholarly Communication Programs*	2020	California State University (CSU), Sacramento	$11,970
Suzanne Sannwald	*Educator Grant*	2020	Cal Coast Cares Foundation	$1,000
Suzanne Sannwald	*Racial Equity in Schools*	2020	AdoptAClassroom.org	$1,000
Anthony Bernier	*Recasting First Generation Student Experience for LIS Success*	2019–2020	Association for Library and Information Science Education (ALISE)	$5,000
Sandy Hirsh, PI	*Innovation Grant for MS in Informatics Degree*	2019–2021	CSU Commission on the Extended University	$50,000
Lili Luo, Co-PI	*California State University Libraries' Student Success Study*	2019–2020	CSU Chancellor's Office and Council of Library Deans	$40,000
Michele Villagran	*Cultural Intelligence within Academic Law Librarians*	2019	American Association of Law Libraries	$2,000
Anthony Bernier	*Searching for First Generation LIS Student Success*	2018–2020	American Library Association (ALA)	$2,500
Erin Lawrimore, PI	*Building a Statewide Archival Processing Service*	2018–2019	North Carolina Library Service and Technology Act EZ Grant	$15,901
Kristen Rebmann, PI	*Native American Community Anchors: TV WhiteSpaces for Tribal Connectivity, Equity, and Inclusion*	2018–2019	IMLS	$249,882
Kristen Rebmann, Co-PI	*"SecondNet": Libraries Using TV WhiteSpace to Develop Disaster Communications Kits for Second Responders*	2018	IMLS	$248,300
Sandy Hirsh, Co-PI	*Reaching Those Who Served: Recruiting and*	2017–2019	IMLS	Total award: $488,501 SJSU: $99,648

	Preparing Military Veterans for Careers in Librarianship			
Sandy Hirsh & Sue Alman, Co-PIs	*Investigation of Possible Uses of Blockchain Technology by Libraries-Information Centers to Support City-Community Goals*	2017–2019	IMLS	$100,000
Kate Saylor, PI	*"Michigan Libraries for Life"*	2017–2018	Gift of Life Foundation Community Grant	$13,000
Debbie Faires, Consultant	*Data Equity for Main Street: Building Curriculum for Open Data Classes in California and Washington Libraries*	2016–2019	Knight Foundation	$470,000
Debbie Faires	*Open Data Project*	2016	California State Library	$16,402
Lili Luo, PI: SJSU	*Institute for Research Design in Librarianship Professional Development for Academic Librarians*	2016–2019	IMLS and Loyola Marymount University	Total award: $394,014 SJSU: $59,256
Kristen Rebmann, PI	*Libraries Leading in Digital Inclusion and Disaster Response via TV WhiteSpace Wireless Connections*	2016–2018	IMLS	$249,998
Kate Saylor, PI	*"Michigan Libraries for Life"*	2016–2017	Gift of Life Foundation Community Grant	$18,340
Michelle Chen, Co-PI	*Big Data Applications in Hospitality and Tourism Industries*	2015–2016	Beijing Yanchang Petrochemical Product Co Ltd.	$50,000
Kate Saylor, PI	*"Michigan Libraries for Life"*	2015–2016	Gift of Life Foundation Community Grant	$13,000
Kate Saylor, PI	*"Michigan Libraries for Life"*	2014–2015	Gift of Life Foundation Community Grant	$5,000
Lili Luo and Michael Stephens, Co-PIs	*Institute for Research Design in Librarianship: Professional Development Program*	2013–2016	IMLS and Loyola Marymount University	$76,236
Debbie Faires, Instructor and Consultant	*Pakistan Distance Education Enhancement Program Workshop: Building Quality Online Programs*	2012–2015	U.S. Department of State	$1,000,000
Debbie Faires, Instructor and Consultant	*Social Work Education Enhancement Program: Supporting Technology Use in Social Work Education in Vietnam*	2012-2015	U.S. Agency for International Development	$2,500,000

Appendix III. AM - Faculty Grant Awards, 2015 - 2021: Internal Funding

Faculty Member and Role	Project	Award Period	Funding Source	Amount
Anthony Bernier	*Feels Like Begging: First-Generation Online Graduate Students in Library and Information Science*	2021–2022	SJSU Level-Up Grant	$20,140
Deborah Hicks	*University Grants Academy: Grantwriting & Professional Development Support*	2020	SJSU Research, Scholarship, and Creative Activity (RSCA)	$5,717
Michele Villagran	*Professional Development, New Faculty Jump Start*	2019	SJSU	$500
Deborah Hicks	*Debating Diversity: How Twitter Facilitates Professional Discussions*	2019	SJSU RSCA	$9,490
Erin Lawrimore, Co-PI	*Marketing and Tourism Partnership with the Triad Brewing Industry*	2019–2021	University of North Carolina, Greensboro (UNCG) Community-Engaged Pathways and Partnerships	$16,000
Kate Saylor, PI	*University of Michigan School of Nursing: Longitudinal Information Needs Evaluation*	2019–2020	University of Michigan Library: Research and Creative Projects	$1,640
Kate Saylor, PI	*University of Michigan School of Nursing: Longitudinal Information Needs Evaluation*	2018–2019	University of Michigan Library: Research and Creative Projects	$1,360
Michelle Chen	*How Does Mega-Event Word-of-Mouth Evolve in Tourism Social Media?*	2018	SJSU RSCA	$7,133
Erin Lawrimore, Co-PI	*Exploring UNCG in the 1960s*	2018–2019	UNCG Interdisciplinary Collaboration Grant	$1,900
Erin Lawrimore	*Women in the North Carolina Craft Beer Industry*	2018	UNCG Faculty First Award	$4900
Lili Luo, PI	*Health Information Outreach: Best Practices for Public Libraries*	2018	SJSU RSCA	$5,000
Erin Lawrimore, PI	*Enhancing Digital Storytelling Skills in Undergraduate Students*	2017–2018	UNC Undergraduate Research Development Grant	$1,000
Erin Lawrimore, Co-PI	*Well Crafted: A History of Downtown Greensboro Brewing*	2017–2018	UNCG University Libraries Innovation and Program Enrichment	$2,500
Lili Luo, PI	*Exploring Evidence-Based Library and Information Practice via a Collaborative Project*	2017	SJSU College of Applied Sciences & Arts Infusion Grant	$10,344
Kristen Rebmann, PI	*TV WhiteSpaces for Museums and Archives:*	2017	SJSU CASA RSCA	$5,000

	Training for Digital Access/Inclusion, Distributed Programming, and Disaster Preparedness			
Kate Saylor, PI	*University of Michigan School of Nursing: Longitudinal Information Needs Evaluation*	2017–2018	University of Michigan Library: Research and Creative Projects	$1,920
Michael Stephens, PI	*Connected Learning: Evaluating and Refining an Academic Community Blogging Platform*	2016	SJSU CASA RSCA	$5,717
Michael Stephens, PI	*Technology, Collaboration, and Learning: Perceptions and Effectiveness of Public Library Staff Professional Development*	2016	SJSU CASA RSCA	$5,000
Erin, Lawrimore, Co-PI	*Comanche: Hero Complexities*	2016–2017	UNCG Strategic Seed Grant	$25,000
Lili Luo, PI	*Helping LIS Students Become Practitioner Researchers: A Diversified Approach to Research Methods Education*	2016	SJSU CASA RSCA	$5,000
Lili Luo, PI	*Enhancing Library and Information Research Skills: A Guidebook for Academic Librarians*	2016	SJSU CASA RSCA	$10,344
Tonia San-Nicolas Rocca, PI	*Identifying Cybersecurity Best Practices within Libraries*	2016–2017	SJSU CASA RSCA	$7,133
Chris Hagar	*Globalization and Information Syllabus Design*	2016	SJSU Global Citizenship & Engagement Faculty Stipend	$1,500
Deborah Weissmann	*Quality Matters Faculty Training*	2016	SJSU Quality Assurance Grant	$2,500
Sue Alman	*Developing a Digital Repository for iSchool Faculty*	2016	SJSU Global Citizenship & Engagement Faculty Stipend	$2,000
Chris Hagar	*Disaster Preparedness and Response: How Public Libraries Can Partner with Local Agencies to Meet Community Needs*	2016	SJSU CASA RSCA	$5,717
Tonia San-Nicolas Rocca	*Use of Mobile Health Applications to Improve Endoscopy Outcomes*	2016	SJSU CASA RSCA	$5,717
Kate Saylor	*University of Michigan School of Nursing: Longitudinal Needs Evaluation*	2016–2017	U-M Library: Research and Creative Projects	$1,660
Kate Saylor	*University of Michigan School of Nursing:*	2015–2016	U-M Library: Research and Creative Projects	$1,295

	Longitudinal Needs Evaluation			
Michelle Chen, PI	*Improving the Analysis of Large Digital Collections: A Topic-based Visualization Model for Better Information Access and Retrieval*.	2015–2016	SJSU CASA RSCA Infusion Grant	$7,133
Lili Luo, PI	*Meeting Consumer Needs for Health Information: Identifying Best Practices in Consumer Health Reference Interviews*	2015	SJSU CASA RSCA	$10,344
Tonia San-Nicolas Rocca	*Textbook Alternative Project Grant: Seminar in Information Science, Cybersecurity*	2015	SJSU King Library	$1,000
Virginia Tucker	*Textbook Alternative Project Grant: Information Retrieval System Design: Principles & Practice*	2015	SJSU King Library	$1,000

Standard IV: Students

Standard IV: Students

Standard 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 revolve around the needs and values of the constituencies served by the program and guide recruitment and retention of students who reflect the diversity of North America and global communities. The student body composition fosters a learning environment consistent with the program's mission and program goals and objectives. Students bring a depth of personal and professional experience from a variety of industries, disciplines, communities and backgrounds, enriching the learning environment and increasing the number of future information professionals who can ably serve diverse communities.

Context Statement

The school has the largest MLIS degree program in the nation and draws approximately 70% of its students from California and the remaining 30% from across the nation (in addition to a small international student presence). California's population is now majority Hispanic ethnicity[1] (both white and non-white) at 39.4%, as compared with 36.5% white. The rise in the school's Hispanic student population has correlated with this broader demographic trend, and, as of fall 2020, the school has been designated as a Hispanic Serving Institution (25% or more Hispanic student population). The school's Asian and Black student populations have grown in terms of total enrollment but, due to increasing Hispanic student population growth, the Asian student percentage increased only slightly from 9% to 11% (in 2015 there were 138 students compared to 288 in 2021), while the percentage of Black students has remained static at 4% (in 2015 there were 53 students compared to 109 in 2021). The following tables are provided as quick snapshots of the student body and are discussed in detail in this section.

Table IV. 1 - Links to Student Demographic Tables

Table	Description
IV.3	MLIS Program Application and Student Enrollment by Term, Spring 2015–Fall 2021
IV.6	Geographic Diversity of MLIS Students in States Other than California, Spring 2015–Spring 2021
IV.7	Geographic Diversity of MLIS Students in Other Countries
IV.8	Gender Diversity of MLIS Students by Term, Spring 2015–Spring 2021

[1] US Census Bureau, Quick Facts California: https://www.census.gov/quickfacts/CA

IV.9	Gender Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021
IV.10	Ethnic Diversity of MLIS Students, Spring 2015–Spring 2021
IV.11	Ethnic Diversity of MLIS Students by Term, Spring 2015–Spring 2021
IV.12	Ethnic Diversity of MLIS Graduates, Spring 2015–Spring 2021
IV.13	Ethnic Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021

Admissions

Applicants to the School of Information are not asked to submit personal statements or letters of reference, nor are they required to take the GRE. This has been the school's admissions policy since 2005. At that time, the director, Dr. Ken Haycock, and the graduate advisor determined that these items did not serve as useful predictors of graduate student success. Instead, the school opted to allow applicants the opportunity to **demonstrate in a practical way** that they are well-suited to the rigors of the program and are passionate about the LIS field. The school has established guidelines and criteria that outline these expectations and yield evidence of **students' interest, aptitude, and qualifications**, the key predictors of program success. The school has operated under the following admissions policy since 2005.

After admission, new students are screened in two ways to ensure interest and aptitude. Note that all students are offered two chances to succeed:

1. All students must pass **every** module in INFO 203 Online Learning Tools and Strategies for Success (taken in the first semester). Modules include: Learning management systems; Social networking platforms and principles; Technology tools and literacy; Web conferencing; Personal skills; King Library resources; APA; MySJSU; and Success as an iSchool student. If a student does not successfully complete INFO 203 in the first semester, a hold is placed on their ability to continue in the program. After a discussion with the graduate advisor, a student may be allowed to retake the course if they have extenuating circumstances. If they do not pass the course on the second attempt, the student is disqualified from the MLIS program. INFO 203 serves as a successful screening tool because of its emphasis on the high-tech, high-touch nature of the program and of the LIS profession. The course offers students an opportunity to determine whether these aspects are a good fit for their academic and professional aspirations. For example, in spring 2020, 63 students withdrew from the program after starting INFO 203; in fall 2020 the number was 5. Data from 2012 onward can be reviewed.

2. All students must earn a grade of "B" or higher in **each** of the required core courses: INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions. These three courses cover all the program learning outcomes/core competencies (note: PLOs are stated as core competencies). See a mapping of core courses to program learning outcomes/core competencies. The school allows two attempts to obtain a "B" in each of these courses. Failure to do so after a second attempt leads to administrative disqualification. This approach enables accepted students to demonstrate that they can perform well in a graduate program. It also aims

to ensure that students are comfortable with technology, understand the many environments where the MLIS degree can be applied, are well-positioned to make relevant elective choices based on their career interests, and see the value of their role in the profession. Note that INFO 200 also meets the university's graduate writing requirement. Data from 2012 can be reviewed.

The "B" requirement equates to a 3.0 GPA. Students must maintain a 3.0 GPA in order to graduate from the program, which is a San José State University academic policy (S16-16).

If an applicant does not have a 3.0 GPA in the bachelor's degree or in the last 60 units of course work, the school encourages them to take classes at a community college to raise their GPA. This represents an inexpensive and accessible route to improve their candidacy for the program, as they can take classes online or onsite and can regain comfort in a classroom environment. The school believes that this presents less of a barrier than taking the GRE.

In order to draw a diverse pool of applicants, the school advertises widely and recruits at a broad range of conferences. The school typically attracts a large number of Spectrum scholars each year and was recently selected as the partner school for the Bridging Knowledge IMLS grant.

New Student Checklists

All incoming students are sent a new student checklist that is targeted to the specific session and degree program they have enrolled in.

Advising

The school's advising system has been updated to reflect greater currency with institutional models and best practices in the field. It is being adopted throughout the university. Input for the advising model revisions is based on the school's attendance at two conferences:

- 2018 California Collaborative Advising and Counseling Conference in Riverside, California
- 2019 National Academic Advising Association (NACADA) Region 9 & 10 Meeting in Honolulu, Hawaii

Students are pointed to the advising toolkit via their new student checklists and are encouraged to listen to the video guide to the toolkit. The school's current e-Advising tools reflect student input to the Student Services Team.

All students are sent a link to an advising video that guides them through the advising process and the array of services available.

Schools are moving away from assigning a single faculty advisor to students for several reasons. First, as the contemporary academic landscape has grown increasingly complex, faculty members are often unable to keep up with the rapid pace and extent of administrative

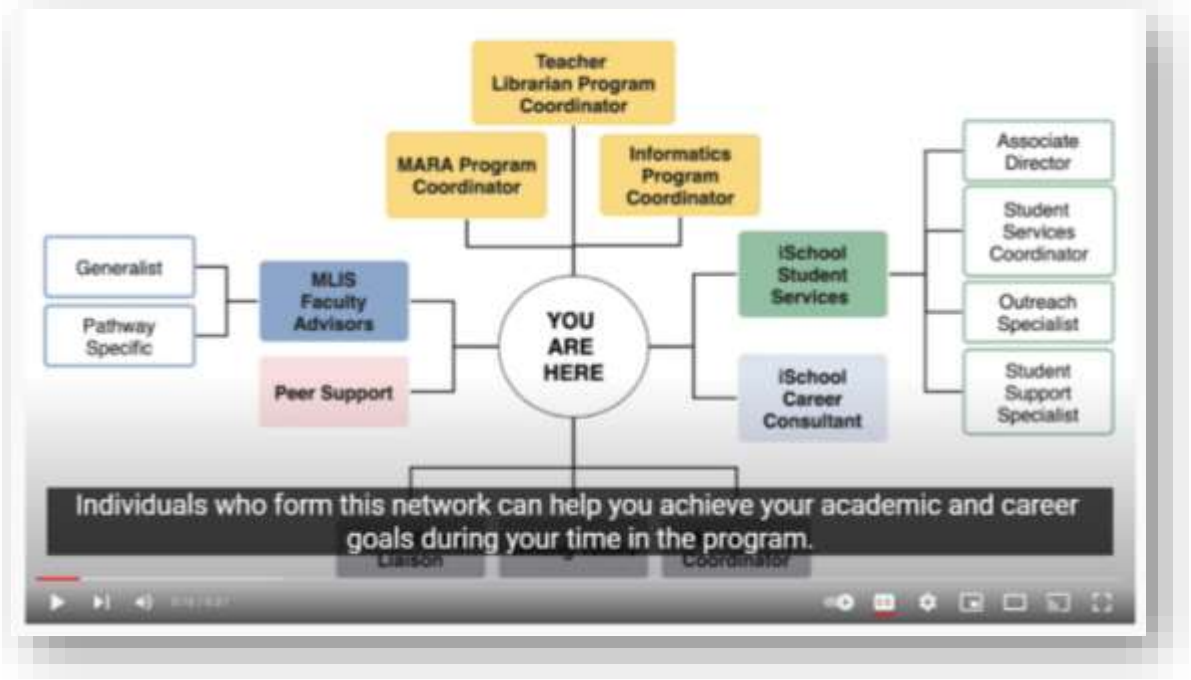


Figure IV. 1 - New Student Advising Video

changes. Second, faculty may find it difficult to remain abreast of changes in the field outside of their own areas of specialization. This is particularly problematic in the LIS environment because MLIS graduates are expected to possess a breadth of knowledge and competencies. To adapt to these realities, the school opted to follow recent advising trends that include:

1. Having a core group of staff with a highly trained grasp of university policies;
2. Offering students the option to reach out to any faculty member—or just one—to discuss their curricular and career goals with faculty members who are subject matter experts;
3. Developing robust e-Advising tools;
4. Leveraging social media and technology.

Based on these foci, the school enacted the following:

1. Implemented e-Advising tools and resources;
2. Hired a third full-time student support specialist;
3. Initiated live chat services;
4. Opened twice-weekly student services advising appointments by Zoom;

5. Offered student support appointments for at-risk and probationary students to check in with a student advisor;
6. Started a YouTube playlist with tutorial and advising video content;
7. Organized faculty into pathway advisors and developed an interactive pathway advisor web application tool;
8. Launched a workshop series to bring faculty pathway advisors together for student Q&A.

The student advising tool is illustrated in the figure below.

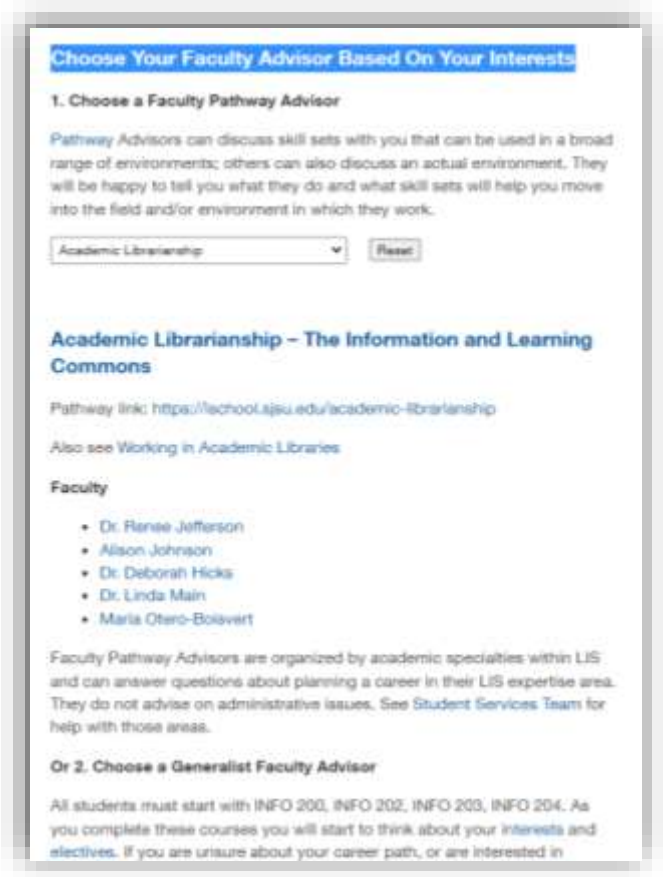


Figure IV. 2 - Student Advising Tool

Students report on their satisfaction with advising tools via the school's exit survey. The data are presented in the self-study.

The university requires each school/department to have a graduate advisor**.** The graduate advisor liaises with the Graduate Admission and Program Evaluation unit and oversees the advising and admissions model used by their department. They are also responsible for signing candidacy forms. The graduate advisor is available to all students and is expected to have a comprehensive understanding of university policies and services. The graduate advisor is often

a first point of contact for students, especially for students who are experiencing problems. They also offer students subject matter expertise or connect them with other faculty.

The advising model throughout the student life cycle is shown below:

Figure IV. 3 - Advising Model

Recruitment

The School of Information's student recruitment strategy focuses on drawing individuals from a range of backgrounds and ages, from recent college graduates to career changers, from urban to rural dwellers. Though graduate student recruitment is handled by the individual departments and schools, the university maintains stylistic guidelines that inform the composition of recruitment materials. These activities are ongoing and assigned to a team of people, including a full-time director of marketing and communications and two student assistants, and supported by professional consultants in marketing and design, social media, and web analytics.

The school devotes special attention to attracting underrepresented groups in the information professions. Recruitment practices emphasize the school's fully online environment to reach prospective students in diverse geographical areas and from a variety of backgrounds. Thus, recruitment efforts include a blend of virtual events, online resources, and email communications as well as in-person events at professional conferences and graduate school fairs on college campuses. This array of practices supports the program's strategic direction 2.7's focus on using a range of approaches to reach a diverse geographic target audience.

Recruitment efforts are primarily coordinated by a team of two full-time staff members, with assistance from other staff. The director of marketing and communications establishes the student recruiting strategy and implements a range of initiatives in collaboration with the director and associate director. The events associate staffs the school's exhibit booths and receptions at professional conferences, offering a valuable opportunity for prospective students to interact with a school representative. Faculty members often volunteer to assist in the booth and to speak with prospective students, alumni, and current students. Due to COVID, the school was not represented at any onsite events in either spring 2020 or spring 2021. Travel was also prohibited by the California State University, but that prohibition was lifted as of June 1st 2021.

It is important to note that the majority of the school's students come from California. The state's ethnic majority is now composed of individuals from white and non-white Hispanic backgrounds, and both SJSU and the iSchool meet the Hispanic-Serving Institution threshold of 25% or more (the school hovers at 26% or 27% on a variable basis). It's expected that this demographic trend will continue, and that the school's recruitment strategies and initiatives will likely yield an upward trend in students from Hispanic/Latinx backgrounds.

Recruitment efforts are also supported by the student services coordinator, who communicates regularly with prospective students and new applicants via email, and by the student outreach specialist, who holds online open house sessions and frequently assists the events associate at in-person recruitment events. The student outreach specialist is also available to meet with prospective students via web conferencing.

The staff member who held the events coordinator position throughout most of the accreditation period left in December 2020 after accepting the university's COVID-related early retirement program. The school was approved to recruit for a new events coordinator effective July 2021 and has just hired Kat Garcia for the position.

Online Open House Sessions

Online open houses are held monthly during the fall and spring admissions cycles, October 1st–May 1st and August 1st–December 1st, respectively. In these sessions, prospective students can interact with school administrators, faculty, and staff members. Sessions are held via Zoom, which provides exposure to the web conferencing platform the school uses to hold synchronous events and allows prospective applicants to participate regardless of their physical location.

All open houses are recorded and subsequently made available on the website. Both session participants and individuals who registered but did not attend are sent a link to access the recording and a list of resources shared during the session.

The school started offering online open houses in January 2012. During 2019–2020 1,432 prospective students attended 18 synchronous open house sessions. The summary below shows an increasing trend in the number of attendees from 2017 to the present with a total of 2,480 attending over that time.

Table IV. 2 - MLIS Program Open House Attendance, January 2017–July 2021

Event Date	Number of Attendees
1/3/17	18
2/7/17	14
3/7/17	32
7/25/17	57
8/31/17	21
10/3/17	17
10/24/17	10
11/14/17	20
1/9/18	30
2/13/18	26
3/13/18	45
4/10/18	36
7/19/18	45
8/9/18	35
9/13/18	29
10/11/18	27
11/8/18	45
1/10/19	58
2/7/19	59
3/14/19	68
4/4/19	100
7/9/19	96
8/8/19	84
9/12/19	83
10/10/19	84
11/14/19	108
1/9/20	67
2/13/20	50
3/12/20	48
4/6/20	75
7/9/20	138
8/6/20	89
9/17/20	126
10/8/20	64
11/12/20	85
1/7/21	113
2/10/21	87
3/11/21	90
4/15/21	98
7/8/21	103
Total	**2,480**

The school also occasionally holds in-person information sessions at various locations to reach out to new groups of prospective students. For example, between 2015 and 2019, 15 in-person information sessions were held at public and academic libraries in Canada and California.

Resources for Prospective Students

The school's website provides access to a wealth of information. The home page features a program menu which serves as a gateway for prospective MLIS students to quickly access everything from admissions requirements, application deadlines, application procedures, and a step-by-step application tutorial to financial aid and scholarship information. It links them to program-specific career pathway information and advising resources. Prospective applicants can also learn more about the MLIS student experience and program performance, including retention data, student satisfaction data, alumni placement data, and program learning outcomes/core competencies.

A brochure provides a quick overview of the MLIS program and is available for download on the website. The brochure is also distributed at in-person recruitment events, such as school-sponsored receptions, graduate school fairs on college campuses, and exhibit booths at professional conferences. Prospective students are invited to read student profiles in the Day in the Life of an Online Student eBook, view MLIS Alumni at Work videos, access career development resources, review the MLIS Skills at Work report, and read student-centered publications.

Student-centered publications include the following:

- iStudent blog
- Career blog
- Curriculum Center blog
- VCARA blog
- iSchool News and Blog Recap video (produced by a student)
- Community Profiles (stories about students, alumni, and faculty members)
- Medium (online publication featuring articles written by students, alumni, and staff members)

Prospective students can connect directly with alumni who have created a career spotlight and have volunteered to share information about their MLIS experience and career. Individuals who are interested in receiving more information about the MLIS program can fill out an online form to opt in to receive email communications. These emails typically highlight community profile stories, blog posts, new courses, scholarship opportunities, upcoming events, and application deadlines. The school implemented this email subscription program in August 2011 and receives approximately 100 new sign-ups each month. There are currently 4,745 active subscribers to the MLIS future student database group.

Prospective students can also interact with the school via social media, including Facebook, Twitter, Instagram, and Pinterest. They may access faculty presentations, career podcasts, and other content on YouTube. Further details regarding these social media platforms can be found

in Standard IV.2.

Professional Conference Participation

Since the MLIS program is delivered exclusively online, the school's physical presence at professional conferences is especially important because it offers prospective students the opportunity to interact with school representatives face-to-face and to learn about impactful projects led by current students and alumni. This effort supports the program's strategic direction 5.3: strengthen alumni relationships.

Each year, school representatives, including both faculty and staff members, attend dozens of state, regional, national, and international conferences. Several of these, e.g., Association for Rural and Small Libraries; Association of Tribal Archives, Libraries, and Museums; and Joint Conference of Librarians of Color, focus on issues relevant to underrepresented groups in the information professions. Thus, the school's participation in these conferences reflects and bolsters its efforts to recruit a more diverse student population.

Alumni and current students are encouraged to share their research projects, programs, and case studies during school-sponsored community impact poster sessions. Community impact posters are discussed in detail in Standard I.3.

The website features a calendar of upcoming events, including conference exhibit booths and receptions, that can be accessed to help plan in-person meet-ups at various professional conferences.

Examples of conferences where the school regularly exhibits include:

- American Association of School Librarians (AASL)
- American Library Association (ALA)
- Association of Rural and Small Libraries (ARSL)
- Association for Information Science and Technology (ASIS&T)
- Association for Library and Information Science Education (ALISE)
- Association of College and Research Libraries (ACRL)
- Association of Tribal Archives, Libraries, and Museums (ATALM)
- California Library Association (CLA)
- California School Library Association (CSLA)
- International Federation of Library Associations (IFLA)
- Internet Librarian
- Joint Conference of Librarians of Color (JCLC)
- Ontario Library Association (OLA)

- Public Library Association (PLA)
- Society of American Archivists (SAA)
- Special Libraries Association (SLA)

The school was represented at 93 professional events since 2018. Appendix IV. A is a complete list of the school's representation at professional conferences from 2018 to 2020. Events in red were cancelled due to COVID.

Conference reports summarize exhibit booth activity and assess the efficacy of recruiting at that event. *The External Review Panel will be joined to Canvas to view the conference recap reports.*

Advertising

The MLIS program and professional development opportunities are promoted via online and print advertising. Online advertising includes display banner and text ads on industry-related websites and in e-newsletters, as well as Internet search campaigns, where ads appear in search engine results, and social media. Print advertising focuses on trade publications (e.g., *American Libraries* magazine). Samples of online and print advertisements can be viewed by the External Review Panel. In addition, a website analytics program is used to evaluate and track the results of online advertising per established key performance indicators.

Admissions

Admissions policies and procedures are discussed in detail in Standard IV.3. The school sets the minimum GPA required of successful applicants (3.0) but the procedures regarding transcripts and TOEFL (if needed) are overseen by the university.

Several advising initiatives expand the school's engagement with applicants and newly admitted students. These efforts are especially important because the recruiting cycle can span as many as nine months for individuals who apply for admission during the fall semester. Early and frequent communication with prospective applicants, applicants, and admitted students is paramount.

The school has implemented the following advising initiatives:

- Application in-process contact: Before applications close on Cal State Apply, the student outreach specialist contacts applicants with in-progress applications to offer support with completion;
- Early and frequent communication with applicants and admitted students: Emails are sent to each new applicant within one week of application receipt. A series of emails to applicants and newly admitted students follows. These messages confirm their admission status, welcome them to the school, remind them of next steps and deadlines, and connect them with important resources. The student services coordinator distributes these emails and responds to questions. The student

outreach specialist monitors enrollments and reaches out to admitted students who have not enrolled during the registration window to offer individualized support;

- iStudent blog: This blog was created to provide information and advice to newly admitted students. The communications consultant manages the blog, with help from a student assistant (currently-enrolled student);
- Registration Tips for Success online workshop: Presented and recorded by the Student Services Team to support newly admitted students with the enrollment process. A recording from the October 2019 workshop is available;
- Welcome web page for new students: Highlights resources of interest to newly admitted students, including a checklist;
- New student orientation: Offered at the beginning of each semester, allowing new students to interact and ask questions of administrators, faculty and staff members, and current students. A recording from January 2020 is available;
- Meet-up sessions for newly-admitted students: Held two or three times per semester, these live events, accessible via web conferencing, are hosted by a range of individuals, including the career consultant and peer mentor student assistants;
- Advising video tutorials: Available on the registration and enrollment web page as well as in the advising toolkit. Examples include: How to Enroll using a Permission Number; How to Search for Open Classes in Special Session; and Create a Customized Plan Using e-Advising Tools.

The results from new student surveys indicate that MLIS program applicants value these communication initiatives. For example, in the survey of incoming fall 2019 students, respondents indicated their most popular methods of learning about the school before applying: exploring the website, reading the brochures, attending an online open house or watching a recording of an online open house, and reading the iStudent blog.

The student outreach specialist regularly attends national and regional academic advising conferences to stay current with best practices in online advising and enrollment conversion tools used in other online programs. Her participation in these conferences demonstrates the culture of learning among staff detailed in strategic direction 4.2. For example, after attending the NACADA (National Academic Advising Association) conference in 2016, the student outreach specialist added the Drop Out Detective Canvas API to the school's recruitment and retention strategy.

Newly admitted students have access to a range of advising resources, described in Standard IV.4.

The number of applicants to the MLIS program continues to be strong. Data reflecting application trends, including the number of accepted students and the number of enrolled students in the MLIS program from spring 2015 to fall 2021, is shown in the following tables.

Table IV. 3 - MLIS Total Program Application and Student Enrollment by Term, Spring 2015–Fall 2021

Term	Applied	Accepted	Enrolled
Spring 2015	510	440	340
Fall 2015	750	618	408
Spring 2016	576	498	382
Fall 2016	740	621	427
Spring 2017	537	441	331
Fall 2017	651	528	364
Spring 2018	529	434	338
Fall 2018	759	636	461
Spring 2019	546	467	347
Fall 2019	915	769	557
Spring 2020	675	584	457
Fall 2020	840	691	500
Spring 2021	647	539	437
Fall 2021	881	721	528

Table IV. 4 - MLIS Regular Session Program Application and Student Enrollment, Spring 2015–Fall 2021

Regular Session (State-Supported and State-Subsidized)

Term	Applied	Accepted	Enrolled	Total Enrolled
Spring 2015	-	-	-	308
Fall 2015	202	172	122	357
Spring 2016	78	68	55	316
Fall 2016	231	195	125	355
Spring 2017	152	128	98	360
Fall 2017	184	156	101	390
Spring 2018	146	118	97	410
Fall 2018	223	192	134	454
Spring 2019	149	131	93	451
Fall 2019	263	221	168	506
Spring 2020	165	137	106	513
Fall 2020	226	184	139	521
Spring 2021	172	145	124	525
Fall 2021	253	204	156	500

Table IV. 5 - MLIS Special Session Program Application and Student Enrollment, Spring 2015–Fall 2021

Special Session (Tuition-Funded Only)

Term	Applied	Accepted	Enrolled	Total Enrolled
Spring 2015	510	440	340	1,493
Fall 2015	548	446	286	1,500
Spring 2016	498	430	327	1,590
Fall 2016	509	426	302	1,542
Spring 2017	385	313	233	1,571
Fall 2017	467	372	263	1,541
Spring 2018	383	316	241	1,525
Fall 2018	536	444	327	1,581
Spring 2019	397	336	254	1,634
Fall 2019	652	548	389	1,644
Spring 2020	510	447	351	1,778
Fall 2020	614	507	361	1,818
Spring 2021	475	394	313	1,901
Fall 2021	628	517	372	1,758

Effective recruiting practices have resulted in an extremely diverse student body, thus successfully fulfilling the mission of strategic direction 2.2. The geographical reach of the student body demonstrates the school's progress in addressing strategic direction 2.7's focus on growing the student base across the continent and internationally. For example, students have lived in most of the 50 states in the United States, as well as in Canada, Australia, Asia, Europe, and the Middle East. During the period under review, a total of 4,218 MLIS students resided in California; 2,420 resided in other states; and 188 lived in international locations. A complete overview of geographic residency, illustrating trends from 2015–2021, is presented in the following tables.

A total of 2,420 U.S. students were from outside of California.

Table IV. 6 - Geographic Diversity of MLIS Students in States Other than California, Spring 2015–Spring 2021

Students in Other States

State	Number of Students
Alabama	17
Alaska	23
Arizona	108
Arkansas	18
Armed Forces, Africa	6
Armed Forces, Pacific	6
Colorado	150
Connecticut	73
Delaware	9
District of Columbia	11
Florida	59
Georgia	34
Guam	3
Hawaii	18

Idaho	48
Illinois	94
Indiana	13
Iowa	30
Kansas	18
Kentucky	21
Louisiana	16
Maine	26
Maryland	74
Massachusetts	99
Michigan	18
Minnesota	32
Mississippi	5
Missouri	44
Montana	12
Nebraska	23
Nevada	90
New Hampshire	23
New Jersey	74
New Mexico	54
New York	89
North Carolina	30
North Dakota	23
Ohio	41
Oklahoma	13
Oregon	189
Pennsylvania	44
Puerto Rico	2
Rhode Island	14
South Carolina	19
South Dakota	7
Tennessee	21
Texas	80
Utah	126
Vermont	9
Virgin Islands	1
Virginia	111
Washington	214
West Virginia	2
Wisconsin	14
Wyoming	22
Total	**2,420**

A total of 188 students were international.

Table IV. 7 - Geographic Diversity of MLIS Students in Other Countries

Country	Number of Students
Australia	1
Canada	159
China	2
France	2
Great Britain	1
Hong Kong	1
Hungary	1
Italy	1
Japan	4
Korea	3
Lebanon	1
Netherlands	4
Panama	1
Poland	1
Singapore	4
Switzerland	1
Thailand	1
Total	**188**

The school also tracks the gender diversity of its students. Over the course of the accreditation period (spring 2015–spring 2021), the school has enrolled 5,597 individuals who identify as female and 1,229 individuals who identify as male. The school has graduated 2,874 individuals who identify as female and 589 individuals who identify as male. A breakdown by academic term is shown in the following tables.

Enrollment has been 82% female and 18% male since 2015.

Table IV. 8 - Gender Diversity of MLIS Students by Term, Spring 2015–Spring 2021

Term	Female	Male
Spring 2015	1,488	310
Fall 2015	1,563	298
Spring 2016	1,590	313
Fall 2016	1,636	330
Spring 2017	1,605	330
Fall 2017	1,603	330
Spring 2018	1,608	329
Fall 2018	1,669	355
Spring 2019	1,612	363
Fall 2019	1,753	400
Spring 2020	1,868	422
Fall 2020	1,954	458
Spring 2021	2,029	478

Graduation has held consistent with 83% being female and 17% male.

Table IV. 9 - Gender Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021

Graduation Term	Female	Male
Spring 2015	185	44
Summer 2015	21	7
Fall 2015	188	43
Spring 2016	196	42
Summer 2016	17	0
Fall 2016	220	41
Spring 2017	187	33
Summer 2017	12	6
Fall 2017	226	43
Spring 2018	215	36
Summer 2018	18	1
Fall 2018	243	44
Spring 2019	192	45
Summer 2019	20	7
Fall 2019	217	37
Spring 2020	218	53
Summer 2020	20	6
Fall 2020	223	48
Spring 2021	256	53

The school's student body reflects tremendous ethnic diversity throughout the period under review. This graph displaying iSchool graduates' ethnicity demographics, 2011–2021 shows that over the course of the past eight years, an average of 40% of the school's graduates have represented ethnicities other than white, illustrating the success of the school's efforts to recruit and retain an ethnically diverse student population. The following tables show the ethnic breakdown of all enrolled students and MLIS graduates from spring 2015–spring 2021.

Table IV. 10 - Ethnic Diversity of MLIS Students, Spring 2015–Spring 2021

Ethnicity	Female	%	Male	%	Total	%
Hispanic	1,225	17.9%	328	4.8%	1,553	22.8%
American Indian or Alaskan Native	75	1.1%	16	0.2%	91	1.3%
Asian	567	8.3%	136	2.0%	703	10.3%
Black	238	3.5%	38	0.6%	276	4.0%
Pacific Islander	8	0.1%	6	0.1%	14	0.2%
White	3,359	49.2%	671	9.8%	4,030	59.0%
Two or more	28	0.4%	6	0.1%	34	0.5%
Unknown	97	1.4%	28	0.4%	125	1.8%
Total	**5,597**	**82.0%**	**1,229**	**18.0%**	**6,826**	**100.0%**

Table IV. 11 - Ethnic Diversity of MLIS Students by Term, Spring 2015–Spring 2021

Term	HISPA	AMIND	ASIAN	BLACK	PACIF	WHITE	TWO+	UNKWN
Spring 2015	287	25	138	53	3	954	3	25
Fall 2015	323	23	152	64	3	971	2	25
Spring 2016	318	21	148	68	1	1,000	6	28
Fall 2016	323	19	166	71	2	1,020	7	28
Spring 2017	326	17	161	74	2	991	7	27
Fall 2017	323	17	163	71	1	988	7	33
Spring 2018	330	20	162	62	3	988	10	33
Fall 2018	369	16	163	56	2	1,015	11	37
Spring 2019	355	19	149	59	3	982	12	33
Fall 2019	412	23	155	70	3	1040	13	37
Spring 2020	445	20	173	85	3	1,092	14	36
Fall 2020	607	22	272	111	7	1,337	13	43
Spring 2021	627	24	288	109	8	1,391	15	45

A total of 28% of graduates classified themselves as non-white.

Table IV. 12 - Ethnic Diversity of MLIS Graduates, Spring 2015–Spring 2021

Ethnicity	Female	Male	Total	Percentage of Student Population
Hispanic	591	144	735	21%
American Indian or Alaskan Native	36	4	40	1%
Asian	276	77	353	10%
Black	108	16	124	4%
Pacific Islander	3	2	5	0%
White	1,797	334	2,131	62%
Two or more	9	2	11	0%
Unknown	54	10	64	2%
Total			**3,463**	**100%**

Table IV. 13 - Ethnic Diversity of MLIS Graduates by Term, Spring 2015–Spring 2021

Term	HISPA	AMIND	ASIAN	BLACK	PACIF	WHITE	TWO+	UNKNW
Spring 2015	41	3	25	5	1	150	0	4
Summer 2015	4	1	3	2	0	17	0	1
Fall 2015	50	4	30	3	0	142	0	2
Spring 2016	55	3	21	8	0	146	0	5
Summer 2016	3	0	2	0	0	12	0	0
Fall 2016	48	5	25	10	0	170	0	3
Spring 2017	48	2	20	8	0	138	1	3
Summer 2017	3	0	3	0	0	12	0	0
Fall 2017	58	3	29	14	0	161	1	3
Spring 2018	44	2	18	10	0	171	1	5
Summer 2018	3	0	2	1	0	12	0	1
Fall 2018	57	0	35	11	2	175	1	6
Spring 2019	57	1	24	9	1	137	1	7
Summer 2019	4	0	3	0	0	20	0	0
Fall 2019	53	4	25	11	0	155	3	3

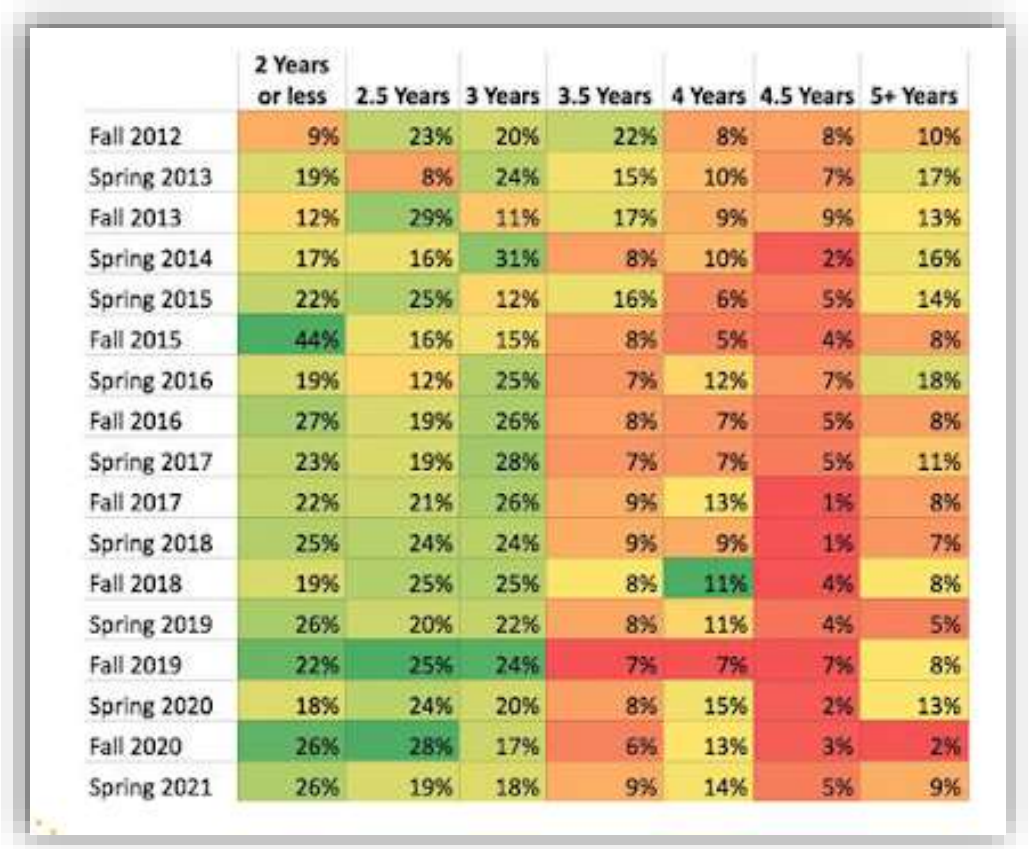
Spring 2020	64	3	25	14	1	155	1	8
Summer 2020	8	1	2	0	0	15	0	0
Fall 2020	73	5	24	6	0	154	0	9
Spring 2021	62	3	37	12	0	189	2	4

Retention and Completion

The school's efforts to educate a diverse group of future information professionals do not end with recruitment initiatives. They extend to retention practices, including scholarships and financial aid, as well as specific efforts that meet the needs of students enrolled in an exclusively online graduate program.

As shown in the figure below, since 2012, the two year or less completion rate has almost tripled. By four years, the completion rate had almost doubled and, as of spring 2021, the completion rate was 86 percent.

Table IV. 14 - Completion Rates (2012 - 2021)



	2 Years or less	2.5 Years	3 Years	3.5 Years	4 Years	4.5 Years	5+ Years
Fall 2012	9%	23%	20%	22%	8%	8%	10%
Spring 2013	19%	8%	24%	15%	10%	7%	17%
Fall 2013	12%	29%	11%	17%	9%	9%	13%
Spring 2014	17%	16%	31%	8%	10%	2%	16%
Spring 2015	22%	25%	12%	16%	6%	5%	14%
Fall 2015	44%	16%	15%	8%	5%	4%	8%
Spring 2016	19%	12%	25%	7%	12%	7%	18%
Fall 2016	27%	19%	26%	8%	7%	5%	8%
Spring 2017	23%	19%	28%	7%	7%	5%	11%
Fall 2017	22%	21%	26%	9%	13%	1%	8%
Spring 2018	25%	24%	24%	9%	9%	1%	7%
Fall 2018	19%	25%	25%	8%	11%	4%	8%
Spring 2019	26%	20%	22%	8%	11%	4%	5%
Fall 2019	22%	25%	24%	7%	7%	7%	8%
Spring 2020	18%	24%	20%	8%	15%	2%	13%
Fall 2020	26%	28%	17%	6%	13%	3%	2%
Spring 2021	26%	19%	18%	9%	14%	5%	9%

The following retention practices support strategic direction 3.1's focus on retaining and graduating as many students as possible.

Orientation to the Online Learning Environment

All new MLIS students are required to complete INFO 203 Online Learning Tools and Strategies for Success. This one-unit course, described more fully in Standard II.1, introduces new students to technology used in the online environment, including the Canvas learning management system, Zoom web conferencing platform, blogs, various social networking platforms, content and learning management tools, and cybersecurity. More broadly, it provides strategies for success in the online learning environment. For example, students create WordPress blogs, use RSS feeds, collaborate on Google Docs, and learn how to access the university library's online resources. The course structure fosters high levels of interaction. The director of online learning serves as the course lead. Instructors are assigned to each course section, and peer mentors provide additional support and coaching.

All new MLIS students must successfully complete INFO 203 within the first four weeks of their first semester—and most of them do. The peer mentors and the coaching structure build and encourage student success, resulting in a high pass rate. Student peer mentors play a critical role in this course's structure and curricular enhancement. They run online meet-ups for new students and create videos to help students navigate the various online learning tools and technologies.

During fall 2019, for example, over 99% of INFO 203 students passed the course. Data regarding the number of new students who successfully complete the course can be found on the website. Students who do not successfully complete INFO 203 may not register for future courses; instead, they must discuss their situation with the graduate advisor to determine why they were unable to complete the course. The graduate advisor may then allow the student one more opportunity to complete the course. If a student repeats the course and does not successfully complete it a second time, they are disqualified from the program. Since fall 2015, four students have repeated INFO 203, and all of them received a passing grade the second time they took the course. Reasons for non-completion were health and family concerns.

Technology Support

All students receive ongoing assistance from members of the Information Technology Team. Troubleshooting support includes an online support form, online tutorials for Canvas and Zoom, an online resource center, and virtual consultation. The team includes five full-time staff members and an additional part-time staff member, as follows:

- Information Technology Support Specialist
- Network Administrator
- Web Technologist
- Learning Management System Administrator/Media Specialist
- Learning Management System Services Coordinator
- Technology Support Staff Member

Accessibility and Tutoring

The school is committed to making all of its support services and Internet documents accessible to everyone. Students can also receive online writing tutoring. The school developed these services for its students and collaborated with the SJSU Writing Center to train the tutors. In addition, students can access academic reading and writing resources curated specifically for online graduate students. In the 2018–2019 academic year, 44 students received individual online writing tutoring.

Students also have ready access to other support services, regardless of their geographic location, including academic advising, support from the library liaison, and services provided by the university's Accessible Education Center.

Financial Support

There are several types of financial assistance available to students, including awards, grants, loans, and other targeted programs. The school has steadily increased its financial aid awards to students over the course of the accreditation period, as shown in the following table.

Table IV. 15 - Number of MLIS Students Receiving Financial Aid

Year	Number of Students Who Received Financial Aid
2015	1,307
2016	1,352
2017	1,381
2018	1,389
2019	1,419
2020	1,731
2021	1,859

Special Session Scholarships

Since the 2017–2018 academic year, the school has been allowed to use Special Session surplus revenue to establish Special Session Scholarships. These and other scholarship opportunities are publicized on the website. Scholarship opportunities, grants, and awards include:

- Scholarships for New Students
- Scholarships for Current Students
- Travel Grants for Current Students
- Awards for Excellence for Graduating Students

Additional Scholarships

Some of the school's scholarships are designed to meet the financial needs of students who belong to underrepresented groups in the information professions. For example, the Blanche Woolls Spectrum Scholarship is awarded each year to a student who already holds an ALA Spectrum Scholarship. Each year, several students are honored as Spectrum Scholars. The Diversity Committee reaches out to the Spectrum Scholars through an advising group, where scholars and faculty members can interact via a special discussion forum within Canvas's advising portal. The school's director also sends a welcome letter to each Spectrum Scholar. These initiatives address strategic direction 3.4's emphasis on providing support to a diverse student body. See also the Director's Award for Excellence in Diversity and Inclusion.

In addition, students successfully compete for scholarships awarded by professional associations. For examples, please see the following links to news stories published on the school's website:

- Three iSchool Students Awarded California Library Association Scholarship for Minority Students in Memory of Edna Yelland
- MLIS Student's Essay Wins Scholarship and Trip to Association of Research Libraries Fall Forum
- iSchool Student Deana Uribe Wins $4,000 Graduate Equity Fellowship Award
- Three iSchool Students Recognized for Commitment to Serving Spanish-Speaking Communities
- iSchool Students Awarded SCALL Scholarships to Advance Their Pursuit of Law Librarianship

Information about scholarships is included in the MLIS brochure and in emails to prospective students. Scholarship opportunities are also discussed at every MLIS open house. Flyers are shared with prospective students at conferences, graduate school fairs, and public library staff in-service events where the school exhibits. A list of students who have received funding from external organizations is included in Table IV. 25.

After students are granted admission to the program, the student services coordinator emails information about the availability of new student scholarships. Students are also reminded about these scholarships through the outreach messaging they receive leading up to the scholarship deadline. New students are taught how to find scholarship information on the website during an online workshop that covers registration information.

Current students receive ongoing email reminders about scholarship opportunities before and throughout the scholarship application windows via iSchoolAlert messaging from the student services coordinator.

In addition, each semester, more than a dozen students receive financial support by serving as research assistants. Opportunities include serving as a Zoom mentor (e.g., helping students

learn to use technology), providing support to faculty members in their teaching and research, and assisting the website technologist. The following table shows the number of research assistants and associated expenses from 2015–2021.

Table IV. 16 - Research Assistant Expenses, 2015–2021

Fiscal Year	Research Assistant Expenses	Number of Research Assistants Paid During Fiscal Year
2015–2016	$116,674	18
2016–2017	$102,136	21
2017–2018	$111,631	24
2018–2019	$136,445	28
2019–2020	$101,732	23
2020–2021	$89,624	27

Scholarship recipients have sent thank you notes and video messages expressing their gratitude for the financial support and recognition. The website also lists diversity scholarships, including ALA Spectrum Scholarships, scholarships awarded by other agencies, and grants. Recipients are listed on this web page.

In addition, the school provides financial assistance in the following ways:

- Financially supports the editor-in-chief of the Student Research Journal;
- Allocates funds to support conference travel for leaders of the school's ALA, SLA, SAA, ASIS&T, and REFORMA student chapters. The president/chair of each student chapter works with the board to determine who they will recommend to the director for receipt of the funds. The funds may be used by one person or shared;
- Provides seven travel grants, each worth $1,500, during fall and spring semesters to enable students to attend any professional association conference.

The school's investment in student scholarships and engagement of students as research assistants support strategic direction 3.1's focus on improving student retention by offering scholarships and student assistantships.

Financial aid, scholarships, and research assistantships are discussed in detail in Standard V.8.

Student Memberships in Professional Associations

As discussed in Standard IV.5.6 , the school also provides one-year complimentary memberships to a professional association to all incoming students. A total of $158,505.00 has been allocated since 2015. More specific details are delineated in Standard V.8.

Career Support

Until June 2020, the school retained two part-time career consultants who shared responsibilities. Jill Klees offered a variety of career development resources for students. Klees coordinated monthly online career workshops, published a monthly e-newsletter, and provided one-on-one resume reviews and job-seeking advice for students and alumni. Kim Dority supervised content development for the website's career section, managed the career podcasts, wrote career-focused articles on Medium, and produced the annual MLIS Skills at Work report.

Jill Klees, who has been the career consultant during most of the period under review, left the school at the end of June 2020. Kim Dority has taken over all of the career responsibilities and works closely with Carrie McKnight from the university's career center, enabling the school to continue to provide excellent services to students and alumni.

Further details on career development services for students and alumni can be found in Standard IV.4 and Standard IV.5.3.

Graduation Statistics, Virtual Convocation, and Graduate Online Community

The table below shows the number of graduates by term beginning in spring 2015 through spring 2021.

Table IV. 17 - MLIS Graduates by Term, Spring 2015–Spring 2021

Academic Term	Number of Graduates
Spring 2015	229
Summer 2015	28
Fall 2015	231
Spring 2016	238
Summer 2016	17
Fall 2016	261
Spring 2017	220
Summer 2017	18
Fall 2017	269
Spring 2018	251
Summer 2018	19
Fall 2018	287
Spring 2019	237
Summer 2019	27
Fall 2019	254
Spring 2020	271
Summer 2020	26
Fall 2020	271
Spring 2021	309
Total	**3,463**

Students can complete their program of study by participating in an online convocation via a web conference event with guest speakers. See the recorded event from 2020. The final

portion of this event includes a student-created video that highlights individual graduates. A companion site offers a social network where students, faculty members, friends, and family members can share congratulatory messages on a graduate's profile page.

Standard 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.

Context Statement

The school's program learning outcomes serve as the foundation for alignment with its core competencies, curriculum, courses, and course learning outcomes (CLOs). Progress toward accomplishment of PLOs is measured by a wide array of metrics and data that include robust student input, i.e., performance in core courses, evaluations of courses and instructors, advancement toward the degree, final performance in the culminating e-portfolio, exit survey, and the alumni survey sent 13 months after graduation. The integrity and efficacy of this assessment system is predicated on ongoing and continuous feedback from all stakeholders—faculty, staff, students, alumni, practitioners, and employers.

All the data are collected, analyzed, and reported publicly on the school's website and MLIS program performance page each semester.

Accessible Information

The website serves as the primary source of information about the school and the MLIS program and offers easily accessible content to prospective students, current students, alumni, faculty and staff members, and the public. The school's social media channels provide further information, in addition to blogs, e-newsletters, print publications, live web conferences, and email messages. Together, these initiatives support strategic direction 3.2's emphasis on fostering an environment where students have myriad opportunities to interact with faculty and staff members and with peers.

Registration procedures, steps, and dates are set each semester by the university and outlined on the "Registration and Enrollment" web page; the steps are explicitly displayed on the website and are explained in more detail below.

Website

The school's website was fully redesigned and launched in January 2019. It uses a Drupal content management system, which allows administrators and staff members to easily update content and ensure that current and accurate information is fully accessible to all site visitors. The website's functionality is maintained by the web team, including one full-time staff position (the web technologist) and part-time student assistants. The website is mobile-friendly and accessible, in alignment with industry requirements for ADA compliance.

A website performance review in March 2020 yielded extremely positive data about the new website. Key findings included:

- The site has seen significant increases in traffic and users;
- Top destinations reflect visitors' ability to find what they need quickly.

The school surveyed its spring 2020 graduates to gain a better understanding of the user experience from the student perspective. The results of the survey were very favorable; most respondents indicated that they were able to find the information they needed when they needed it. (Only 2.6% marked "seldom" or "never.")

The school explains important website navigation skills to new students during an online orientation and workshop. Also, in 2019, the school launched tutorial videos that show students how to use the web site, how to create a customized plan using e-Advising tools, and how to navigate the graduation pages to file candidacy and graduation forms. Instructional videos include screencasts about navigating and using tools on the website. These videos were created by peer mentors to address the needs of new students.

Each month, more than 51,000 unique visitors access the website. Popular pages are highlighted in the table below.

Table IV. 18 - Website Highlights

Type of Website Content	Frequently Accessed Pages
MLIS Program Information	MLIS program landing page Admissions requirements Application process Cal State Apply Tutorial
Information for Students	MLIS program learning outcomes Required course descriptions Elective course descriptions Course syllabi Class schedules Career pathways Advising toolkit and Advising FAQs Student resources Fees and financial aid Scholarships New student checklists

	Technology support Textbooks Graduation process and forms Graduation process video Virtual graduation website MLIS program learning outcomes Required course descriptions Elective course descriptions Course syllabi Class schedules Career pathways Advising toolkit and Advising FAQs Student resources Fees and financial aid Scholarships New student checklists Technology support Textbooks Graduation process and forms Graduation process video Virtual graduation website Onsite graduation Virtual graduation celebration
Career Development Resources	Career development and job search resources Webinars, including career podcasts and career workshops
Information about People	Faculty credentials Student groups Staff members, including the Student Services Team Career consultant, Kim Dority Alumni Community profiles
Information about the School of Information	Strategic plan MLIS program performance School news Events Publications

Important information available on the website to students and the public includes:

- Strategic Plan
- Policies and Procedures
- Descriptions of Curricula
- Information on Faculty
- Admissions Requirements
- Availability of Financial Aid
- Syllabi

- Assistance with Placement

Each of these are discussed in the following sections.

Strategic Plan

The strategic plan, revised annually by the faculty, is available in the "About" section of the website under "Organizational Profile." It documents the achievement of program goals. The shared governance committees are responsible for developing, evaluating, and implementing the strategic plan. Each governance committee is tasked with specific objectives related to the strategic plan. The strategic planning process is discussed in detail in Standard I.1.1.

Policies and Procedures

Registration procedures, steps, and dates are outlined on the "Registration and Enrollment" web page. The procedures and dates are set each semester by the university; the steps help students navigate the procedures. In addition, a detailed FAQ web page addressing common registration topics has been developed to assist prospective and current students with policy and university procedural information needs. A searchable advising FAQ and policies and procedures resources are also available.

Descriptions of Curricula

Required courses and electives are available for viewing in the "MLIS Academics" section of the website. The syllabi search tool makes it easy for prospective and current students to access previous syllabi. All syllabi content follows university syllabi requirements. The rotations for both regular and special sessions are publicly available and the tool (see special session course rotations offered by semester) helps students map out their program based upon availability of elective topics. Textbook information is also readily available.

Information on Faculty

Students may browse detailed biographical pages for every instructor and may view recorded and captioned welcome videos prepared by MLIS career pathway advisors.

Admissions Requirements and Procedures

The MLIS program's admission requirements are clearly listed on a navigation page in the MLIS program website section. Admission requirements are agreed upon with the University Graduate Admissions Department. Admission procedures follow standardized Cal State Apply policies. Admissions are discussed in Standard IV.3.

Availability of Financial Aid

Financial aid is managed by the university and is not handled directly by the school. The school has prepared a financial aid resource guide to show students the steps they must follow to apply for federal financial aid. In addition, the university's Financial Aid and Scholarship Office created a video overview of the process for prospective and current students and offers a chat service.

Criteria for Evaluating Student Performance

Each semester, no later than two weeks before the end of registration, the syllabi for each course are posted on the school's "Schedules of Classes" web page. On this page, students can access detailed information on grading, course readings, course learning outcomes, and program learning outcomes/core competencies. All syllabi content follows university policy on syllabi.

Appendix IV. B serves as an course example which includes the learning objectives, assignment parameters, coverage schedule, grading criteria, and other pertinent information from Professor Vicki Steiner's fall 2021 INFO 244 Online Searching course.

Assistance with Job Placement

Students can utilize the extensive career resources developed by the school's career consultants, to assist in their job search. Career support is discussed in Standard IV.5.3.

Social Media and Other Information Sources

The school utilizes a variety of communication channels, as outlined below.

Blogs

The school hosts several blogs to facilitate timely distribution of information and to encourage key audience engagement. A complete list can be found on the "Blogs" web page.

The following are the most popular:

- Curriculum blog: Provides updated information regarding course schedules and registration. Dr. Linda Main hosts the blog and responds to all comments and questions;
- Career blog: Offers advice on choosing a career direction and job-seeking, as well as news about career trends. The School of Information career consultant oversees the blog with support from student assistants;
- iStudent blog: Provides information and advice for new and continuing students from a student's perspective. The communications consultant hosts the blog, with help from student assistants;
- Center for Information Research and Innovation blog: Includes updated information on faculty research, innovative projects, and grants.

Social Media Channels

The school uses several social media channels to share news and keep in touch with prospective students, current students, alumni, and the general public. The YouTube channel was launched in 2006. The school became active on Facebook in 2010 and started communicating regularly with followers on Twitter in 2011. The school created a Pinterest page in 2012 and joined Instagram in 2016. In an effort to reach a broader professional community, the school created a LinkedIn Showcase in December 2017. Social media icons on the website footer provide visible links to the various channels. In addition, a web page provides a list and

description of all of the school's social media channels.

The social media channels continue to see increased participation. As of September 2021, the school has more than 6,901 Facebook followers, more than 2,789 Twitter followers, 1,710 YouTube subscribers, and 991,787 annual views of its YouTube content. The Pinterest page has 1,300 followers, and the Instagram page has 1,029 followers. The LinkedIn Group has 2,249 members, and the LinkedIn Showcase page has 726 followers.

Email Lists and e-Newsletters

The iSchoolAlert email notification system is used by administrators and staff members to distribute information to students on key topics, such as registration deadlines, scholarship opportunities, and technology updates. The school distributes an average of 30 messages each month to students using the iSchoolAlert system. All students are automatically added to the distribution list.

Not only does the iSchoolAlert system allow for quick delivery of messages to all students, it also allows the school to connect with students in specific geographic areas, making it easier to build connections in our exclusively online environment. Using the system, administrators and staff members can send emails to MLIS students in a particular geographic area to notify them of a local event, such as a library tour, faculty presentation at a conference, or student group meeting.

In October 2012, the school started publishing a quarterly alumni e-newsletter, which is currently distributed to 6,226 alumni. The e-newsletter shares relevant news about the school, faculty members, and alumni. Stories also highlight career development resources and opportunities for involvement, such as the community impact poster session events at professional association conferences. The alumni newsletter, *Informed*, is discussed in detail in Standard I.1.4.

Publications

The school's print brochures provide a brief overview of its programs, including admission and graduation requirements. A PDF of the MLIS brochure is available on the website for download. In addition, prospective students can download a brochure about the online learning environment. The brochures are also distributed at professional conferences and graduate school fairs.

Since 2016, the school has been publishing on the digital platform Medium. Articles discuss MLIS career pathways, career development, research projects, and free opportunities for professional development, like the Library 2.0 Worldwide Virtual Conference series.

Live Web Conferences

Web conferences are frequently used to communicate with students.

For example, the school hosts numerous live web conferences to share information and

interact with attendees, including:

- Online open houses for prospective students, with a dozen sessions held throughout the year. During the event, prospective students can interact with school administrators, faculty members, and current students. Recordings are available for individuals who cannot attend live sessions;
- Meet-up information sessions for newly-admitted students, held online two or three times per semester. These live sessions are hosted by student assistants trained as peer mentors by the director of online learning. They introduce new students to the tools used in the online learning environment;
- Registration workshops hosted by the Student Services Team for all newly-admitted MLIS students prior to online registration each semester. A recording of the May 2021 workshop is available. There were 188 student attendees.
- New student orientations, held at the start of each semester, with presenters that include the director, associate director, other faculty members, staff members, and current students;
- Career podcasts that are moderated by the career consultant and discuss career trends with invited guests from the LIS industry; Career workshops provided by the career consultant;
- Webinar series on diversity and inclusion topics in the LIS workplace, organized by the Diversity Committee;
- "Ask Me Anything" forums held once each semester, where the director shares news with the school community and answers questions. This blog post summarizing one of the forums provides an example of topical coverage.

Standard 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 individual's career goals. Within the framework of institutional policy and programs, our admission policy ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Context Statement

The school maintains the following criterion for admission: an earned bachelor's degree or higher from an accredited institution with a GPA of 3.0 or higher. A student's "interest, aptitude, and qualifications" are assessed based on their experience and performance following admission to the program. More specifically, it is measured through their experience and completion of the required courses—INFO 200, INFO 202, INFO 203, and INFO 204—with a 3.0 GPA or higher. These courses cover and expose students to all the school's program learning outcomes/program core competencies and enhance and assess students' ability to succeed in the remainder of their course work. Furthermore, the school provides students with an online tool that shows the representation of all core competencies in core courses and electives. This allows students to determine whether the program and the MLIS degree itself align with their personal and professional interests. A capture of the online tool is shown in the figure below.

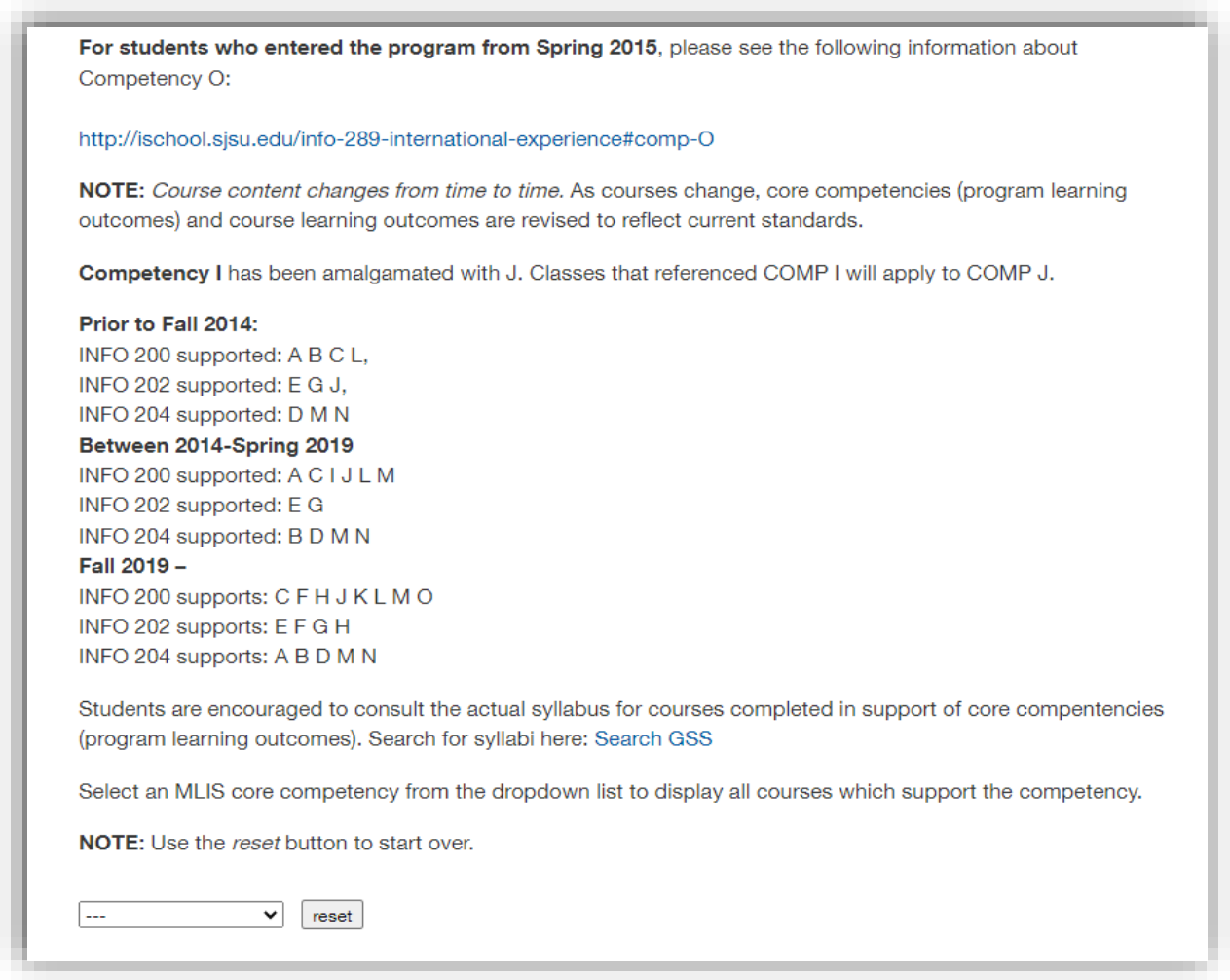


Figure IV. 4 - Online Tool for Competency O

Admissions Overview

The School of Information admits applicants with a minimum 3.0 GPA in the bachelor's degree or in the last 60 semester or 90 quarter units.

Applicants are not asked to submit personal statements or letters of reference, and the school does not require applicants to take the GRE. This has been the school's policy since 2005, as it was found that these items are not useful predictors of graduate school success. Since then, the school has instead preferred to allow applicants the opportunity to demonstrate in a practical way that they are well-suited to the rigors of the program and passionate about the LIS field as a whole.

After admission, new students are screened in two ways:

1. All students must pass **every** module in INFO 203 Online Learning Tools and Strategies for Success (taken in the first semester). Modules include: Learning management systems; Social networking platforms and principles; Technology tools and literacy; Web Conferencing; Personal skills; King Library resources; APA; MySJSU; and Success as an iSchool student. If a student does not successfully complete INFO 203 in the first semester, a hold is placed on their ability to continue in the program. After a discussion with the graduate advisor, a student may be allowed to retake the course if they have extenuating circumstances. If they do not pass the course on the second attempt, the student is disqualified from the MLIS program. INFO 203 serves as a successful screening tool because of its emphasis on the high-tech, high-touch nature of the program and of the LIS profession. The course offers students an opportunity to determine whether these aspects are a good fit for their academic and professional inclinations. For example, in spring 2020, 63 students withdrew from the program after starting INFO 203; in fall 2020 the number was 52. Data from 2012 onward can be reviewed.
2. All students must earn a grade of "B" or higher in **each** of the required core courses: INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions. These three courses cover all of the program learning outcomes/core competencies. See a mapping of core courses to program learning outcomes/core competencies. The school allows two attempts to obtain a "B" in each of these courses. Failure to do so after a second attempt leads to administrative disqualification. This approach enables accepted students to demonstrate that they can perform well in a graduate program, ensure they see themselves as having a place in the profession, are comfortable with technology, understand the many environments where the degree can be applied, and are well-positioned to make relevant elective choices based on their career interests. Note that INFO 200 also meets the university's graduate writing requirement.

Students can apply for admission to the MLIS program during either the fall or spring semester. Admissions requirements and the application process are delineated on the website. MLIS program applicants must meet the following admissions requirements:

- A bachelor's degree from any regionally-accredited institution in any discipline with a grade point average (GPA) of at least 3.0 at the bachelor's degree institution or in the last 60 semester or 90 quarter units;
- A general understanding of computers and technology. Technology literacy requirements are clearly articulated on the website;
- Access to a computer with an Internet connection from home and appropriate software. Home computing requirements are clearly listed on the website.

Students select either Regular Session or Special Session based on residency. Regular Session is state-supported and state-subsidized for students who live within the catchment area of San José, California (zip codes: 939xx–958xx). The cap on the number of Regular Session students accepted into the MLIS program each semester correlates with the amount of money received from the state. The money is allocated to CSU, then distributed among the campuses. It is then dispensed at the college level and subsequently to programs within each college. Regular Session students can take advantage of the university's student services, such as Santa Clara County transit services, health care, and recreational activities. Special Session is funded entirely by student fees and is open to students who live outside the catchment area of San José, California. Regular Session students may wish to change their designation to gain access to additional electives offered in Special Session. They are permitted to do so after completing at least 19 units. Session fees are comparable.

More information about these requirements and other aspects of the admissions process is provided in the following sections of this standard.

GPA Requirements

The university's admissions department calculates GPAs in two ways. First, they identify the applicant's overall cumulative undergraduate GPA at the bachelor's degree-granting institution. All admitted students must have attained a bachelor's degree from any regionally-accredited institution in any discipline with an overall GPA of at least 3.0 in the bachelor's degree or in the last 60 semester or 90 quarter units. The institution must state that it is **regionally-accredited** by one of the following accrediting bodies: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges; Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); New England Commission of Higher Education (NECHE); Northwest Commission on Colleges and Universities (NWCCU); Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); or WASC Senior College and University Commission (WSCUC).

If prospective students have completed any course work after the bachelor's degree, they must have maintained a 3.0 GPA in the last 60 semester or 90 quarter units; such course work will be included in the GPA calculations for admissions consideration. If the post-bachelor's degree coursework causes the GPA to fall below 3.0, that is reason for denial of entry to the program. The GPA can be raised by taking courses at any regionally-accredited institution. The courses must be applied to a degree program at that institution; they cannot be professional or personal development courses.

These admissions standards are applied to all applicants, regardless of when they earned their undergraduate degrees.

Technology Requirements

All applicants are expected to understand and comply with the stated technology literacy and home computing environment requirements. The school requires that all students demonstrate this critical technical competency in the first four weeks of their first semester by successfully

completing each module in INFO 203 Online Learning Tools and Strategies for Success, the required one-unit introductory course that covers online learning technology. This course, described more fully in Standard II.1, introduces new students to the technology used in the online environment and throughout the program. The structure fosters high levels of interaction and ensures superior preparation for the remainder of the course of study. The director of online learning serves as the course lead. Instructors are assigned to each course section, and student peer mentors provide additional support and coaching.

During INFO 203, all students take a quiz to assess their compliance with the home computing requirements. If they do not meet all requirements, the instructor follows up to advise the student. If further help is needed, the student is referred to the director of online learning. During spring 2019, 100% of students who remained enrolled in the course passed, and during fall 2019, 99.65% of those who remained enrolled in the course passed. In spring 2020, 99.78% of those who remained enrolled passed, and in fall 2020 and spring 2021, 100% of those who remained enrolled passed.

Core Course Grade Requirement

In addition to the requirement to pass INFO 203, the requirement to earn a grade of "B" or higher in each core course (INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions) ensures that new students have demonstrated possession of sufficient interest, aptitude, and qualifications for successful completion of the MLIS program and subsequent contribution to the field. Students who do not earn a grade of "B" or higher in any of the three core courses are placed on administrative probation and permitted to retake the course one more time. If they do not earn a "B" or higher the second time, they are disqualified from the program. Grade requirements are clearly articulated on the website. An explanation of minimum grade requirements is also included in the syllabus for each core course.

Each core course is overseen by a coordinator, who is a full-time faculty member. Core courses are taught by either full-time or part time faculty members, all of whom use the same instructional content. Students are not disqualified unless they have failed to earn a "B" after a second attempt. They may take the course a second time with a different instructor. Students are made aware of this requirement upon admission into the program and enrollment in the core courses. If they feel they have been treated unfairly, they may appeal. The appeal is reviewed by the graduate advisor in tandem with the core course coordinator. During the accreditation period, the school has had zero cases of students appealing due to perceived unfairness. As can be seen from the performance data, the number of students who pass the course with a "B" or higher falls within the 93-98% range. In INFO 202 and INFO 204, it is exceptionally rare for students not to earn a "B" after two attempts. The rate is relatively higher in INFO 200, as this course is used to satisfy the University Graduate Writing Assessment Requirement (GWAR).

The ERP can view pass rates for all core courses on the program performance web page in Tables 1 and 2.

Transfer Units

All MLIS students must complete 43 units to earn the degree. However, students can transfer up to nine units from other departments at San José State University and/or from other regionally-accredited institutions, provided that they earned a grade of "B" or better.

Transferable courses must meet the following established criteria:

- Must be graduate-level courses and may not be more than seven years old by the expected graduation date from the MLIS program (CSU policy);
- Cannot have been used for a completed degree, certificate, or credential (CSU policy);
- Must be graded (CSU policy);
- Must have been taken at a regionally-accredited school (CSU policy);
- May substitute for electives but cannot substitute for INFO 200, INFO 202, INFO 203 or INFO 204;
- Must have been taken at ALA-accredited schools if they are LIS courses.

Requirements regarding transferable units, as well as how to secure credit for a transfer course, are explained on the website.

Waiver Policy for INFO 285 Research Methods

INFO 285 Research Methods is a required course that must be taken before graduating. A student may receive a course waiver if they have taken and passed a graduate-level research methods course within the last five years from the start date of the MLIS program (as documented by an official transcript). A waiver does not reduce the total units required for the MLIS degree. Petition waiver requirements for INFO 285 are explained on the website.

International Applicants

If a student does not live in the United States and remains in their own country while pursuing the MLIS degree, they are considered Special Session students and there is no visa requirement. However, because the United States Citizenship and Immigration Services does not allow individuals with a F1 visa (student visa) living in the United States to enroll in a 100% online program, the school cannot admit those students.

If an applicant's bachelor's degree is not from the US or Canada, it is evaluated directly by WES or ECE or ACEI. Also, international applicants must have a TOEFL score of 600 (paper version), 250 (computer version), or 100 (Internet-based); an IELTS score of 8; or a PTE score of 68.

Application Procedures

Application for admission to the MLIS program is completed entirely online. The process is centralized for all California State University degrees and is handled via Cal State Apply.

As detailed in the application procedures, there are three main steps:

1. Complete the California State University's online application form
2. Pay the application fee ($70)
3. Submit transcripts

Application and transcript deadlines are clearly detailed on the website. Applicants can also view a video tutorial to assist in the application process for Cal State Apply. Once a candidate submits an application and transcripts are received, the school's dedicated evaluator in the Office of Graduate Admissions and Program Evaluation (GAPE) reviews it to determine whether the applicant meets eligibility requirements and then accepts or denies admission. This process may take two to four weeks after the receipt of transcripts.

Students may track their application at any time online once they apply. If an applicant is admitted, they will receive two notices: an email and a letter from GAPE and a welcome email from the iSchool director.

As discussed in Standard IV.1, the school is in early and frequent communication with applicants and admitted students. The school has created a new student checklist that is sent to admitted applicants, and detailed information on how to enroll in courses is provided on the website, as are answers to frequently asked questions.

Standard IV.4

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

The school provides numerous resources and opportunities for students to build integrated plans of study that align with their individual interests, needs, aspirations, and professional goals.

MLIS Curriculum

The MLIS program requires 43 units of study for graduation: six required courses (16 units) and 27 units of electives. Beyond the six required courses (INFO 203 Online Learning Tools and Strategies for Success, INFO 200 Information Communities, INFO 202 Information Retrieval System Design, INFO 204 Information Professions, INFO 285 Applied Research Methods, and either INFO 289 e-Portfolio or INFO 299 Thesis), a student selects electives that reflect their interests and focal areas. The combination of required and elective units equips students with a sound foundation that prepares them to select a more targeted area to apply the field's core

principles and bodies of knowledge as they advance through the program. Students can also choose from numerous internship opportunities among the school's existing partnerships or pursue and create one on their own.

The curriculum is discussed in detail in Standards II.1 and II.2. The items below link to specific curriculum-related web pages:

- Required Courses
- Elective Courses
- Career Pathways
- Program Learning Outcomes/Core Competencies
- INFO 289 e-Portfolio
- INFO 294 Internships
- INFO 298 Special Studies
- WISE

Multifaceted Evaluation of Student Achievement

Each course incorporates assignments that evaluate student achievement of defined course learning outcomes, as specified in each course syllabus. Instructors assess student learning through a range of methods, including written papers, oral presentations, quizzes, individual and group projects, and participation in discussions. For internships, student achievement of defined learning outcomes is evaluated by the faculty internship coordinator in consultation with the internship site supervisor(s).

Instructors communicate with students regarding assessment of achievement through grades and personalized feedback. The school has adopted a standard grading scale that is listed on each course syllabus. Mastery of program learning outcomes/core competencies is demonstrated at the course level through satisfactory completion of specific assignments and at the program level by completion of the e-Portfolio.

Career Pathways

Students are encouraged to review career directions and examine the school's different career pathways. (Career pathways are discussed in detail in Standard II.3). Career pathways emphasize the connection between the courses students enroll in and their professional goals after graduation. Students do not need to adhere to the list of suggested courses for a particular career pathway, but the groupings help them envision how to parlay their skills and knowledge into rewarding careers in their chosen areas. Students can also pick and choose from the courses listed in various career pathways to customize a program of study. To this end, the school created a dynamic online tool that allows students to find courses that intersect with two or more career pathways, thus enabling them to combine their interests.

A web page expands upon the career pathways and offers additional details about career environments, such as academic libraries, public libraries, special libraries, and alternative LIS careers. Each page details statistics about working in that environment, job titles and responsibilities, sample job postings, salary ranges, how to gain experience, and interview tips. Usage of the career pathways is substantial. Ninety-eight percent of fall 2020 exit survey respondents indicated that they used this resource to develop their plans of study (up from 86% in 2017).

Each career pathway has a web page that includes a description of the area, employment opportunities, core theory and knowledge, recommended coursework, and a link to faculty advisors. All of the career pathways are connected to the MLIS Skills at Work report, an annual snapshot of professional and job-related trends in the LIS field. For example, see the Public Libraries Career Pathway and the digital curation connections to the report.

The MLIS Skills at Work report is a valuable resource for prospective students, current students, and alumni. It is composed by a student researcher working under the guidance of the career consultant, Kim Dority, who coordinates extensive career services and resources. The report is compiled through a uniform approach in which the student researcher gathers, evaluates, analyzes, and synthesizes descriptions and specifications from roughly 400 job postings. The goal is to identify key information points and patterns and to compare them against previous years' data points and statistics in order to identify hiring trends, including growing and contracting job sectors.

As part of this information analysis, the student researcher extrapolates key findings to help guide students in their job search, e.g., identifying a new search term, like "competitive intelligence" that has replaced a previous, familiar one like "business intelligence." The researcher also analyzes job descriptions to discern emerging patterns, anomalies that may indicate a growing trend, new terminology for common skills, and any other observations that will provide students with a competitive edge in their job search. As previously mentioned, sections of the MLIS Skills at Work report are connected to the relevant career pathways.

Career Blog

The school recruits a student assistant to write posts for the Career blog on topics related to career development and to address students' career-related concerns, questions, and interests. The blogger works with the career consultant to determine what topics and/or resources to cover. They also note upcoming events of interest and list relevant jobs posted to Handshake, the university's job posting platform.

Outreach to Local Professionals and Associations

One of the ways the school supports students' career exploration is through presenting webcasts and podcasts with practitioners across a broad spectrum of LIS career pathways. The purpose is to provide students with a "real world" view of specific types of careers so that they have a realistic understanding of the work involved, the nature of the workplace environment, and the types of skills needed to succeed.

The webcasts and podcasts achieve the following goals:

- Expose students to the broadest possible range of LIS career options to help them make thoughtful, informed curriculum selections and job choices once they graduate;
- Provide students with professional level "connections" to start building their networks prior to graduation (students are encouraged to reach out to the speakers for follow-up informational interviews);
- Furnish faculty members with supplementary material that may tie in with their course content. To facilitate this, faculty members are informed on a monthly basis about new webcasts and/or podcasts that may be useful additions to their course content and are encouraged to suggest the types of professionals they would like to see interviewed;
- Offer students an engaging, real-life connection between what they are learning in their courses and its translation into day-to-day execution.

A sample of webcasts includes:

- Day in the Life of a Leader series
- Interplay and Compatibility: Using Soft Skills to Ace Interviews, Get Hired, and Excel at Work
- Becoming a Tech Librarian: Where the Jobs Are, What to Know, How to Prepare
- Council of State Archivists Government Career Webinar

A sample of professionals interviewed for podcasts includes:

- Shelley Saindon, Information Center Senior Team Manager, Charles Schwab & Co (This podcast is especially valuable for students interested in special librarianship career paths);
- Ryan Gan, Schauerman, Library Systems Librarian, El Camino College (This podcast is especially valuable for students interested in special librarianship career paths);
- Karin Mente, Distance Education Librarian, Zovio (This podcast is especially valuable for students interested in academic libraries and for-profit academic environments);
- Chris Coughlan, Director of Digital Strategy, Aten Design Group (This podcast is especially valuable for students interested in UX, web design, information architecture, and/or working for a client-focused employer);
- Scott Brown, Senior Cybrarian, Oracle (This podcast is especially valuable for students interested in competitive intelligence);
- Dee Magnoni, Assistant VP for Information Services, Director of New Brunswick Libraries, Rutgers University (This podcast is especially valuable for students interested in leadership and management).

Academic Probation, Administrative Probation and Disqualification

Per California State University requirements for graduate programs, all students are required to maintain an overall (cumulative) GPA of 3.0 or higher to remain in good standing and to graduate with a master's degree. Overall GPA is different from semester GPA. If a student is in good standing, but at the end of a semester their overall GPA falls below 3.0, they will be placed on academic probation. This status indicates that the student is not performing to minimum graduate GPA standards and is at risk of disqualification from the university. Once on academic probation, students are subject to disqualification if they fail to earn a GPA of 3.0 or higher each semester until an overall GPA of 3.0 is again established.

Students placed on academic probation are notified of their status by the university's registrar, as well as by the student outreach specialist. The student outreach specialist tracks progress throughout a student's academic probation. One of the tools used is software that monitors student performance within Canvas. The system automatically flags students who may be at risk, and the student outreach specialist contacts the students to help them get back on track.

Probationary students are sent a self-paced workbook and information about successful strategies to help them return to good standing. The student outreach specialist also follows up to offer targeted advice.

As previously mentioned, any student who does not successfully complete INFO 203 Online Learning Tools and Strategies for Success in the first semester will have a hold placed on their ability to continue in the program. After a discussion with the graduate advisor, a student may be allowed to retake the course if they have extenuating circumstances. If they do not pass the course on the second attempt, the student will be disqualified from the university. Additionally, students who earn less than a "B" in a core course are placed on administrative probation by the school. If after a second attempt, the student again fails to make a "B," they are administratively disqualified.

If a student is awarded a "NC" (no credit) grade in INFO 289 e-Portfolio, the culminating experience, the student will be placed on administrative probation and is at risk of disqualification. If a second "NC" is awarded for the course, the student is administratively disqualified.

Once a student is disqualified, they are no longer officially a matriculated student in the university. Disqualified students will be precluded from registering for future San José State University graduate courses either through Regular Session or Special Session. The school does not reinstate students who have been disqualified.

Information regarding the school's probation, persistence, and disqualification statistics and measures implemented to assist students on probationary status is provided in Standard IV.7 and IV.8.

Additional Key Resources

Although mentioned previously, it is worth reiterating that the school takes great pride in committing substantial resources to ensure that students are provided with comprehensive and ongoing support throughout their experience and course of study. These resources include:

- Advising Support (see Standard IV.5.4)
- Peer Mentors (see Standard IV.5.3)
- Student Services Team (see Standard IV.5.3)
- Writing Support (see Standard IV.5.3)
- Technical Support (see Standard IV.5.4)

Standard IV.5

The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

IV.5.2 Participate in research;

IV.5.3 Receive academic and career advisement and consultation;

IV.5.4 Receive support services as needed;

IV.5.5 Form student organizations;

IV.5.6 Participate in professional organizations.

A wide range of opportunities are provided for students to receive academic and career advice; access support services; and participate in shared governance, research, and professional and student organizations. The online delivery model facilitates student involvement in the total learning experience regardless of location.

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs

The school maintains six shared governance committees which collectively provide input and guidance regarding the strategic planning process and are involved in addressing key strategic directions. The committees include representation by full-time and part-time faculty members, staff members, alumni, and students. All members are selected by the committee chairs or co-chairs. If they cannot find students who are interested, then a blanket invitation goes out to the

entire student body, and the student is selected by the committee chair. Lists of current committee members are provided on the website, including the students who serve on each committee. These committees formulate, modify, and carry out policies that govern the school. Students play active roles in these groups.

The Director and Student Leadership Committee consists of the director, the associate director, student organization leaders, the Student Services Team, the director of online learning, and the faculty advisors for each student organization. The committee meets twice a year. The meetings provide an opportunity for students to share their organizations' plans and needs. Student leaders coordinate with other organizations and discuss issues with the director.

In a recent discussion, student leaders expressed organization members' financial barriers to attending their professional associations' conferences. As a result, the school started providing funding of up to $1,500 to each of the professional association student chapters to subsidize conference-related travel. After another student leader cited difficulties in new member recruitment, the school launched an online student organization panel each semester to introduce new students to the various groups. This event always yields new student organization members. See a recording of a meeting from March 11th, 2020.

Each semester the school's director also hosts an "Ask Me Anything" forum that is open to all students. This live conversation offers students the opportunity to raise issues of concern and suggest ideas for future school initiatives. These sessions have fostered a greater sense of administrator accessibility and responsiveness and community. See student blog reports from spring 2018 and fall 2018 events.

The American Library Association Student Chapter (ALASC) contributes to the university's Campus Reading Program. Numerous activities, including book discussions, are scheduled on campus each year to support the selected title. The ALASC hosted book discussions in the online environment in 2018 and 2019 to allow students to participate in this campus series. Through their involvement, the campus offerings were enhanced with an online component. In 2020–2021, in honor of Black History month, the ALASC competed for and was awarded a university grant that enabled them to donate 108 copies of *Give this Heart A Pen*, by Sophia Thakur, to other MLIS graduate students. They subsequently engaged students in a series of online book circle discussions. A video report was produced.

IV.5.2 Participate in research

Student Research Journal

To deepen the school's commitment to providing students with high-quality research participation and learning opportunities and to contribute to the school's overall research profile, the *Student Research Journal* (*SRJ*) was developed in 2010 and launched in 2011. It remains the university's only entirely student-governed, double-blind, peer-reviewed, open-source graduate publication. The journal promotes graduate scholarship and intellectual inquiry

in the fields of library and information science, archives, records management, and museum studies by publishing two peer-reviewed, open-access issues annually. The *SRJ* accepts contributions from graduate students attending any university and invites contributions authored by LIS faculty members. Student editors review, select, and edit manuscripts, and develop and publish each issue. Poised to celebrate its 10th year of student research excellence, the *SRJ* thrives as a vital enrichment experience open to all students.

The *SRJ* provides valuable opportunities for students to work collaboratively as part of the editorial team and to benefit from the expertise of faculty advisor Anthony Bernier. Students are highly encouraged to get involved with *SRJ* by serving on the editorial team and/or submitting an article. This blog post highlights the benefits of joining the editorial team. The school advertises editorial opportunities via its iSchool Alert system, and students can apply for positions. Applications are reviewed by the editor-in-chief (selected by Dr. Bernier) and by Dr. Bernier. Descriptions of editorial positions can be viewed. The current eight-member team is led by an editor-in-chief and a managing editor. Anthony Bernier represents *SRJ* to the journal's editorial advisory board (comprised of the school's entire full-time faculty).

SRJ's fall 2019 issue exemplifies its contributions to the advancement of LIS research. The issue featured a record six original graduate and peer-reviewed student articles (four by the school's students and two by graduate students from other ALA-accredited institutions). It also included an invited essay from a faculty member and an editorial from the editor-in-chief. Topics represented in the issue include research on Twitter as a platform for LIS professional discourse on diversity, genealogical plagiarism, and health informatics in public libraries. The spring 2021 issue featured the article "10 Years of Excellence: Celebrating the Journal, Authors, Editors, and Readers" as well as the following: "The History of U.S. Tool-Lending Libraries," "Central-Peripheral Information Behavior Theory," and "The Right to Read: The Fight to Desegregate Southern U.S. Public Libraries."

The following represent the most-downloaded *SRJ* articles from 2015–2021:

- Mathewson, A. (2016). Information literacy in the digital age. School of Information Student Research Journal, 5(2). https://doi.org/10.31979/2575-2499.050201 (2,999 Downloads)
- Ting, R. I. (2017). Accessibility of diverse literature for children in libraries: A literature review. School of Information Student Research Journal, 6(2). https://doi.org/10.31979/2575-2499.060204 (2,297 Downloads);
- Zuniga, A. V. (2015). Patient Access to electronic health records: Strengths, weaknesses and what's needed to move forward. School of Information Student Research Journal, 5(1). https://doi.org/10.31979/2575-2499.050103 (1,970 Downloads).

The following are the most-downloaded articles from the two most recent *SRJ* issues:

- Limas, B. (2020). The Evolving information needs and behaviors of undergraduates. School of Information Student Research Journal, 10(2). https://doi.org/10.31979/2575-2499.100203 (147 downloads);
- Kitzmiller, C. E. (2020). Book review: Public library collections in the balance: Censorship, inclusivity, and truth, Jennifer Downey. School of Information Student Research Journal, 10(2). https://doi.org/10.31979/2575-2499.100204 (82 Downloads).

LIS Publications Wiki

In addition, the school offers a LIS Publications Wiki to help students find the right outlet for their writing and discover new publications to read. The LIS Publications Wiki provides a comprehensive list of publications in the field and an ongoing opportunity for student research. The wiki is continuously updated by the editor and a team of student researchers. Students earn credit in INFO 298 Special Studies by participating in the wiki project to review and keep this resource current.

Society of American Archivists Student Chapter Digital Publication

The Society of American Archivists Student Chapter (SAASC) produces *Archeota*, an open source digital publication. It was first published in 2015 on a twice-yearly basis. *Archeota* offers students the opportunity to participate in the online conversation about archival topics. *Archeota* is available on ScholarWorks as well as on the SAASC website.

Community Impact Poster Presentations

Students and alumni can participate in poster sessions offered at school-sponsored events during professional association conferences. These sessions provide research and presentation experience that is incredibly valuable for professional development.

Poster sessions were held at receptions at the 2018 and 2019 annual conferences of the American Library Association and the California Library Association. Presenters networked with faculty members, students, and professionals as they discussed their posters and made connections. For example, at the 2019 ALA Conference, two students presented a poster on the topic of libraries and food insecurity. This opportunity paved the way for their meeting with a Public Libraries Association representative who was interested in their presentation. The two students have now been offered the chance to publish a book based on the toolkit they developed.

The two news stories linked below highlight the most recent poster sessions (suspended due to COVID but on the horizon for future years):

- Alumni, Students Present at Third iSchool Community Poster Session during ALA Conference
- Alumni, Students Present at iSchool Community Poster Session during CLA Conference

Community impact posters are also discussed in Standard I.3.

Blockchain MOOC Student Participation

An IMLS-funded grant spurred research into applications of blockchain technology in library and information science. As part of this project, the school conducted a Blockchain MOOC in spring 2019. Students participated in facilitating the course under the direction of Dr. Sue Alman. Their responsibilities included research, construction of the MOOC course site, development of instructional materials and activities, and facilitation of group discussions.

ICANN Lab

The Intelligent Conversational Agents and Neural Networks (ICANN) Lab is directed by Dr. Souvick Ghosh. The ICANN (pronounced: I can) Lab operates 100% online and includes students and collaborators from both graduate and undergraduate levels. The lab's research explores multiple issues in the areas of information and data sciences from a socio-technical viewpoint.

Student Assistantships

MLIS students are eligible to apply and serve as paid student assistants. In this capacity, they work with faculty or staff members on a variety of projects, including the support of faculty research projects. Each semester, the school funds approximately 13 to 20 paid student assistantships.

Since 2015, the school has engaged 141 research assistants to assist its staff and faculty with numerous projects, including:

- Supporting faculty research through assistance with data collection and analysis as well as sharing results via publications and presentations;
- Building learning spaces and coordinating virtual conferences in Second Life;
- Manuscript editing;
- Researching exemplary practices;
- Developing literature reviews.

INFO 298 Special Studies

Students can take INFO 298 Special Studies and research a topic of their choice under the supervision of a full-time faculty member. Topics may be theoretical or practical and usually focus on an area that is not covered in a scheduled course. INFO 298 may be taken for one to three units and can be repeated for a maximum of six units. It has credit/no credit grading. Each unit is equivalent to 45 hours of work.

Some examples of INFO 298 research projects include:

- Effect of Third v. First Person Viewpoint on Booktalk Efficacy
- Creating a Virtual Audio/Visual Historic Timeline to Represent Richard Nixon's Views of LGBT Communities

- Creating a Photographic Collection Museum Accession Register for the Post Falls Historical Society
- Carlsbad CA Library Database Evaluation
- My Mental Health Matters: College and University Students
- Marketing Music in the Public Library
- Research on e-book Use for Pleasure Reading among Middle Schoolers
- Fundraising and Development Strategies for Public Libraries
- Development of and Marketing Strategy for Mobile Kits for Multiple Sclerosis Patients at the University of Utah Hospital
- Machine Learning Applications in Libraries and Archives
- A Qualitative Assessment of Research Consultation in Academic Law Libraries

IV.5.3 Receive academic and career advisement and consultation

Advising

A web page within the student resources section of the website welcomes new students and orients them immediately within the vast network of the school's advisory resources and tools. The link is sent as part of the school's new student messaging. Here is a screenshot of the splash page:

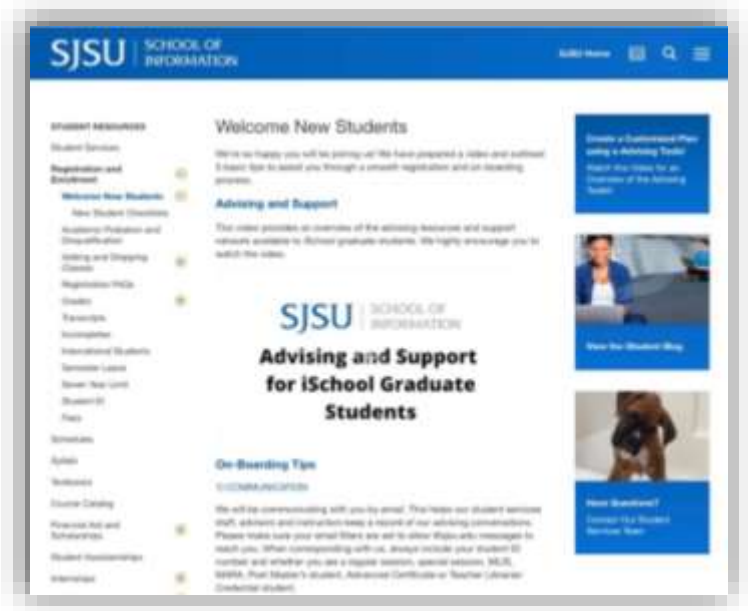


Figure IV. 5 - New Student Welcome Portal

Student resources include the advising support overview video and tips to assist students with registration and the on-boarding process. The video is also sent to INFO 203 students from their peer mentors. Students can watch another instructional video specific to the advising toolkit.

Students have convenient access to academic and career advising services and tools through a list of resources on the school's website. A link to this page is prominently displayed in the course menu of every Canvas course site.

The advising portal is a resource that students can use throughout their graduate school experience to build coherent programs of study. The content is partitioned into modules that include information on student services, the advising model, career resources, student success tools, specific courses, registration, enrollment, candidacy forms, course substitutions, scholarships and awards, and the e-Portfolio. It also contains the downloadable student success planner that helps students lay out their courses and the program learning outcomes/core competencies they have covered. There are links to student groups and drop boxes for student-related forms. There are also details on academic progress policies and the graduate-level grading scale. Grading policies are available on the website. The External Review Panel can view some representative screenshots of content. *The External Review Panel will be joined to the advising portal in Canvas.*

The school has built an extensive advising center on the website that provides a mix of interactive and passive tools. In the spring 2021 exit survey, 90% of survey respondents said they used its central feature, the advising toolkit, which houses resources related to MLIS electives, course syllabi, course rotations, and schedules. The center includes the following sections: an overview, getting started, a main panel of course planning tools that focuses on helping students choose electives after their required core courses, (including a downloadable glossary of terms that provides new students with a definition of each of the course planning tools), a menu of advisors, and a FAQ.

The following represent the center's highlights:

- The Overview panel contains a six-minute video of the advising and student support network as well as a description of the support team members available to students.
- The Getting Started page provides sample inquiries that direct users to specific toolkit panels based on need: Policy or Procedures, Academic Success as a Student, Course Planning, and Career Planning.
- The Pathway Advisors tab links students to the generalist and LIS Pathway advisors available to help students with focused questions about course selection and career.
- The FAQs panel opens a database that is keyword searchable or searchable by selected topics.

Other important tools include the Unit Planning Tool, the Compare Electives from Multiple MLIS Pathways tool, and the Student Success Planner. This downloadable workbook contains customizable tabs that offer a goal-setting worksheet, a course planner for documenting courses and competencies, an advising notes workspace, a career planning checklist with sample activities and milestones, and a competency planner for organizing portfolio evidence.

To navigate the planner, students use tabs at the bottom labeled as follows: “Start,” “Introduction,” “My Goals,” “Course-Planner,” “Advising Notes,” “Career-Planning Checklist,” and “Evidence-Organizer.” The screenshot below displays the planner’s “Career Planning Checklist” tab.

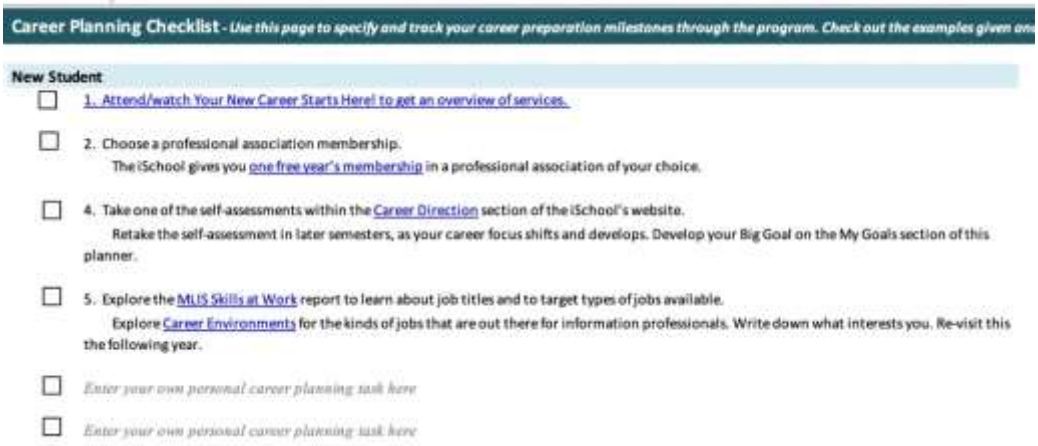


Figure IV. 6 - Student Career Planning Checklist

Usage of the student success planner has increased tremendously over time. In 2017, only 58% of students used the resource, whereas by 2021, 88% currently use it to plan their program. From January 2020 to July 2021, there have been 900 downloads of the planner. Students can access the tool from the Canvas advising site. Students can also track courses via the university’s MyProgress tool.

The MLIS advising model allows students to interact with experts in their chosen areas of study. Faculty pathway advisors are available to respond to focused questions related to course selection and career paths. Generalist faculty advisors serve students who are interested in multiple career pathways or unsure of which path to pursue. Students may seek additional advising from any faculty member, including instructors who teach a specific course or any faculty member with an area of expertise of interest to the student.

In their first semester, students must take INFO 203 and some combination of INFO 200, INFO 202, and INFO 204, as clearly stated in the new student checklist. The school finds that the majority of students are not sure what they want to focus on and many adopt a generalist approach to their curriculum. During the accreditation period, the school changed its advising approach based on emerging literature that moves away from a single faculty mentor toward a centralized model overseen by dedicated advising staff and augmented by robust online tools that assist students[2] (UCLA Academic Advising, 2018; California Collaborative Conference, 2018; Grites, Miller, & Voler, 2016). Students can still reach out to any faculty member, the graduate

[2] UCLA Academic Advising, 2018; 2018 California Collaborative Conference; Grites, Miller, & Voler, 2016, Beyond Foundations: Developing a Master Academic Advisor, SAN FRANCISCO: Jossey-Bass.

advisor, or any members of the Student Services Team. The university is transitioning to this centralized model as well.

Student Services Support Team

The student services support staff members are the bridge between faculty advisors, students, and the online advising tools and resources. They provide continuous communication, tracking, coaching, and prompts to help students progress academically. From their very first contact with applicants at an online open house or via a new student registration workshop, the Student Services Team is available to offer wraparound support, including emailed checklists and iSchool Alert reminders, live chat, 20-minute Zoom appointments, or MLIS Pathway Advisor Q&A workshops.

Live Chat

The Student Services Team rolled out a live chat presence on the website in March 2021 that is accessible from all pages of the school's website. The desk is staffed ten hours per week and routes to the student services help form during off hours. From March 2021–July 2021, the staff assisted 244 chat users. 84 of those submitted a rating of the service they received. On a five-point scale, the average rating was 4.6. 85% of the ratings were a 5. Based on the last 61 chats in the system, (when the school joined the enterprise SJSU live chat system on June 16th, 2021) the most popular topics were: Admissions (26%), Advising (21%), Other (15%), Refer/Reroute (13%), Financial Aid (10%), Registration (10%), Graduation (3%), and Scholarships, (3%).

Here is a representative sampling of some of the post-chat comments:

- *"Awesome! And so fast. Thank you!"*
- *"Fantastic service and support through a chat box!"*
- *"Five stars for Gina and Taryn! Quick answer to my question."*
- *"Prompt and straightforward. Thank you!"*
- *"I was waiting for a while on the phone and decided to chat online instead. I got my answer within minutes. Amazing!"*

Personalized Appointments

In April 2021, the Student Services Team introduced personalized Zoom advising appointments. Since that time, they have served an average of 30 students per month. Students are offered a link to an anonymous feedback survey after their appointment. As of July, the survey has received 54 responses. 94% of the students who responded were MLIS students. 94% indicated that scheduling the appointment was easy. The most popular topic covered was coaching on the course selection tools (56%). The second most popular topic was a graduation progress check (41%). Registration help was the third most common concern (33%). 100% were satisfied with the appointment, and 98% stated they would recommend the service to another student.

A sample of student comments is listed below:

- *"Taryn and Sheila were very helpful and provided me with specific resources for my questions."*
- *"Great service! I wish I had access to this from the very start of my iSchool career."*
- *"I liked that I was given links but also my questions were answered in real time."*
- *"They were very helpful and gave me the resources needed + more resources they thought would be helpful."*
- *"Both Taryn and Sheila were kind and informative – shared many resource links I can follow up with. Although I probably could have spoken with them longer, it was just enough time to help calm some of my anxiety and give me direction. I'm looking forward to starting classes in August. Thank you!"*
- *"Very nice and relatable. I felt that were very concerned and understanding and supportive."*
- *"My questions were all answered clearly and quickly. Taryn and Sheila were both extremely helpful."*

Workshop Series

The school launched a new workshop series in spring 2021 that includes a Q&A session with the LIS pathway advisors. The workshops will be held three times per year. As of July 2021, the first Lunch and Learn workshop recording has been viewed 266 times on the iSchool Student Advising and Outreach playlist. The first workshop had 60 live participants. The second workshop, held July 14th, 2021, had 24 live participants.

Director of Graduate Studies

The school's associate director also serves as its director of graduate studies and the graduate advisor. In this capacity, they supervise a staff of three full-time student advisors and oversee advising policies and process, guide students, and handle any emergent issues. To support students, the graduate advisor maintains the Curriculum Center blog and answers questions posted there.

Peer Mentors

All new students must take INFO 203 Online Learning Tools and Strategies for Success in their first semester. In addition to working with faculty members during this course, they are also guided by student peer mentors. Student peer mentors run online meet-ups for new students and create videos to help students navigate the various online learning tools and technologies.

Student bloggers shared their experiences as peer mentors in the following posts:

- Get to Know Your SJSU iSchool INFO 203 Peer Mentors
- Peer Mentorship: An Opportunity to Strengthen Information and Communication Skills

Writing and Library Support

In addition to the San José State University's Writing Center, the school offers an online writing center with highly-trained writing specialists (tutors trained by the university's writing center) to assist students with organizing papers, citing sources, avoiding plagiarism, and use of proper grammar and punctuation. Students can schedule a tutoring appointment online. Sessions are 45–60 minutes and are conducted via Zoom. This June 2020–June 2021 report shows 48 appointments and provides further information about their scope. The majority of appointments are conducted during the evening hours. Students use the online writing tutors per the recommendation of the faculty member teaching a specific course or at their own discretion.

Additional academic support is available from the university's librarians, who work directly with students. The library is discussed in Standard V.12.

Career Development Resources

The School of Information's career consultant Jill Klees left in June 2020. Her colleague Kim Dority assumed the post and is now managing the extensive career services and resources presented on the website under Career Development. These include:

- Career Direction
- Networking
- Job Search and Agencies
- Social Media for the Job Search
- Resumes, CVs, and Cover Letters
- Interviewing
- Career Podcasts
- Online Career Workshops
- SJSU Career Center

The information is regularly updated to reflect current practices and incorporate practitioner interviews that provide insider insights. A range of content is covered, such as informational interviewing, networking, resumes, CVs and cover letters, alternative LIS careers, and interviewing. These resources are designed to be used "at the point of need" (e.g., for a student working on a cover letter at midnight on Sunday). Usage averaged 72% over the accreditation review period, with 93% of users "satisfied" or "neutral." The advising toolkit also includes a

section titled "My Career Plan." Dority works with the university's graduate student career counselor, Carrie McKnight, who helps with resume review.

Career Development Workshops and Newsletters

As part of its ongoing, multi-channel effort to engage students in the importance of planning for their post-graduation careers while pursuing their studies, the school has developed a two-year cycle of career information delivered monthly via online workshops and newsletters. The goal is to address the topics that are paramount to successfully supporting students at the launch of their LIS careers. The newsletters and workshops will be continually updated as the cycle moves forward.

The rationale for inclusion amongst the cycle's content is guided by the following criteria:

- To ensure that students are exposed to all of these topics by the time they graduate at least once;
- To create a robust—and current—library of topical career information to supplement and extend the information already provided in the Career Center website section;
- To provide a library of practical "how-to/why-to" career resources that the career consultant can refer students to for additional information;
- To offer soon-to-graduate students or new professionals who were unable to take advantage of these resources during the program with a way to bring themselves up to speed on a do-it-yourself basis by working through the relevant career resources.

Below is the two-year content cycle:

Table IV. 19 - Two-Year Cycle of Career Information

Month	Platform	Topic
1 (Sept)	Online workshop	Max Out Your iSchool Association Membership
2 (Oct)	*Newsletter*	*Follow the Money – Associations as Financial Aid Sources*
3 (Nov)	Online workshop	What Cool Stuff Can I Do with My Information Skills, Degree?
4 (Dec)	*Newsletter*	*Introverts Rock! Yep, You, Too Can Make Small Talk….*
5 (Jan)	Online workshop	Informational Interviews – Your Grad School Secret Weapon
6 (Feb)	*Newsletter*	*How to Translate Your Transferable Skills*
7 (Mar)	Online workshop	Building your Professional Equity in Grad School
8 (Apr)	*Newsletter*	*How to Ace Your Internship*
9 (May)	Online workshop	Building a Community of Colleagues (i.e., your network) in Grad School
10 (Jun)	*Newsletter*	*Jobs, Jobs, Jobs – What You Can Learn from the [Snapshot] Report*

11 (Jul)	Online workshop	Yep, You Need a LinkedIn Profile – and Here's How to Do It
12 (Aug)	*Newsletter*	*LinkedIn Headlines for Students*
13 (Sept)	Online workshop	Aligning Career Options with Who You Are
14 (Oct)	*Newsletter*	*Finding Time for Internships*
15 (Nov)	Online workshop	Working with a Mentor in Grad School
16 (Dec)	*Newsletter*	*Career Competencies – Start with Resiliency*
17 (Jan)	Online workshop	Strategies for Job Searching and Job Landing
18 (Feb)	*Newsletter*	*10 Things You Didn't Realize Were Sabotaging Your Interview*
19 (Mar)	Online workshop	Getting Ready to Launch – What You Need to Be Doing *NOW*
20 (Apr)	*Newsletter*	*When You're Transitioning Fields into an LIS Career*
21 (May)	Online workshop	Use Your e-Portfolio to Create Job Opportunities
22 (Jun)	*Newsletter*	*Special Collections, Special Libraries, Archives – What's the Difference?*
23 (July)	Online workshop	Professional Etiquette – How Smart Soft Skills Help You Land Jobs

Individual Career Guidance

The school's career consultant offers one-on-one guidance to students and alumni. Services offered include resume critiques, job search tips, LinkedIn profile reviews, interview prep advice, internship searching strategies, and cover letter composition.

The following statements reflect student feedback regarding the support they received:

- *"I just wanted to share with you that your advice helped me gain a position at a local community college."*
- *"I want to thank you very much for being so helpful and encouraging. You make an excellent career consultant as you come up with ideas that are practical and doable and which ultimately serve people."*
- *"The notes you've given me on improving my resume are wonderful! Everything you've said makes so much sense."*
- *"You gave so many great tips and it really inspired me to get my act together and create a proper resume!"*
- *"THANK YOU! I'm a 2015 alum and I'm so happy I got my MLIS from SJSU. The program prepared me for success in public, academic, and now with my latest position, even*

special libraries. It's been so worth it, and Career Services played a big part in encouraging me to get involved with professional organizations like CLA, ACRL, and SLA. So thank you! :).”

- *“You have helped me so much and I really appreciate the time you have taken with my many requests! I have never received this kind of feedback on my resume and cover letter and your perspective is very valuable to me.”*

Prior to leaving the position, Jill Klees tracked career support data, as represented in the tables below. Kim Dority is now doing this.

Table IV. 20 - Career Support Resources: Students Served, Spring 2015–February 2020

Semester/Term	Number of Students Served
Spring 2015	158
Fall 2015	104
Spring 2016	129
Fall 2016	91
Spring 2017	121
Fall 2017	102
Spring 2018	108
Fall 2018	85
Spring 2019	140
Fall 2019	126
Jan-Feb 2020	30

Table IV. 21 - Table IV.18. Career Support Pathways, Spring 2015–February 2020

Activity/Audience	Number Served
Student consultations	1,194
Alumni assistance	103
Prospective student assistance	35
Phone appointments	59
Employer communications	216

IV.5.4 Receive support services as needed

Students need timely answers to questions that arise as they participate in an online program. To meet this need, the school provides a variety of support services in the areas of student services, advising, technology, academics, accessibility, and career development.

Students have convenient access to a list of all support services and contact information. A link to this list is prominently located on the menu of each Canvas course site. New students are directed there in the INFO 203 Online Learning Tips and Strategies for Success course. The school documents its work in the student support area using the Online Learning Consortium Quality Scorecard, which is available on the website.

Student Services and Administrative Advising

As discussed previously, the Student Services Team consists of three full-time staff members who assist with administrative and procedural issues. Team members provide important information to students in a variety of formats, including blanket messaging, email responses to individual questions, synchronous and recorded web-conference sessions, live chat, and website documentation. Email is an important channel for communicating with students and alerting them to upcoming deadlines. Team members send timely alerts and reminders to all students.

A series of advising alerts is distributed twice a month through iSchoolAlert, the school's official messaging system. A student assistant worked on revising and polishing the advising alerts in 2018, with an emphasis on addressing the student perspective. The alerts continue to be updated as new tools and content become available.

Below are several examples of recent alerts:

Table IV. 22 - Sample iSchool Alerts

Date	Subject	Message Body
Dec. 4, 2020 @ noon	[Advising Tips] Create a Personal Roadmap through the MLIS	Winter break is a great time to nail down your personal roadmap through the MLIS program. Review your Student Success Planner or download a new one and read through this quick blogpost overview! Need help deciding which courses from the pathways are going to be most useful for your dream job? Contact one of the Pathway Advisors (advisors organized by LIS specialty). They are available to help with course planning questions. Contact iSchool Student Services for more information about how to work with the eAdvising tools in our Advising Toolkit.
Jan 01, 2021@ noon	[Advising Tips] Accessible Education Center	Maintaining a realistic course load and work-life balance are key to student success in an online graduate program. If you have already adjusted your schedule to include plenty of rest and management of deadlines, but are finding that you are still struggling with academics, you may want to contact the SJSU Accessible Education Center (AEC). The AEC works with students to determine if they are struggling with a disability and to identify eligible accommodations. Reach the AEC at aec-info@sjsu.edu. See more information on SJSU iSchool Accessibility.
Feb 05, 2021 @ noon	[Advising Tips] Navigating through Life Events	Sometimes life events will disrupt your semester plans. Be aware of the SJSU drop policies, withdrawal procedures and timelines, before your GPA is in jeopardy. Reevaluate your planned workload in cases of unplanned events, including employment changes, relocation, and new family responsibilities. Review policies on Semester Leave and the Seven Year Limit in informing your adjusted plan. Keep your instructors informed in the event of extenuating circumstances, and get support from iSchool Student Services as soon as you know you need to file a petition.
Mar 2, 2021 @ noon	[Advising Tips] Save Space for an iSchool Internship	Are you contemplating taking an iSchool Internship as part of your program and just don't know where to begin in the planning process? There's a checklist for that! Be sure to read through the Internships Handbook and

		browse the Internships database to see what is currently on offer. Custom internships and Virtual Internships are also a possibility.
Mar 16, 2021 @ noon	[Advising Tips] A Great Resource for Understanding Job Trends	Each year, we produce an informal job market analysis. Download the MLIS Skills at Work: A Snapshot of Job Titles and the Archives and Records Management Jobs Analysis. For tips on scoping out jobs in your area, check out our Job Search and Agencies page on our Career Development site.
Aug 17, 2020 @ noon	[Advising Tips] What are Program Learning Outcomes?	The MLIS curriculum is focused around the Program Learning Outcomes or MLIS Competencies. Use your MLIS Student Success Planner to organize the evidence of competencies you have covered from your course work, recent work projects, internship, volunteer work, professional association leadership work and other recent outside classes and trainings. Watch this recording to see how the learning outcomes for MLIS come together in your e-Portfolio or read this iStudent Blogpost. You can read more about preparing for the e-Portfolio in the Advising Site FAQs in Canvas.

Student Services Team members answer a substantial number of individual questions submitted by students through a variety of means, including the following:

- Contact student services form: routes directly to SST staff;
- Contact us form: The general contact form on the school's website;
- Email: Students send emails to the school's general email address (ischool@sjsu.edu) and to individual email addresses;
- Discussion forum: The advising help online discussion forum is part of Canvas's advising resources.

The following table shows the number of Student Services Team inquiries by term as of spring 2021.

Table IV. 23 - Student Services Team Inquiries, Spring 2017–Spring 2021

Academic Term	Number of Inquiries
Spring 2017	422
Summer 2017	189
Fall 2017	328
Winter Recess 2017–2018	71
Spring 2018	199
Summer 2018	210
Fall 2018	318
Winter Recess 2018–2019	78
Spring 2019	296
Summer 2019	168
Fall 2019	278
Winter Recess 2019–2020	100
Spring 2020	249
Summer 2020	224

Fall 2020	235
Winter Recess 2020–2021	74
Spring 2021	267
Total Inquiries	**3,706**

Team members also conduct a workshop each semester to guide students through the registration process and continually update registration and enrollment information on the school's website. Team members facilitate contact with other university units (e.g., the Financial Aid and Scholarship Office) that provide services that are not managed directly by the school. Advising FAQs (see FAQ search tool) and an extensive advising toolkit are also available to support students.

The student outreach specialist helps with advising and runs an extensive advising portal on Canvas to which all students are joined. Students also have access to the graduate advisor, who oversees the advising process, guides students, answers questions, and handles any issues. Additional information on the school's robust advising system is included in Standards IV.5.3 and IV.5.4.

Technical Support

Because technology issues can impede access to course materials and prevent completion of assignments, technical support resources are critical for students in an online program. As mentioned previously, the school provides direct technical support for enrolled students. The Information Technology Team includes five full-time staff members and an additional part-time staff member. Each of these information technology professionals provides support for students, faculty members, and staff members. Technological assistance is offered through online documentation, individual email, and desktop-sharing sessions. Technology support information is detailed on this web page.

Most technical support requests are received through the technical support form. Links to this form are prominently placed in each Canvas course site as well as in key places on the website. Responses are provided in a timely manner, generally within 24 hours.

During the period under review, query totals ranged from approximately 154–256 during spring and fall semesters and 56–70 over the shorter summer term. In all instances, Canvas, the school's online learning platform, was the application that generated the highest number of inquiries. Such a proportion makes sense given its heavy usage amongst students and faculty and the fact that new users access the environment on an ongoing basis. It should be noted that Canvas-related queries, both for the instructional site and that related to e-portfolios, have trended downward throughout this period quite significantly, which indicates the ways that the platform has become more user-friendly and adaptive. The category marked "Other" includes inquiries about the following: King Library, SJSU IT, registration, Collaborate, and computer/OS. Appendix IV. C documents the number and topic of inquiries from spring 2018 through summer 2021.

Technical Support is discussed in detail in Standard V.11.

Academic Support

As described earlier, the school has a fully developed network of academic advising services and resources. Faculty pathway advisors are available to consult with students regarding course selection and career path. The Student Services Team assists with administrative and procedural advisement, resources, and outreach.

Individual writing tutoring is available online to students that focus on the student's specific needs, including grammar, style, APA format, and content organization.

Research support is provided by the school's library liaisons. They offer individual consultations and online resources. Library support is discussed in Standard V.12.

Accessibility Support

The school is committed to supporting educational access for all students and works to ensure that all course materials are accessible. If a student has a disability, they can register with the Accessible Education Center (AEC), which works with online and on-campus students. The school provides real-time captioning as needed for synchronous meetings, and recorded audio content includes an alternate text format. Dr. Sue Alman coordinates accessibility by proactively contacting faculty members to advocate for the needs of identified students and to support them to ensure all content and course activities are accessible. More information about accessibility support is documented on the Online Learning Consortium Quality Scorecard.

Career Development Support

As described earlier, extensive career development support is available to students and alumni. The iSchool contracts with an independent career consultant who provides a variety of services, including website resources, podcasts, online workshops, and individual consultations to support students in their career planning.

IV.5.5 Form student organizations

Students can join seven student groups. Five of them are student chapters of national professional associations, and the other two are "First Generation" and "Virtual Center for Archives and Records Administration." Each group provides opportunities for students to serve in leadership roles, engage in professional development activities, network with peers, and expand professional networks. Each group has its own faculty advisor.

The school's investment in hosting student organizations supports strategic direction 3's emphasis on building a participatory and engaging online environment, particularly item 3.3: *"Increase student involvement and participation in professional associations."* Events are posted on the school's calendar.

American Library Association Student Chapter

The American Library Association Student Chapter (ALASC) is very active and hosts multiple events throughout the year. ALASC's website provides details about the organization and its activities. Additional social media channels (Twitter, Facebook, LinkedIn, and YouTube) offer opportunities for networking and event promotion. Alison Johnson serves as the faculty advisor.

Association for Information Science and Technology Student Chapter

The Association for Information Science and Technology (ASIS&T) Student Chapter provides a range of tools and information designed to support members' interests. These initiatives are delivered through a website, news feed, and discussion forum, all of which are integrated into Canvas, and through social media presence on Facebook, Twitter, and YouTube. ASIS&T's student members engage in these different channels to learn about industry news and events. Each online session the student chapter hosts is recorded and posted on YouTube and made accessible on the website so that members and site visitors can easily access content. The ASIS&T Student Chapter website provides details about past and future events. Sandra Hirsh serves as the faculty advisor.

Society of American Archivists Student Chapter

Each year, the Society of American Archivists Student Chapter (SAASC) hosts multiple activities, including library and archive tours, online events with guest presenters, and Twitter events. SAASC posts annual reports on ScholarWorks that detail activities and membership engagement. The faculty advisor for the student chapter is Lori Lindberg, who received a 2020 Council Exemplary Service Award for her long-standing commitment to archival education and the advancement of archives professionals.

Special Libraries Association Student Chapter

The Special Libraries Association Student Chapter (SLASC) presents speakers and tours each year highlighting career development and various types of libraries. Dr. Cheryl Dee serves as faculty advisor. She partners with the executive committee to help with organization, community building, teamwork, creativity, programming, marketing, and membership development. The chapter has been recognized with SLA national honors, including SLA's 2016 Outstanding Leadership award. The SLASC blog and events listing details the variety of activities hosted by this group.

The following table shows the number of students who have participated in professional organization student chapters from fall 2017 through spring 2021.

Table IV. 24 - Student Organization Membership, Fall 2017–Spring 2021

Fall 2017	
ALA	135
ASIS&T	16
NAGARA	0
SAA	31
SLA	16
Total	198
Spring 2018	
ALA	125
ASIS&T	19
NAGARA	0
SAA	19
SLA	16
Total	179
Fall 2018	
ALA	228
ASIS&T	27
NAGARA	0
SAA	56
SLA	24
Total	335
Spring 2019	
ALA	139
ASIS&T	19
NAGARA	0
SAA	21
SLA	19
Total	198
Fall 2019	
ALA	265
ASIS&T	26
NAGARA	2
SAA	59
Total	27
SLA	379
Spring 2020	
ALA	191
ASIS&T	31
NAGARA	5
SAA	34
Total	23
SLA	284
Fall 2020	
ALA	198
ASIS&T	41
NAGARA	8
SAA	70
SLA	28

Total	345
Spring 2021	
ALA	217
ASIS&T	43
NAGARA	2
SAA	64
SLA	22
Total	348

First Generation Student Group

The First Generation Student Group was organized to provide a network for students who are the first in their families to attend a graduate-level program. The group's blog features a series of posts that explore various aspects of the first-generation student experience. Activities include interviews with academics who discuss their own experiences as first-generation students. Anthony Bernier is the faculty advisor.

REFORMA Student and Alumni Group

In June 2020 the school formed its newest student group focused on serving Latino and Spanish-speaking communities. The REFORMA Student Group is only the second student group of the REFORMA National Association. Michele Villagran is chair of the REFORMA National Education Committee and serves as the REFORMA liaison to the school. She saw a need for a student association focused on promoting diversity in the library profession and subsequently spearheaded the group's launch. The group appointed its first officers in July 2020 and has since created a website and blog.

Virtual Center for Archives and Records Administration

The Virtual Center for Archives and Records Administration (VCARA) is a communal space based in the virtual world Second Life (SL). It offers many resources both in SL and online, including annual conferences, events, exhibits, trainings, and webcasts. It is open to students, alumni, educators, and other professionals interested in virtual worlds and any aspect of information science, including archives, education, and libraries. The 10th Annual VCARA Conference was held in April 2019. The VCARA blog provides details about the conference and other online activities. The director of online learning works with this group.

IV.5.6 Participate in professional organizations.

The school is committed to emphasizing the importance of involvement in professional organizations. To support this priority, the school provides all new students with complimentary one-year professional association memberships. Each semester, the school messages all students enrolled in INFO 200 (a required core course) asking them to select a professional association to which they'd like to receive a year's free membership. Student organizations reach out to all students to recruit members. Each organization holds a group event at the beginning of each semester to share information about their activities.

Students may choose one association from among the following:

- American Library Association (ALA). Students who select ALA membership also receive a membership to their state organization (for those states that have an agreement with ALA)
- Association for Information Science and Technology (ASIS&T)
- National Association of Government Archivists and Records Administrators (NAGARA)
- Society of American Archivists (SAA)
- Special Libraries Association (SLA)

This support is provided as part of the school's strategic direction 3, particularly section 3.3, which reads, *"Increase student involvement and participation in professional associations."* In addition, the school supports conference attendance with a $1,500 stipend granted to each of the professional organization student chapters and offers travel grants, which are available to all students in the program.

The school further encourages conference participation through providing poster sessions at school-sponsored events during the American Library Association and California Library Association annual conferences.

Student chapters of several professional organizations offer additional opportunities for involvement. For example, the ALASC hosts open forums for the ALA presidential elections. The student chapter hosted online events with speakers from the New Members Round Table (NMRT), published an article in NMRT Notes, and supported ALA's Banned Books Week (see examples). Each year, an officer participates in the Student to Staff program at the ALA annual conference. These representatives and other attendees share their experiences and build enthusiasm among other members for future participation.

ASIS&T Student Chapter members helped launch the new ASIS&T website by serving in the pilot user group to provide feedback on the ASIS&T website's user interface. Students are encouraged to attend the annual meeting and participate as event volunteers. Some student officers have attended ASIS&T annual conferences by obtaining funding offered by the school.

Students have become involved with SLA through participation in the student chapter. As an example, two SLASC officers were invited to present a paper at the 2017 SLA conference on the impact of student participation in professional associations on career development.

The SAASC hosts speakers each year from the parent organization who discuss the organization and encourage participation. Each spring, SAASC submits an annual report with details about events to SAA. (The reports are also available on ScholarWorks). SAASC officers attend SAA conferences each year.

Students are also encouraged to apply for scholarships offered by professional organizations. The school posts the lists of its ALA Spectrum Scholars. See news stories from 2015, 2016, 2017, 2018, and 2020. Spectrum Scholars network with one another and with Dr. Michele Villagran through a dedicated Canvas site. *The External Review Panel will be joined to the Canvas site.*

Students have been awarded scholarships and grants from a variety of professional organizations, including:

- Association of College and Research Libraries
- American Library Association
- Alaska Library Association
- Art Libraries Society/North America
- California State Library
- Chinese American Librarians Association
- Ex Libris
- Ministry of Education, Culture, Sports, Science and Technology - Japan
- Ontario Library Association
- Pennsylvania Library Association
- Public Libraries Association
- REFORMA
- Special Libraries Association

The following table shows some of the numerous scholarships and awards received by MLIS students from external organizations over the past several years.

Table IV. 25 - MLIS Student Scholarship and Grant Funding

Funder	Year	Award/Funding Scope
Alaska Library Association (AkLA)	2019	AkLA Conference Attendance Scholarship
American Association of Law Libraries (AALL)	2019, 2020	College Student Seeking MLIS
American Association of Law Libraries (AALL)	2019, 2021	George A. Strait
American Library Association (ALA)	2021	Julia J. Brody Public Librarian Scholarship
American Library Association (ALA)	2020	Public Library Association Conference Scholarship
American Library Association (ALA)	2018–2020	Spectrum Scholarship
AmeriCorps/CNCS	2019–2021	Segal Education Award
Art Libraries Society of North America (ARLIS/NA)	2020	Student Diversity Award for Conference Attendance

Art Libraries Society of North America (ARLIS/NA)	2020	William C. Bunce ARLIS/NA-Midstates Travel Award
Association of College & Research Libraries (ACRL)	2020–2021	Rare Books and Manuscripts Section Conference Scholarship
Association of Research Libraries	2019–2021	Kaleidoscope Program Diversity Scholar
ATLA	2021	Theological Librarianship 2021 Student Essay Contest
Bill & Melinda Gates Foundation	2016–2021	Gates Millennium Scholars
California Library Association (CLA)	2019	CLA Scholarship for Minority Students
California School Library Association	2021	Jewell Gardiner Memorial Fund Scholarship
California State Library	2019	Association of Rural and Small Libraries Conference Scholarship
California State Library	2019–2020	Public Library Staff Education Program
California State Library	2020–2021	Yelland Scholarship (CLA)
Chinese American Librarians Association (CALA)	2018-2019	CALA Scholarship of Library and Information Science
College of Graduate Studies	2020–2021	Graduate Equity Fellowship
Community Foundation of North Central MA	2021	Mass. Library Aid Association (MLAA) Chandler Fund
CSU Foundation	2020	Dale M. Schoettler Scholarship
Ex Libris Users of North America (ELUNA)	2019	Christine Moulen First-Time Attendee Grant for the ELUNA Conference
Freedom to Read Foundation	2020	Intellectual Freedom Course Scholarship
Friends of the Libraries, Kona (F. O. L. K.)	2020, 2021	F. O. L. K. Scholarship
Friends of the San Diego Pubic Libraries	2019, 2021	John McAllister Memorial Library Scholarship
Institute of Museum and Library Services	2018-2020	Reaching Those Who Served IMLS Grant
Japanese Ministry of Education, Culture, Sports, Science and Technology	2019–TBD	PhD in Informatics Scholarship, Japan
Kress Foundation	2021	Kress Scholarship to Attend SEI Workshop
NISO Plus	2021	NISO Plus Scholarship
Oakland Public Library, American Library	2020, 2021	Friends of the Oakland Public Library Scholarship 2020 and 2021

These accomplishments are often celebrated with news stories on the website. Through these varied opportunities, students participate in professional organizations and enjoy the benefits of networking and career development.

Standard 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.

Context Statement

The school's policies are designed to ensure consistency of student experience and the allocation of appropriate resources, systems, and resources to facilitate its achievement. The delineation of student-related policies are a core part of the school's overall workflow and decision-making process. To assist in this process, the student experience is captured through a variety of inputs, and students' performance, perceptions, and opinions are gathered throughout their time with the school. As part of an ongoing three-year rotation, all core courses are systematically reviewed by the assigned faculty coordinator and all course instructors. Student feedback composes an important data point during this review process. In addition to the information gathered from their submission of required course evaluations, students are represented on all standing governance committees; provided with an opportunity to meet the director each semester in an open forum; and granted an online tool to correspond directly with faculty, staff, or administrator at any time. Furthermore, students are represented by the leaders of student organizations, each of whom also meet with the director each semester. Finally, students are asked to complete an exit survey at the time of graduation. See exit survey data on the MLIS Program Performance web page and an example below.

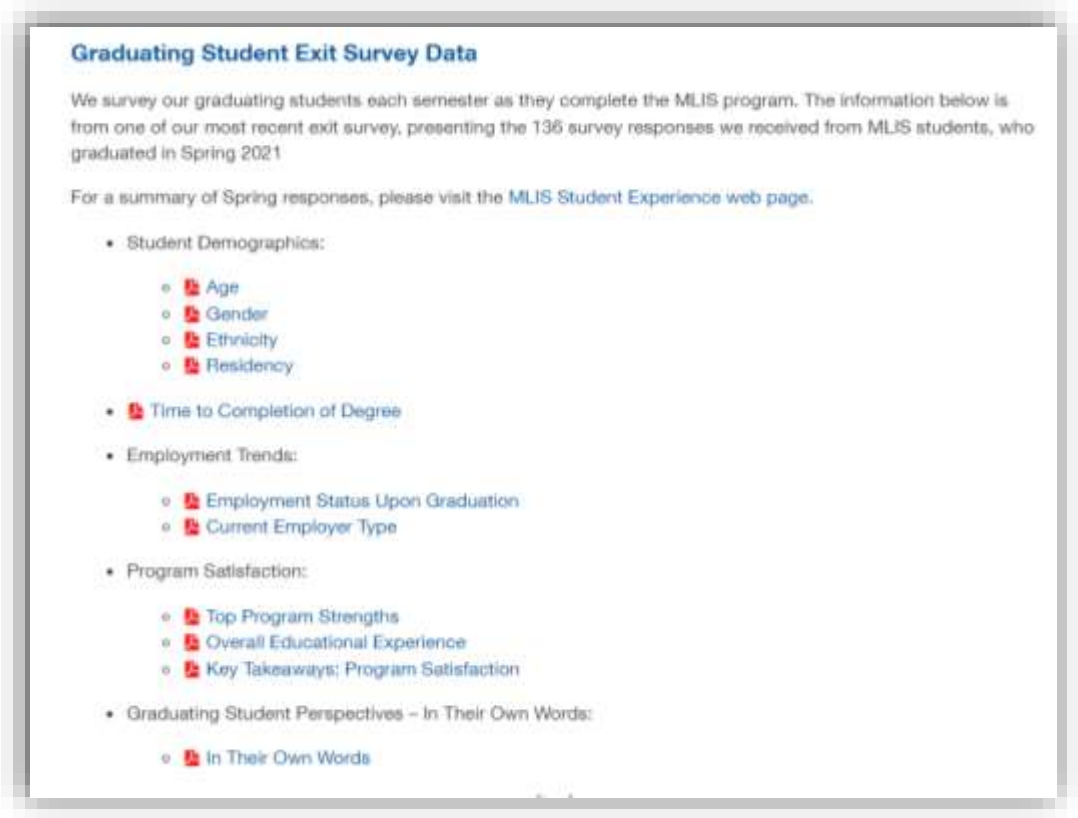
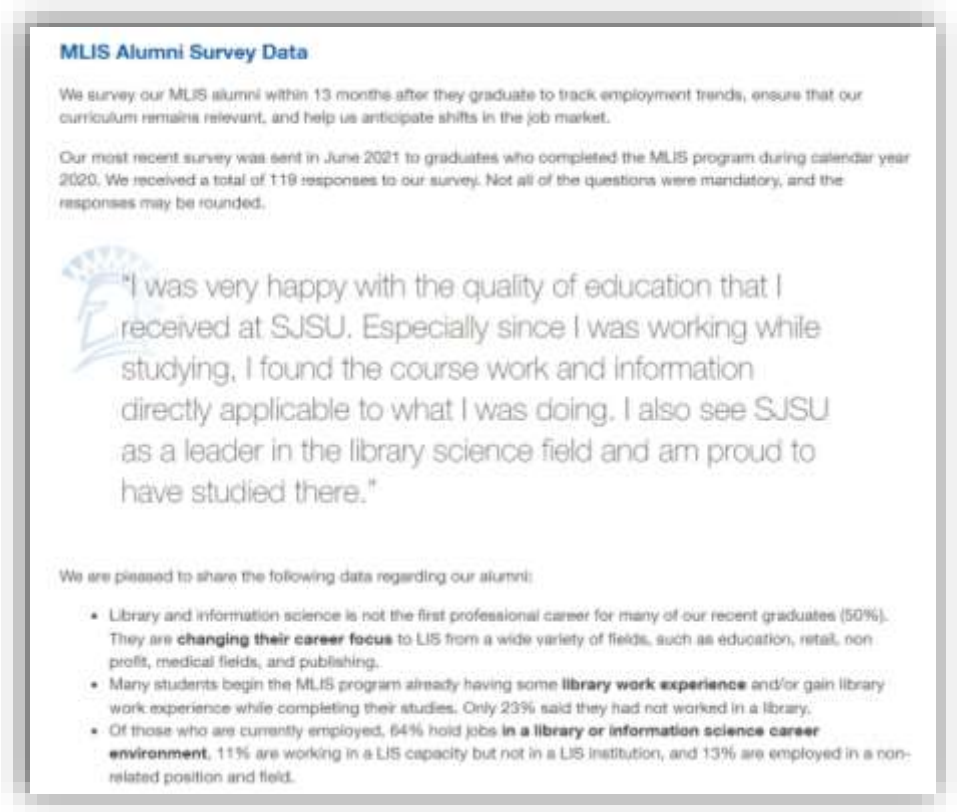


Figure IV. 7 - Exit Survey Data

Alumni also play an essential role in providing feedback, and their expertise helps to inform the school's policies and curriculum. Alumni sit on all school governance and program advisory committees (PACs), which help oversee the career pathways (see description of the roles and responsibilities of a PAC) and the courses aligned to these pathways (see MLIS career pathways). Alumni representing diverse areas of specialization also sit on the school's International Advisory Council and complete a survey 13 months after graduation. This data is analyzed and publicly posted each semester. See alumni survey data from June 2021 on the MLIS Program Performance web page and example below.



MLIS Alumni Survey Data

We survey our MLIS alumni within 13 months after they graduate to track employment trends, ensure that our curriculum remains relevant, and help us anticipate shifts in the job market.

Our most recent survey was sent in June 2021 to graduates who completed the MLIS program during calendar year 2020. We received a total of 119 responses to our survey. Not all of the questions were mandatory, and the responses may be rounded.

"I was very happy with the quality of education that I received at SJSU. Especially since I was working while studying, I found the course work and information directly applicable to what I was doing. I also see SJSU as a leader in the library science field and am proud to have studied there."

We are pleased to share the following data regarding our alumni:

- Library and information science is not the first professional career for many of our recent graduates (50%). They are **changing their career focus** to LIS from a wide variety of fields, such as education, retail, non profit, medical fields, and publishing.
- Many students begin the MLIS program already having some **library work experience** and/or gain library work experience while completing their studies. Only 23% said they had not worked in a library.
- Of those who are currently employed, 64% hold jobs **in a library or information science career environment**. 11% are working in a LIS capacity but not in a LIS institution, and 13% are employed in a non-related position and field.

Figure IV. 8 - Alumni Survey Data Example

Current students and alumni are represented on all six standing governance committees:

1. Curriculum and Program Development Committee
2. Director and Student Leadership Committee
3. Diversity Committee
4. Faculty Research Committee
5. Student Scholarships and Student and Alumni Networking Committee
6. Technology and Resources Committee

Alumni are also represented on all program advisory committees composed of experienced practitioners overseen by full-time faculty:

1. Informatics Program Advisory Committee
2. Information Intermediation and Instruction Program Advisory Committee
3. Knowledge Organization Program Advisory Committee
4. Leadership and Management Program Advisory Committee
5. Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee

6. Master of Archives and Records Administration Program Advisory Committee
7. Teacher Librarian Program Advisory Committee
8. Technology Program Advisory Committee
9. Youth Services Program Advisory Committee

Ongoing and Systematic Evaluation of Student Achievement

The school conducts ongoing and systematic evaluation of student achievement, both within individual courses and as part of overall program evaluation. Findings are used to drive programmatic change. The school's approach supports strategic direction 1.1's focus on the ongoing review of program performance data, with input from advisory committees.

Additionally, monitoring and evaluation of student achievement data at key transition points in the program supports strategic direction 3.1's emphasis on tracking retention rates and other data in order to retain and graduate as many students as possible.

While many of the school's policies are determined at the CSU and SJSU university level, its faculty and administration are active in all facets of university shared governance. For example, iSchool faculty serve on SJSU faculty senate committees that help set academic policies and regulations, as detailed in Standard III. Some examples of faculty and administration involvement in this committee work include the following: Sandy Hirsh served on the University Budget and Strategic Planning committees (both are Special Agency Committees); Linda Main sat on the Graduate Studies and Research Committee (an operating committee); Lili Luo sat on the Program Planning Committee (an operating committee); and Geoffrey Liu sat on the Student Opinion of Teaching Effectiveness committee (an operating committee). New iSchool Director Anthony Chow is the former Faculty Senate Chair at his previous institution and will continue active engagement during his tenure at the School of Information. To that end, he will work strategically and in different capacities to support the work of the iSchool, faculty, staff, and students at the university level.

Detailed information regarding the school's evaluation processes and outcomes are offered in Standards I and II. Highlights are provided in the following sections.

Evaluation at the Course Level

Each course incorporates assignments that evaluate student achievement of the learning outcomes specified in each syllabus. Assignments used to measure student learning are wide-ranging and vary in format depending on the course topic. Examples include written papers, oral presentations, tests, individual and group projects, websites, blogs, and participation in discussion. As discussed below, faculty use Student Opinion of Teaching Effectiveness (SOTE) feedback to make changes in courses.

Evaluation of Student Achievement at Key Milestones in the Program

There are three key transition points where student achievement is evaluated; each of these provides concrete data that the school uses to improve the program.

The first transition point is the successful completion of INFO 203 Online Learning Tools and Strategies for Success. Evaluation of student achievement in INFO 203 allows the school to modify course content based on data, complemented by feedback from the course's peer mentors. This process leads to concrete changes that maximize students' chances of success and directly incorporate their feedback into future course structure. For example, in recent years, many students struggled to successfully complete a module on APA style, which was due on the final day of the course. Because of these issues, the assignment deadline was moved to an earlier date and additional instructional materials were added to address common errors. This has resulted in fewer resubmissions and greater student success. In another example, student surveys indicated that the module on email lists was no longer useful. It was subsequently replaced with the student success module, formally incorporating the student success planner into the required course work.

On a broader scale, INFO 203 provides faculty and administration with important information about how well prepared students are to succeed in the program. Faculty members use student feedback and performance in ensuing courses to continually modify INFO 203's course structure and the tools that it covers.

The second transition point where student achievement is evaluated occurs when students complete the three required core courses (INFO 200 Information Communities, INFO 202 Information Retrieval System Design, and INFO 204 Information Professions). These core courses are prerequisites, and are thus typically completed within the first two semesters of a student's matriculation. After completion of all three courses, students have covered all program learning outcomes/core competencies, which are then reinforced in their chosen electives.

The following sections detail updates the school has made based on the evaluation of student achievement in the three core courses.

INFO 200 Information Communities

This course includes 14 modules that explore information communities, information behaviors, and service to users in various information environments. The course meets the university's graduate writing assessment requirement (GWAR).

Recent changes to improve student achievement include:

- Expansion of modules focused on information theory and information behavior to provide greater coverage of major theories and theorists;

- Revision of assignments to provide more robust scaffolding for the GWAR research paper, including blog posts and formal written assignments that can be remixed and reused for the paper;
- Addition of a module on information and misinformation;
- Expansion of reflection blogging assignment to include posts covering information community and instructional programming, global issues related to information communities, and emerging technology use by information communities.

INFO 202 Information Retrieval System Design

This course covers the design, querying, and evaluation of information retrieval systems, from web hierarchies to controlled vocabularies.

Recent changes to improve student achievement include:

- Creation of a course-specific textbook, updated yearly, to replace three different textbooks that were formerly used simultaneously across the different sections. The uniform textbook supports course consistency and currency. It contains embedded video and audio recordings, along with selected readings;
- Increased group work as part of the design, evaluation, and user research activities in the three projects (e.g., database design, vocabulary design, and website design).

INFO 204 Information Professions

This course examines the organizations and environments in which information professionals work. It explores different specializations and career paths, professional communities, networks and resources, and ethical and legal frameworks. This course also introduces management and leadership theories and concepts and applies them to different information environments.

Recent changes to improve student achievement and to help students focus on organizations rather than discrete roles include:

- New modules devoted to assessment, ethics, decision-making, and organization theory;
- An increased focus on leadership in the major assignments (e.g., organizational analysis and leadership analysis).

INFO 289 e-Portfolio

The third and final transition point where student achievement is evaluated occurs through the assessment of student learning in the culminating experience course, where students demonstrate their mastery of all program learning outcomes/core competencies via the e-Portfolio.

Many curricular changes have been implemented based on review of student performance in INFO 289 e-Portfolio. For example, the school decided to compare data gathered in fall 2018 (resulting from the original program learning outcomes/core competencies) with data gathered

in fall 2019 (for the same program learning outcomes/core competencies but with revisions in place). In doing so, the school saw a dramatic improvement in the number of first-time successful submissions in Core Competency J (which had been combined with Core Competency I and reworded). Faculty believe that the clarity added to the wording of Core Competency O, which focuses on understanding global perspectives on information practices, helped to increase the percentage of students who needed zero revisions. In addition to clarifying language, the school posted information for students about relevant study abroad opportunities from other American Library Association-accredited programs. Students can transfer these courses to their degree, and the international travel widens their understanding of information environments in different cultures.

The External Review Panel can view retention data in relation to key transition points in the MLIS program when student achievement evaluations are conducted.

Faculty and Student Involvement in the Evaluation Process

Student feedback offers valuable data points to guide programmatic improvements. For example, at the end of each semester, students are asked to complete an anonymous online Student Opinion of Teaching Effectiveness (SOTE) survey for each course in which they are enrolled. These surveys focus on the effectiveness of instruction in individual courses.

Faculty members review the surveys completed by students in their courses and often adjust as a result. For example, one instructor created video demonstrations with screen sharing for all major assignments in response to requests for more guidance around assignment completion.

In addition, instructors have made the following changes as a result of SOTE survey feedback:

- Shortened lecture recordings;
- Added small exercises to prepare students for major group projects;
- Added weekly announcements to remind students about current tasks and upcoming due dates;
- Created short videos to demonstrate technical steps in technology-intensive courses;
- Improved navigation of the course site;
- Adjusted flow of assignments;
- Increased frequency of feedback regarding student performance;
- Modified assignments to include group work, presentations, and/or screencasts;
- Revised course readings;
- Incorporated new technology tools into assignments to introduce students to emerging technology.

The Curriculum and Program Development Committee, which reviews new curriculum proposals and discusses their place in the curriculum, offers another important avenue for student feedback on curricular/programmatic direction.

Lastly, data from exit surveys of recent graduates suggest that students are satisfied with their educational experience, and both use and value the faculty advisors and advising tools. The exit survey represents a significant data point to assess students' educational experience and the efficacy and value of the school's varied student tools and resources. Exit survey data is gathered each semester after students complete INFO 289 and graduate. The school's advising and marketing teams analyze the input. The data are also posted on the website's Program Performance Dashboard and updated every semester.

If there are specific concerns evidenced in the survey data that the school can address—and they are shared by more than one person or appear to demonstrate a trend or gap—the school tries to address it. Concerns are typically about individual faculty members or about services on campus which are outside of the school's direct sphere of influence, such as the Bursar's Office. At the iSchool retreat in spring 2021, a report on exit survey data since 2011 was presented. The data indicated that awareness of advising tools and resources had increased over the years, from 83% in 2017 to 85% in spring 2021. In addition, 93% of respondents indicated that they would recommend the MLIS program to others.

Involvement by Other Groups in the Evaluation Process

Input on the curriculum is gathered from practitioners who participate in the school's program advisory committees. The PACs' role is discussed in Standard I.4. For example, during the accreditation period, the school implemented suggestions from the Technology Program Advisory Committee to integrate more training on Internet security into courses. Every student now completes a unit on this topic as part of INFO 203. Another example of the incorporation of committee feedback is represented by the increased offering of one- and two-credit courses, per the suggestion of the Leadership and Management Program Advisory Committee.

In addition, the school receives ongoing, high-level feedback from the International Advisory Council, which includes leaders from government, industry, and the profession.

Below are several examples of input that has resulted from their guidance:

- Expansion of course offerings: New course topics include INFO 287 Design Thinking (now taught annually) and INFO 281 Open Education Librarianship (taught every summer);
- Library 2.0 Worldwide Virtual Conference series: Members recommended a change of format to three mini-conferences each year as opposed to lengthier, more sporadic events. This change has met the needs of busy professionals, as evidenced by the sustained large number of attendees;
- Investigation of the development of an undergraduate program: After faculty discussions and administrative consultation, the BS in Information Science and Data Analytics launched in fall 2021.

Standard 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.

Context Statement

The school's administrative and academic decisions and actions are based on ongoing assessment of student learning. For example, student learning is measured objectively at the individual student and course level, as discussed in Standard IV.6. The school also evaluates program learning outcomes/core competencies, core courses, the e-Portfolio culminating experience, electives, and the career pathways as part of its continuous three-year curriculum review cycle as shown in the table below.

Table IV. 26 - Three-Year Curriculum Review Cycle

Curriculum Component	Timeline
Accreditation Period 2014-2021: Review #1	
Culminating experience	Fall 2014–Spring 2015
Core courses, INFO 203, and INFO 285	Fall 2015–Spring 2016
Accreditation Period 2014-2022: Review #2	
Career Pathways	Spring 2017–Fall 2017
Culminating experience	Spring 2018
Core courses, INFO 203, and INFO 285	Fall 2018–Spring 2019
Career Pathways	Spring 2021–Fall 2021

As a school of information, it is vital that all decision-making is informed by valid and diverse data sets. The school follows a systematic process to gather data and evidence to ensure that program learning outcomes/course competencies and course learning outcomes are clear, aligned, and consistently achieved by all students. This process is accomplished through both the design of the program and continuous evaluation: all PLOs/core competencies are

addressed right away in the required core courses—and evaluation remains constant for students through their entire time in the program: they must earn a "B or higher" in all core courses to continue taking courses, they have an opportunity to evaluate all courses, and there is alignment of all course CLOs to PLOs in both core and elective courses (reviewed every three years) to ensure they are learning the competencies expected of them from the field. Finally, in their last semester, students share their perceptions of the program at graduation (exist surveys) and after 13 months after graduation (alumni surveys). Both informally and directly, students have continual access to administration, faculty, and their peers via email, social media, and the school's website.

Monitoring and Responding to Student Performance

The school's recent advising, retention, and tracking initiatives demonstrate that it is monitoring student performance carefully and responding in an informed and structured manner. Data regarding the number of students who do not earn at least a "B" in each of the core courses can be found on the website. In the fall 2019 semester, for example, 32 students (5.67%) enrolled in INFO 200 did not earn a "B" or higher and needed to retake the course to avoid disqualification. Fourteen students decided to retake the course, and 11 of them passed. Three were disqualified. The remaining 18 students decided not to continue with the program. In spring 2020, 25 students earned less than a "B" in INFO 200. Nine decided to withdraw, 16 retook the course, 14 successfully passed, and two were disqualified from the program. As documented in Standard IV.4, the student outreach specialist coordinates assistance and advising efforts with the student and relevant faculty member to provide support for those who do not earn a "B" initially. Outreach is consistent and thorough and has achieved strong outcomes for amplifying student success, as evidenced by the most recent data for INFO 200.

On a broader scale, between 2015–2021, the school's total enrollment varied between 1,798–2,507 students per semester. As shown in the table below, even as overall enrollment grew substantially throughout the period under review, there was not a significant proportional rise in students on probation or who were academically disqualified. In addition, relative to total enrollment, the numbers of students on probationary status, both first semester and continued, are statistically rather insignificant. The following tables provide further information regarding probation, disqualification, and "return to good standing" figures during the accreditation period.

The percentage of students who end up on probation after their first semester is extremely small. As of Spring 2021 less than 1% of students were placed on probation.

Table IV. 27 - MLIS Student Probation Percentages Relative to Total Enrollment

Academic Term	Total Enrollment	Number / Percentage of Students on First Semester of Probation	Number and Percentage of Students on Continued Probation
Spring 2015	1,798	32 / 1.78%	3 / 0.17%
Fall 2015	1,861	68 / 3.65%	7 / 0.38%
Spring 2016	1,903	40 / 2.10%	27 / 1.42%
Fall 2016	1,966	50 / 2.54%	19 / 0.97%
Spring 2017	1,935	44 / 2.27%	42 / 2.17%
Fall 2017	1,933	37 / 1.91%	24 / 1.24%
Spring 2018	1,937	30 / 1.55%	24 / 1.24%
Fall 2018	2,024	48 / 2.37%	13 / 0.64%
Spring 2019	1,975	44 / 2.23%	20 / 1.01%
Fall 2019	2,153	38 / 1.76%	20 / 0.93%
Spring 2020	2,290	22 / 0.96%	25 / 1.09%
Fall 2020	2,412	11 / 0.46%	24 / 1.00%
Spring 2021	2,507	14 / 0.56%	14 / 0.56%

The school has found that 52% of students who go on probation continue in the program and those that do not continue report that it is not program related.

Table IV. 28 - Persistence: Percentage of MLIS Students Who Enroll after One Semester of Probation

Academic Term	Percentage
Spring 2015	59%
Fall 2015	53%
Spring 2016	40%
Fall 2016	54%
Spring 2017	45%
Fall 2017	57%
Spring 2018	37%
Fall 2018	48%
Spring 2019	34%
Fall 2019	71%
Spring 2020	50%
Fall 2020	77%
Spring 2021	50%

The school's Student Services Team has implemented many initiatives and interventions to support students in concrete ways throughout the accreditation period, with persistence outcomes reaching a range between 50–77% in 2020–2021, in contrast with 40–59% during 2015–2016. In its new student registration workshops, orientations, personalized advising appointments, and outreach messaging, the team educates students about planning course schedules strategically and manageably. As part of the Advising Toolkit, the Student Services Team has developed tools that permit students to plan units, project GPA and potential probation, and access a self-paced "Probation Success" workbook. The team maintains consistent communication with and tracking of probationary students who persist and targets those who are at-risk through use of "Drop Out Detective," implemented in fall 2017. They also

work collaboratively with student advisors and faculty to identify students who are underperforming and to maximize their chances of academic success moving forward.
As shown in the following two tables, the percentage of one-semester probation students who have returned to good standing is far greater than that of those who have been academically disqualified during the same period. These relative statistics exhibit the school's success in assisting students who have gotten off track but who display promise and motivation to achieve their academic goals.

*Table IV. 29 - Percentage of One-Semester Probation MLIS Students Who Return to Good Standing**

Academic Term	Percentage
Spring 2015	47%
Fall 2015	44%
Spring 2016	30%
Fall 2016	28%
Spring 2017	39%
Fall 2017	49%
Spring 2018	17%
Fall 2018	31%
Spring 2019	39%
Fall 2019	47%
Spring 2020	27%
Fall 2020	36%

***Note:** These figures represent data as of 08/2021 and thus percentages during the most recent terms are lower than earlier academic terms. The students represented by those figures have not had as much time to return to good standing as those who were placed on probation at the beginning of the accreditation period.*

Since Spring 2020, no students who returned were disqualified.

Table IV. 30 - Percentage of One-Semester Probation MLIS Students Who Are Disqualified

Academic Term	Percentage
Spring 2015	28%
Fall 2015	22%
Spring 2016	18%
Fall 2016	26%
Spring 2017	9%
Fall 2017	14%
Spring 2018	26%
Fall 2018	13%
Spring 2019	11%
Spring 2020	0%
Fall 2020	0%
Spring 2021	0%

SJSU Annual Assessment Reports

Finally, documented evidence of the school's decision-making processes and of how student evaluation data is used to inform curricular actions can also be found in the university's annual assessment reports. Here are links to the current report and past reports.

Items of relevance include:

- Part A: Section 4: Planning for Assessment;
- Part A: Section 5. The Student Experience;
- Part B (Sections 6 and 7): Assessment Data and Results: Analysis.

Standard 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.

Context Statement

As previously discussed, the evaluation of student learning outcomes (referred to as Course Learning Outcomes or CLOs by the California State University system) and individual student learning are assessed and evaluated at several different levels on an ongoing basis. In terms of student inputs, this includes performance measures as well as consistent feedback from a variety of sources: at the course level, on the governance committees, upon graduation, through informal communications to faculty and staff via a wide array of communication channels, and on alumni surveys. In the aggregate, this diverse data set provides evidence of the school's progress toward and success in meeting students' educational expectations and its formal PLOs and CLOs.

Student Performance and Accomplishing Course Learning Outcomes

All courses offered by the school go through a formal review process overseen by the curriculum committee which has a student representative. These courses have clearly articulated course learning outcomes (CLOs) that are aligned to the school's core competencies and PLOs. By design, all core courses are required and have CLOs that meet all PLOs/core competencies to ensure all students accomplish these at the beginning and the end (through e-portfolios) of their matriculation.

The grand mean of all SOTEs for all instructors (full-time or part-time) for spring 2021 was a 4.4 out of 5.0. Very few students are unable to achieve a "B" or higher across all core courses the first time, and it is extremely rare for a student to not accomplish this on their second opportunity. Student feedback at the course level is taken very seriously by instructors as a source of independent course-level feedback. Having consistently high SOTEs across instructors and the school suggests that students in the aggregate are highly satisfied and that instructors

are ensuring their courses meet student expectations.

Individual Student Learning Systematically Used to Improve the Program and Plan for the Future

As an ALA-accredited graduate school and, as professional educators, student learning is at the center of the school's operations and decision making. The school's range of practices and evaluation metrics are designed to ensure that the teaching and learning process is successful for all stakeholders and that students are highly prepared for work in the field and their future careers.

All faculty and instructors are expected to be excellent teachers. The school is committed to ensuring that all teachers and students have the highest quality experience, which is why both groups are required to engage in online training to promote their success as either an instructor or student. Student performance is carefully monitored to ensure that all students earn a "B" or higher in all core courses. The school understands that it is essential for students to be provided with a strong foundation in the online learning environment and through the curriculum (via their accomplishment of all PLOs/core competencies through the core courses) from which they can draw to complete their course work and build their own career pathway.

The school's program advisory committees (PACs) also help ensure that the curriculum is continuously refined and improved by bringing together faculty and leading practitioners in all career pathway specializations to review all electives and recommended courses aligned to specific pathways to ensure they are appropriate, current, and future-oriented.

The school gathers data and feedback from all its stakeholders on an ongoing basis. These data are then used to ensure that the school's strategic directions, curriculum, PLOs, core competencies, CLOs, and culminating e-Portfolio experience are of high quality and well aligned to the current and future needs of the field. Above all, student perceptions of teaching, their overall satisfaction level with the program, and their suggestions for programmatic improvement are gathered and publicly shared on an ongoing, iterative basis.

Summary of Standard IV

The School of Information's recruitment practices reach an audience widely diverse in ages, geographic residency, professional pursuits, and underrepresented groups in the information professions and have resulted in an exceptionally heterogeneous student body. Enrollment numbers have trended steadily upward throughout the accreditation period, and the school's student body has continued to exhibit tremendous diversity in all regards. For example, between 2018 and 2020, over half of the MLIS program's students identified as first-generation graduate students and during that same period, between 30–48% are the first to earn a bachelor's degree.

A mix of touchpoints promotes the school and the MLIS program and helps prospective students navigate the application process. Prospective students can interact with faculty and staff members during online open house sessions and in-person recruiting events, as well as via email, web conferencing, and social media. The school is looking forward to resuming its live, in-person presence at professional conferences as things return to normal post-COVID.

Several pioneering advising initiatives have expanded the school's engagement with applicants, newly admitted students, and continuing students. Live chat and personalized Zoom appointments represent some of the innovative ways that the school's staff are maintaining currency with new platforms for outreach. Over the course of the accreditation period, students have moved more quickly through the MLIS program than in past years. Currently, 71% complete the program in three years or less. In contrast, in 2017, that figure was only 59 percent. The school believes that this reflects in part the increased range and usage of advising tools and resources, e.g., the number of students who have accessed these resources has been over 90% for every term between 2018 and 2020.

The school's commitment to student success continues post-graduation, through ongoing career services and professional development opportunities to foster a lifelong culture of learning among alumni, many of whom are making significant contributions to the field. The school also surveys its alumni community annually to obtain their insights on the program, their current careers, and advice they'd like to share with students. Their feedback becomes another touchpoint for updating and/or expanding the career content assembled by the school's support staff. In all career-support activities, the school strives to collaborate with local professionals across a broad spectrum of LIS disciplines to create not only a regional support network for students but also to incorporate their real-world perspectives and feedback.

The curriculum provides a well-grounded foundation to the field through its core courses, after which students can choose from a wide-ranging selection of topical and continually expanding electives, internship opportunities, and other academic pursuits to tailor their course of study to their individual interests and professional aspirations. Student feedback gathered after every course (via the SOTE) allows the faculty to adjust and make improvements, and faculty members work hard to keep curriculum current and responsive to emergent pedagogical and technological trends.

The school's administration, faculty, and staff are always seeking new opportunities to expand their holistic support of students and the range of opportunities that are available to them throughout the MLIS program.

Appendices

Appendix IV. A - School Representation at Professional Events (2018 - 2020)

Organization	Event Title	Date(s)	Location
1. Ontario Library Association	OLA Super Conference	1/31–2/3/2018	Toronto, ON Canada
2. Ontario Library Association	iSchool Meet & Greet	2/1/2018	Toronto, ON, Canada
3. California School Library Association	iSchool Meet & Greet	2/2/2018	Yosemite National Park, CA
4. American Library Association	ALA Mid-Winter Convention	2/9–2/12/2018	Denver, CO
5. American Library Association	iSchool Meet & Greet	2/10/2018	Denver, CO
6. Computer-Using Educators (CUE)	CUE National Conference	3/14–3/17/2018	Palm Springs, CA
7. Computer-Using Educators (CUE)	iSchool Meet & Greet	3/15/2018	Palm Springs, CA
8. Public Library Association	PLA National Conference	3/20–3/24/2018	Philadelphia, PA
9. Public Library Association	iSchool Meet & Greet	3/22/2018	Philadelphia, PA
10. California Academic & Research Libraries Association	CARL Annual Conference	4/13–4/15/2018	Redwood City, CA
11. Computers in Libraries (CIL)	CIL Annual Conference	4/17–4/19/2018	Arlington, VA
12. Medical Libraries Association	MLA Library School Reunion	5/18–5/23/2018	Atlanta, GA
13. Special Libraries Association	SLA Annual Conference	6/11–6/13/2018	Baltimore, MD
14. Special Libraries Association	iSchool Meet & Greet	6/12/2018	Baltimore, MD
15. American Library Association	ALA Annual Conference	6/21–6/26/2018	New Orleans, LA
16. Society of American Archivists, National Association of Government Archives & Records Administrators, & Council of State Archivists	Joint Annual Meeting	8/12–8/18/2018	Washington, DC
17. Society of American Archivists, National Association of Government Archives & Records Administrators,	SAA Alumni iSchool Meet & Greet	5/22/2018	Washington, DC

& Council of State Archivists			
18. International Federation of Library Associations and Institutions	IFLA Annual Conference	8/24–8/30/2018	Kuala Lumpur, Malaysia
19. Joint Council of Librarians of Color	Joint Conference of Librarians of Color	9/26–9/30/2018	Albuquerque, NM
20. ATALM	*Association of Tribal Archives, Libraries, and Museums*	10/10-11/2018	Prior Lake MN
21. ARMA International	ARMA Conference & Expo	10/22–10/23/2018	Anaheim, CA
22. ARMA International	iSchool Meet & Greet	10/23/2018	
23. EDUCAUSE	Annual Conference	10/30–11/2/2018	Denver, CO
24. California Library Association	CLA Conference	11/7–11/11/2018	Santa Clara, CA
25. Association for Information Science and Technology	ASIS&T Conference	11/9–11/15/2018	Vancouver, BC, Canada
26. American Library Association	ALA Mid-Winter Convention	1/24–1/29/2019	Seattle, WA
27. American Library Association	iSchool Meet & Greet	1/26/2019	Seattle, WA
28. Ontario Library Association	OLA Super Conference	1/30–2/2/2019	Toronto, ON Canada
29. Ontario Library Association	iSchool Meet & Greet	1/31/2019	Toronto, ON, Canada
30. California School Library Association	iSchool Meet & Greet	2/2/2019	City of Industry, CA
31. National Association of Student Personnel Administrators	NASPA Symposium	2/7–2/8/2019	Las Vegas, NV
32. Healthcare Information and Management Systems Society (HIMSS)	HIMSS19 Global Conference & Exhibition	2/11–2/15/2019	Orlando, FL
33. Computer-Using Educators (CUE)	CUE National Conference	3/13–3/26/2019	Palm Springs, CA
34. Computer-Using Educators (CUE)	iSchool Meet & Greet	3/14/2019	Palm Springs, CA
35. Computers in Libraries (CIL)	CIL Conference	3/26–3/28/2019	Arlington, VA
36. iSchool Conference*	iSchool Conference	3/31–4/3/2019	University of Maryland, College Park
37. Association of College & Research Libraries (ACRL)	ACRL Conference	4/10–4/13/2019	Cleveland, OH
38. Association of College & Research Libraries (ACRL)	iSchool Meet & Greet	4/11/2019	Cleveland, OH
39. SCA	SCA Annual General Meeting	4/24–4/27/2019	Long Beach, CA

40. MLA	MLA Library School Reunion	5/7/2019	Chicago, IL
41. Society of Southwest Archivists (SSA)	SSA Conference	5/15–5/18/2019	Tucson, AZ
42. ARMA Canada	ARMA Canada Conference	6/3–6/5/2019	Montreal, Quebec, Canada
43. Association of Canadian Archivists (ACA)	ACA Annual Conference	6/5–6/8/2019	Toronto, ON, Canada
44. SLA	SLA Annual Conference	6/14–6/18/2019	Cleveland, OH
45. SLA	iSchool Meet & Greet	6/17/2019	Cleveland, OH
46. ALA	ALA Annual Conference	6/20–6/25/2019	Washington, DC
47. ALA	iSchool Meet & Greet	6/22/2019	Washington, DC
48. International Society for Technology	ISTE Conference	6/23–6/29/2019	Philadelphia, PA
49. NAGARA	NAGARA Conference	7/18–7/20/2019	St. Paul, MN
50. IFLA	IFLA Annual Conference	8/24–8/30/2019	Athens, Greece
51. Association for Rural and Small Libraries	Annual Conference	9/4–9/7/2019	Burlington, VT
52. Association of Tribal Archives, Libraries, and Museums (ATALM)	2019 International Conference of Indigenous Archives, Libraries, and Museums	10/9–10/10/2019	Temecula, CA
53. EDUCAUSE	EDUCAUSE Annual Conference	10/14–10/17/2019	Chicago, IL
54. ASIS&T	Alumni Reception	10/19–10/23/2019	Melbourne, Australia
55. CLA	Annual Conference	10/24–10/26/2019	Pasadena, CA
56. CLA	iSchool Reception	10/25/2019	Pasadena. CA
57. ALA	ALA Mid-Winter Convention	1/24–1/27/2020	Philadelphia, PA
58. ALA	iSchool Meet & Greet	1/25/2020	Philadelphia, PA
59. Ontario Library Association	OLA Super Conference	1/29–2/1/2020	Toronto, ON Canada
60. Ontario Library Association	iSchool Meet & Greet	1/30/2020	Toronto, ON, Canada
61. CSLA	CSLA Conference	2/6–2/8/2020	City of Industry, CA
62. CSLA	iSchool Meet & Greet	2/7/2020	City of Industry, CA
63. Silicon Valley CUE	SVCUE Annual Event	3/7/2020	San Jose, CA
64. HIMSS	HIMSS20 Conference	3/9–3/13/2020	Orlando, FL
65. HIMSS	iSchool Meet & Greet	3/11/2020	Orlando, FL
66. CUE	CUE National Conference	3/18–3/21/2020	Palm Springs, CA
67. CUE	iSchool Meet & Greet	3/19/2020	Palm Springs, CA
68. ISchool Caucus	iSchool Conference	3/23–3/26/2020	Borås, Sweden
69. CIL	Annual Conference	3/31–4/2/2020	Arlington, VA
70. CIL	iSchool Meet & Greet	4/1/2020	Arlington, VA
71. CARL	Annual Conference	4/1–4/3/2020	Costa Mesa, CA
72. SCA	SCA Annual Conference	4/21–4/25/2020	San Francisco, CA
73. Oregon Library Association	OLA Annual Conference	4/29–5/2/2020	Bend, OR
74. MLA	Library School Reunion	5/17/2020	Portland, OR

75. SSA	Annual Conference	5/20–5/23/2020	Denton, TX
76. ARMA Canada	Annual Conference	6/1–6/3/2020	Winnipeg, MB, Canada
77. ACA	Annual Conference	6/11–6/13/2020	Vancouver, BC, Canada
78. ALA	Annual Convention	6/20–6/25/2020	Chicago, IL
79. ALA	iSchool Meet & Greet	6/27/2020	Chicago, IL
80. NAGARA	Annual Conference	7/7–7/11/2020	Denver, CO
81. American Association of Law Libraries (AALL	Annual Conference	7/11–7/14/2020	New Orleans, LA
82. SAA	SAA 2020	8/2–8/8/2020	Chicago, IL
83. SAA	iSchool Meet & Greet	8/1/2020	Chicago, IL
84. IFLA	Annual Conference	8/15–8/21/2020* (only Sandy representing, no booth – include?)	Dublin, Ireland
85. Northwest Interlibrary Loan & Resource Sharing	Annual Conference	9/10–9/11/2020	Portland, OR
86. International Literacy Association	Annual Conference	10/15–10/18/2020	Columbus, OH
87. CLA	Annual Conference	10/22–10/24/2020	Pasadena, CA
88. CLA	iSchool Meet & Greet	10/23/2020	Pasadena, CA
89. ASIS&T	Alumni Tea	10/24–10/28/2020	Pittsburgh, PA
90. EDUCAUSE	Annual Conference	10/26–10/29/2020	Boston, MA
91. ARMA USA	Annual Conference & Expo	10/26–10/28/2020	Detroit, MI
92. ARMA USA	iSchool Meet & Greet	10/27/2020	Detroit, MI
93. ATALM	2020 International Conference of Indigenous Archives, Libraries, and Museums	11/30–12/2/2020	Washington, DC

Appendix IV. B - INFO 244 Course Example

INFO 244 Course Description

This course focuses on techniques and concepts for effective research online, including search strategies, evaluation of database content, exploration of search options, and understanding the information environment. The course includes extensive, hands-on experience with subscription database services, including Dialog, Web of Science, and Westlaw, and comparison of commercial search engines with free, web search engines, such as Google.

The knowledge you will gain in this course is applicable in any setting in which information professionals answer questions, conduct research, train others to conduct research, or work with database content and information retrieval. The skills are transferable to a wide variety of information environments including government, business, non-profit, public, school, and academic information organizations.

Topics will include: conducting an effective reference interview; search techniques and strategies, including database selection, concept analysis, search syntax, pearl building, and citation chaining; database indexing; relationship between database structures and effective search techniques; evaluation of search methods; and general online research.

Textbook Ordering Information: *Important:* Please ensure that you purchase the most recent edition of the required textbook, which is available on Amazon and through other booksellers. Recommended textbooks are suggested, though not required. Further information will be communicated to enrolled students via MySJSU before the class starts.

Required Textbook: Brown, C. (2021). *Librarian's guide to online searching: Cultivating database skills for research and instruction (6th ed.)*. Santa Barbara, CA: Libraries Unlimited.

Additional Readings and Assigned Materials: Readings in addition to the textbook will be assigned in the Canvas course site, including journal articles, book chapters, and system documentation from search vendors. There will also be video recordings assigned, which will be available in Canvas. Multiple formats will be made available.

Course Communications: The instructor will respond to emails and discussion questions within 24 hours. Assignments will be returned with feedback within 72 hours of submission once all students have submitted their work for each assignment.

Course Expectations: Students are expected to participate fully in all class activities. It is expected that students will be open-minded and participate fully in discussions in class and debate in a mature and respectful manner. Use of derogatory, condescending, or offensive language including profanity is prohibited. Disagreement is healthy and perfectly acceptable. Expressing disagreement should always include an explanation of your reasoning and, whenever possible, evidence to support your position. In accordance with San José State

University's Policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form.

INFO 244 Course Requirements

Visit the Canvas course site daily to review important announcements and to engage actively in discussions.

Keep up with assigned readings and video recordings, and complete assignments and exercises to the best of your ability.

Submit all assignments by the stated due dates. Late assignments are not accepted, except in cases of serious sudden illness or family emergency, when said circumstances are communicated to the instructor before the due date.

Assignment	**Learning Objectives**	**Points**	**Deadlines**
Exercises — Dialog — Web of Science — Westlaw	1, 2, 3, 5, 6, 7, 8	30	— Sept. 13 — Oct. 4 — Oct. 25
Quizzes — Search Strategies — Citation Searching — Web Power Searching	2, 3, 4, 8	15	— Sept. 6 — Sept. 27 — Nov. 23
Projects — Search Concept Presentation (10 pts) — Final Project and	1, 2, 5, 6, 7	40	— Nov. 8 — Dec. 6

Presentation (30 pts)			
Participation — Introduction — Database Structure — Classification Systems — Final Project Proposal — Search Concept Presentation Discussion — Web Power Searching — Final Project Discussion — Additional discussion topics are optional	1, 4, 5, 8	15	— Aug. 23 — Aug. 30 — Sept. 20 — Oct. 8 — Nov. 8 — Nov. 15 — Dec. 4
TOTAL		**100**	

INFO 244 Assignment Descriptions

Exercises: There are several assigned exercises requiring searches in subscription search engines. Grading will be based on the student's search strategies, thought processes, and results of the searches. Students may work in groups to complete the exercises, though each student must submit his or her own assignment for each exercise. [Supports CLOs 1, 2, 3, 5, 6, 7, and 8.]

Quizzes: Quizzes will test understanding of key search concepts covered in assigned course readings and video recordings. The quizzes are open-book and untimed. [Supports CLOs 2, 3, 4, and 8.]

Online Discussion: Active participation in discussions is an important component of online courses. Students are expected to post at least substantive two comments (one original post

and one reply to a post) in each required discussion topic. Participation in additional topics is optional. [Supports CLOs 1, 4, 5, and 8.]

Presentations: Students will give one short presentation (approximately five (5) minutes in duration) on a key search concept covered in the course and a second presentation on their final project. Presentations may be live using Zoom or pre-recorded, using the student's preferred software and format. [Supports CLOs 1, 2, 5, 6, and 7.]

Final Project: Students may choose one of the following for the final project: (1) a client project (a "client" may be a student, professor, family member, or friend who has a specific information need); or (2) a training guide for a specific user group on search techniques and concepts using a product of the student's choice, which may be in the format of a video tutorial or a LibGuide. Students must submit their proposed final project for instructor approval prior to submission. [Supports CLOs 1, 2, 5, 6, and 7.]

INFO 244 Course Calendar

Week	Topic	Readings and Recordings	Deadlines
1 Aug. 19- Aug. 23		*Brown & Bell:* Preface; Chapter 1: Introduction to Library Databases *Weekly Course Lecture*	Discussion 8/23 Dialog Student Use Agreement 8/23
2 Aug. 24- Aug. 30	DATABASE STRUCTURE	*Brown & Bell:* Chapter 2: How Databases Work; Chapter 6: Database Interfaces; Vendor Features and Variations; Glossary *Weekly Course Lecture*	Discussion 8/30
3 & 4 Aug. 31- Sept. 13	SEARCHER'S TOOLKIT	*Brown & Bell:* Chapter 4: The Searcher's Toolkit: Part 1; Chapter 5: The Searcher's Toolkit: Part 2 *Weekly Course Lecture*	Quiz 1 9/6 Exercise 1 9/13
5	CLASSIFICATION SYSTEMS	*Brown & Bell:* Chapter 3: Controlled Vocabularies; Chapter 7: Social	Discussion 9/20

Sept. 14-20		Science Databases; Chapter 10: Science, Engineering, and Medical Databases *Weekly Course Lecture*	
6 & 7 Sept. 21-Oct. 4	CITATION SEARCHING	*See Course Site for Assigned Readings* *Weekly Course Lecture*	Quiz 2 9/27 Exercise 2 10/4
8 Oct. 5-11	USER INSTRUCTION AND CLIENT SERVICES	*Brown & Bell:* Chapter 14: User Behaviors and Meeting Information Needs; Chapter 15: Evaluating Databases; Chapter 16: Teaching Other People About Databases *Weekly Course Lecture*	Final Project Proposal 10/8
9 & 10 Oct. 12-25	FULL-TEXT SEARCHING (NEWS, LEGAL, BUSINESS RESEARCH)	*Brown & Bell:* Chapter 9: Searching Newspaper Content (pp. 206-211) *Weekly Course Lecture* *SPRING BREAK 3/29--4/2*	Discussion 10/18 Exercise 3 10/25
11 Oct. 26-Nov. 8	PATENT SEARCHING	*See Course Site for Assigned Readings* *Weekly Course Lecture*	Search Concept Presentation and Discussion 11/8
12 & 13 Nov. 9-22	WEB POWER SEARCHING	*See Course Site for Assigned Readings* *Weekly Course Lecture*	Discussion 11/15 Quiz 3 11/22
14	WEB SCALE DISCOVERY	*Brown & Bell:* Chapter 13: Web-Scale Discovery Databases	Optional Discussion 11/29

Nov. 23-29		*Weekly Course Lecture*	
15 & 16 Nov. 30-Dec. 6	WRAP-UP AND MISCELLANEOUS TOPICS	*See Course Site for Assigned Readings* *Weekly Course Lecture*	Final Project and Presentation and Discussion 12/6

INFO 244 Course Workload Expectations

Instructional time may include but is not limited to: Working on posted modules or lessons prepared by the instructor; discussion forum interactions with the instructor and/or other students; making presentations and getting feedback from the instructor; attending office hours or other synchronous sessions with the instructor.
Student time outside of class: In any seven-day period, a student is expected to be academically engaged through submitting an academic assignment; taking an exam or an interactive tutorial, or computer-assisted instruction; building websites, blogs, databases, social media presentations; attending a study group; contributing to an academic online discussion; writing papers; reading articles; conducting research; engaging in small group work.

INFO 244 Course Learning Outcomes

1. Demonstrate a broad understanding of the design of major fee-based online databases and how to search them effectively.
2. Describe database content, search language, and syntax.
3. Apply effective search strategies and techniques, with a focus on concept analysis and pearl building.
4. Identify the value and role of fee-based database aggregators in obtaining precision results quickly and efficiently.
5. Understand how knowledge of database aggregator systems increases the quality of Internet research.
6. Use quality Internet search tools and techniques.
7. Demonstrate skills and knowledge applicable to assisting and training end users.
8. Develop confidence in their ability to learn to search other databases or online systems similar to those covered in the course.

INFO 244 Core Competencies (Program Learning Outcomes)

INFO 244 supports the following core competencies:
E: Design, query, and evaluate information retrieval systems.
H: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.

INFO 244 Grading Scale

The standard SJSU School of Information Grading Scale is utilized for all iSchool courses:

97 to 100	A
94 to 96	A minus
91 to 93	B plus
88 to 90	B
85 to 87	B minus
82 to 84	C plus
79 to 81	C
76 to 78	C minus
73 to 75	D plus
70 to 72	D
67 to 69	D minus
Below 67	F

- C represents Adequate work; a grade of "C" counts for credit for the course;
- B represents Good work; a grade of "B" clearly meets the standards for graduate level work; For core courses in the MLIS program ***(not MARA or Informatics)*** — INFO 200, INFO 202, INFO 204 — the iSchool requires that students earn a B in the course. If the grade is less than B (B- or lower) after the first attempt you will be placed on administrative probation. You must repeat the class if you wish to stay in the program. If - on the second attempt - you do not pass the class with a grade of B or better (not B- but B) you will be disqualified.
- A represents Exceptional work; a grade of "A" will be assigned for outstanding work only.

INFO 244 University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at: https://www.sjsu.edu/curriculum/courses/syllabus-info.php. Make sure to visit this page, review and be familiar with these university policies and resources. In order to request an accommodation in a class please contact the Accessible Education Center and register via the MyAEC portal.

Appendix IV. C - Information Technology Team Technical Support Inquiries, Spring 2018 - Summer 2021

Academic Term	Spring 2018
Tool	**Number of Inquiries**
Canvas	139
Canvas e-Portfolio	14
Other	17
Guide on the Side	2
Panopto	10
WebData Pro	37
WordPress	17
Zoom	10
Total	**246**
Academic Term	**Summer 2018**
Tool	**Number of Inquiries**
Canvas	51
Canvas e-Portfolio	2
Other	8
Panopto	4
WebData Pro	4
Zoom	1
Total	**70**
Academic Term	**Fall 2018**
Tool	**Number of Inquiries**
Canvas	105
Canvas e-Portfolio	15
Guide on the Side	2
Other	26
Panopto	4
WebData Pro	48
WordPress	23
Zoom	3
Total	**226**
Academic Term	**Spring 2019**
Tool	**Number of Inquiries**
Canvas	104
Canvas e-Portfolio	17
iSchool Alert	1
Other	34
Panopto	4
VoiceThread	1
WebData Pro	30
WordPress	8
Zoom	2
Total	**201**
Academic Term	**Summer 2019**
Tool	**Number of Inquiries**
Canvas	36

Other	8
Panopto	1
WebData Pro	7
WordPress	4
Zoom	3
Total	**59**
Academic Term	**Fall 2019**
Tool	**Number of Inquiries**
Canvas	62
Canvas e-Portfolio	10
Computer Support	3
iSchool Alert	1
Oracle	2
Other	13
Panopto	5
SPSS software	1
VoiceThread	3
WebData Pro	32
WordPress	16
Zoom	6
Total	**154**
Academic Term	**Spring 2020**
Tool	**Number of Inquiries**
Canvas	60
Canvas e-Portfolio	15
Cisco AnyConnect (VPN)	6
Computer Support	2
iSchool Alert	4
Oracle	1
Other	19
Panopto	2
WebData Pro	44
WordPress	20
Zoom	3
Total	**176**
Academic Term	**Summer 2020**
Tool	**Number of Inquiries**
Canvas	45
Canvas e-Portfolio	2
Other	5
Panopto	1
VoiceThread	2
WebData Pro	6
WordPress	20
Zoom	1
Total	**62**
Academic Term	**Fall 2020**
Tool	**Number of Inquiries**
Canvas	58
Canvas e-Portfolio	10

Computer support	4
Guide on the Side	1
iSchool Alert	1
Other	17
Panopto	1
VoiceThread	2
WebData Pro	48
WordPress	22
Zoom	7
Total	**171**
Academic Term	**Spring 2021**
Tool	**Number of Inquiries**
Canvas	68
Canvas e-Portfolio	8
Computer support	2
iSchool Alert	1
Oracle	1
Oracle Application Express for INFO 242	1
Other	20
Panopto	1
VoiceThread	2
WebData Pro	37
WordPress	33
Zoom	2
Total	**176**
Academic Term	**Summer 2021**
Tool	**Number of Inquiries**
Canvas	23
Canvas e-Portfolio	1
Computer support	1
Other	13
WebData Pro	6
WordPress	10
Zoom	2
Total	**56**

Standard V: Administration, Finances, and Resources

Standard V: Administration, Finances, and Resources

Standard V.I

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.

Context Statement

For this standard, it is important to understand the institutional context of the university and the iSchool's place within it. Administrative and fiscal policies are centrally established by the California State University (CSU) system and the CSU Chancellor's Office. These policies govern all 23 CSU campuses. The colleges within each university pass these requirements on to the departments/schools. At no point are the school's students, alumni, or faculty involved with central administration management. The department chair is responsible for administering and reporting on department budgets under the supervision of the college's budget analyst, who reports to the provost's budget analyst. Neither faculty, students, nor alumni are involved in managing or reviewing budgets.

Technology administration is also highly centralized and is all cloud-based. The Canvas learning management system used by the iSchool was selected in 2015 by a university committee led by the presiding provost; the school's then director of online learning served on the committee. Canvas is not hosted locally. The decision to onboard Zoom was also made by the central IT department.

The university e-campus department runs occasional surveys to assess the university community's satisfaction with Canvas. During the accreditation review period, the school administered its own Canvas and Zoom surveys. The data are summarized in this standard.

The university maintains very strict accessibility and security requirements. These are determined by the CSU Chancellor's Office and enforced by university IT. There is no student, faculty, or alumni review of any of these policies. The school is held to strict compliance with all institutional requirements.

Financial aid is centralized, and all students deal directly with the financial aid department.

The college dean will convene a Zoom session with the ERP and will also meet directly with the ERP chair to review institutional policies and their implementation.

The school operates within this highly centralized system but has tremendous autonomy 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."* As experts in the LIS field, the school's faculty directly oversee the design and course-level implementation of the curriculum, assess, and promote their peers, and assist school administration in delineating the admissions criteria and performance criteria for student retention. Furthermore, because the university and college permit the school to retain 64% of its Special Session tuition revenue, the school maintains a high degree of autonomy not realized by most other SJSU units or by LIS educational programs in general. SJSU and the College of Professional and Global Education (CPGE) provide the school with the administrative support and a surplus of resources needed to attain its programmatic goals and objectives and maintain a high-quality educational experience.

Institutional Setting

San José State University is one of 23 campuses of the California State University (CSU) system, the largest university system in the United States. Much of the university's administrative structure is centrally controlled by the CSU Chancellor's Office, including the admissions system (run via Cal State Apply from the Chancellor's Office), the Common Human Resources System for staff and faculty hiring (CHRS), technology oversight and security, and budgeting and purchasing. All CSU faculty members belong to the California Faculty Association and work under the same Collective Bargaining Agreement contract for teaching and learning conditions; support for research and scholarship; compensation; and retention, tenure, and promotion (RTP). All CSU staff belong to the California State University Employees Union (which has six bargaining units) and are also employed under a Collective Bargaining Agreement contract.

Within SJSU, the School of Information (SOI) is an academic unit in the College of Professional and Global Education (CPGE), which is led by Dean Ruth Huard. The college is part of the Academic Affairs Division. The SOI offers the only MLIS program accredited by the American Library Association within the CSU system. One other campus, CSU Long Beach, offers a School Library Media Teacher credential. The school is also the only academic unit at San José State University that offers all its degrees and certificates 100% online.

Each academic unit within the college has a department chair or director. SJSU's Professional programs are typically organized as schools, with directors serving as the schools' heads. The School of Information's director is a member of both the College Leadership Group and the University Council of Chairs and Directors. Faculty members are appointed to college committees by their respective school's director.

School Administration

The school's organizational structure is shown below. The school is one of two schools within the College of Professional and Global Education. The college is led by a dean and two associate deans. The school's director reports directly to the dean. The school's associate director reports to the director as do all faculty and staff. The school's associate director directly manages the staff. See the figure below.

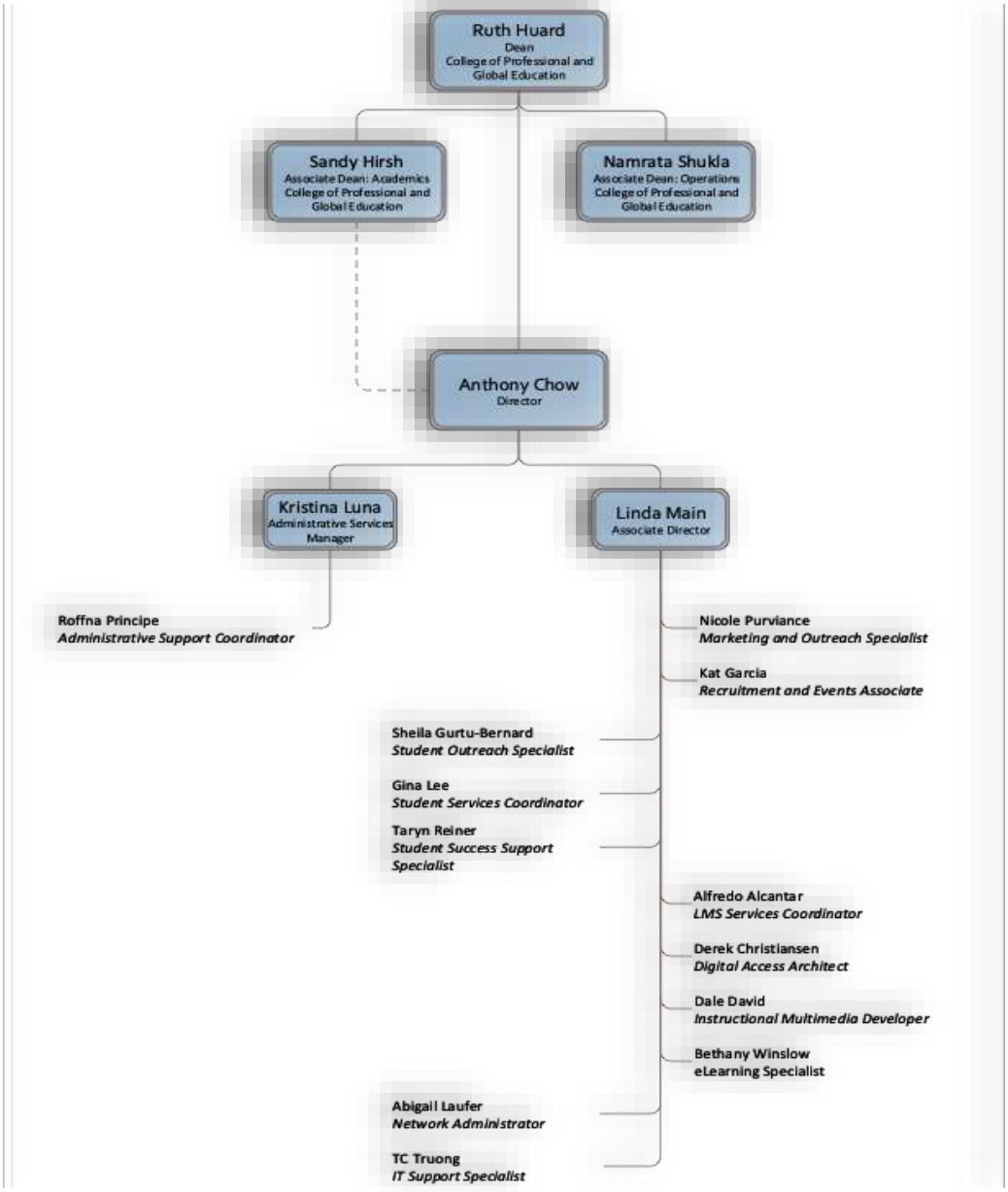


Figure V. 1 - CPGE and School Organizational Chart

The school is led by a director and an associate director. The director focuses on leadership and relationship-building within and outside of the university. The associate director oversees day-to-day operations.

The director acts in the following capacities:

- Reports to the dean of the College of Professional and Global Education for leadership and administration, responds to requests for review of academic procedures, provides data needed for internal and external reporting, and communicates with faculty about administration and policy issues;
- Provides input regarding the university planning process through the college's Chairs and Directors Committee;
- Guides the long-range planning process by coordinating the school's shared governance activities and communications;
- Serves as the school's liaison to the university community and to professional constituencies in the United States and internationally;
- Provides administrative and financial leadership, including strategic planning, budgeting, marketing, and assessment;
- Guides the faculty through recruitment, appointments, and promotion and tenure processes;
- Leads the development of research activity and stimulates growth in funded research;
- Manages the academic program by ensuring quality instruction and faculty credentials, overseeing the mix of course offerings, appointing faculty members to school and college committees, and assisting in resolution of academic and policy matters.

The associate director acts in the following capacities:

- Works with the director on program oversight and long-term planning;
- Prepares annual Western Association of Schools and Colleges (WASC) and American Library Association assessment reports for the director's review and critique;
- Prepares public assessment data;
- Runs the Curriculum Center blog for students;
- Oversees INFO 289 e-Portfolio, including coordinating e-Portfolio advising by full-time faculty members and collecting and assessing course data;
- Prepares fall, spring, and summer semester class schedules for all degrees for the director's approval;
- Ensures that registration is properly set up and monitors and troubleshoots registration issues;

- Represents the school at college and university meetings when the director is unavailable;
- Drafts staff evaluations for review and critique by the director;
- Recruits and works with part-time faculty members, subject to the director's approval;
- Co-leads the Information Technology Team to develop and deliver the school's technology infrastructure for a high-quality online education program;
- Acts as the school's graduate advisor working with the Graduate Admissions and Program Evaluation department on admissions questions;
- Works with the Student Success Team to provide advising;
- Adjudicates transfer credit from other institutions;
- Administers student appeals or complaints.

Both the university and the college afford the school autonomy to the degree possible within a large centralized, structured system.

For example:

- The school's director has complete responsibility (subject to university procedures) for running the MLIS program, as well as all its other educational programs;
- The school develops its own curricula;
- The school works closely with the university's Graduate Admissions and Program Evaluation (GAPE) unit, which handles admissions. All admissions go through Cal State Apply (based at the Chancellor's Office). An evaluator is dedicated to the School of Information applicants. For student admission policies and procedures, see Standard IV.3.
- All academic units abide by the university faculty recruitment requirements outlined in this extensive university faculty recruitment guide. Subject to the guide, the school elects its own faculty recruitment committee for open tenure-track positions and makes its own hiring recommendations and decisions, as discussed in Standard III.3;
- Like other academic units that run Special Session programs, the school has control over 64% of its Special Session budget, subject to an annual business plan.

The director also approves applications for sabbaticals and grants before the applications are subsequently reviewed by college and university committees.

Parent Institution Support

The university provides the school with resources and administrative support to the extent possible as allowed by the CSU system's budget. The CSU derives its revenue from the state of California and uses an FTES (full-time equivalent student) model. Money is allocated to each campus based on FTES targets, and on each campus, money is allocated through the colleges to

individual units (based on meeting school or department targets). As with all academic units, funds allotted to the School of Information from state revenue pay for the salaries and benefits of tenure-track/tenured faculty as well as part-time faculty sufficient to help the school meet its FTES target. It also pays for the school's administrative manager and operating budget. The school does not receive the salary and benefits allocation. That is handled centrally by the university. Budgets are discussed in Standard V.6.

The school has been well-supported by the university in hiring new tenure-track faculty members, as shown in the table below. In addition, the school is hiring an additional five new faculty members at open rank who will begin fall 2022, with the majority likely to be hired at the assistant professor level.

Table V. 1 - New Tenured and Tenure-Track Faculty Members, 2015–2020

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2015	Dr. Mary Ann Harlan	School and Youth Librarianship Young Adult Literature and Information Practices
Fall 2016	Dr. Virginia Tucker	Information Retrieval and Database Design
Fall 2018	Dr. Deborah Hicks	Professional Identity of Librarians Academic Librarianship
Fall 2018	Dr. Michele Villagran	Diversity, Inclusion, Community and Equity International/Comparative Librarianship
Fall 2020	Dr. Darra Hofman	Digital Archives/Privacy/Blockchain
Fall 2020	Dr. Souvick Ghosh	Information Retrieval/ Data Science

State revenue also pays for sabbaticals. Sabbaticals are awarded on a competitive basis as determined by a sabbatical committee composed of a representative from each college. The School of Information faculty have been awarded sabbaticals as follows:

Table V. 2 - Tenured Faculty Sabbaticals, 2015–2021

Academic Term	Faculty Member	Project Scope
Fall 2015	Dr. Lili Luo	**Research and Dissemination Focus:** • Topic: Librarians' Peer Support for Research Engagement via Online Communities; • Presentation of findings at 2016 ALISE Conference; • Publication of findings in *College & Research Libraries* (2017).
Fall 2017	Dr. Patricia Franks	**Publication Focus:** • Publication of *International Directory of National Archives*, 1st ed. pub. 2018; • Publication of *The Encyclopedia of Archival Authors, 1515–2015*, 1st ed. pub. 2019; • Revision of *Records and Information Management* (2013), revision pub. 2018.
Fall 2017	Dr. David Loertscher	**Research Focus:** • Topic: School Librarians and Their Impact on Student Success
Spring 2018	Dr. Michael Stephens	**Research and Dissemination Focus:**

		• Topic: Professional Learning Experiences of Public Librarians in Australia; • Presentation of findings and speaking engagements at various universities, libraries, and conferences, including the Asia-Pacific Library and Information Conference, Gold Coast, Australia, 8/2/2018.
Spring 2021	Dr. Kristen Rebmann	**Research Focus** • Native American Community Anchors: TV Whitespaces for Tribal Connectivity, Equity, and Inclusion

Perhaps most importantly, the university has afforded the school flexibility to develop a Special Session (self-support) budgeting model, thereby freeing the school to a large degree from the formulaic FTES model, which is dependent on the State of California budget. The school retains 64% of its Special Session revenue subject to an annual business plan. After salaries, revenue can be used by the director to increase curriculum offerings; support student recruitment and marketing; support attendance at events and travel to conferences; purchase instructional technology (subject to CSU purchasing and information technology security oversight); and fund Special Session scholarships for new and continuing students.

Standard 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 program funding and resource allocation are made on the same basis as for comparable academic units within the institution.

Context Statement

The school's faculty, staff, and students are governed by the same policies that apply to all 23 CSU campuses, and as such, they *"have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution."* The school has established clear policies and provides ample opportunities for participation in all its formal governance committees and student organizations.

The iSchool's *"administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution."* The school, college, and dean maintain well-established relationships and are held in high esteem across other departments and throughout the university. The MLIS program is the largest and most

profitable graduate program in the entire 23-campus system, and the college dean and school leadership team possess decades of experience in academia and at SJSU in particular. School faculty and staff participate and lead at all levels of the college and university, and students also play a role at these levels. The school is working to find more ways to recruit and incentivize students to take advantage of these opportunities.

Finally, *"decisions regarding program funding and resource allocation are made on the same basis as for comparable academic units within the institution"* since these are governed by university and CSU regulations. Furthermore, given the school's Special Session enrollment growth and its allowance to maintain 64% of all Special Session tuition revenue, it has significantly more resource allocation than most other comparable academic units.

Faculty Participation on Advisory and Policy-Making Bodies

Faculty members are appointed to college committees by the school's director. The assignment of seats on university-level committees is a university-wide competitive process led by the University Academic Senate. Faculty compete for seats through submission of a Google form sent out by the academic senate office in late March or early April of each year. Faculty are notified via email that a committee preference form is available for download from the senate website. The form indicates open seats for the upcoming year. Faculty note their preferences and return the form to the senate office.

Openings may also become available throughout the year. Each college has a Committee-on-Committees (committee that determines representation on senate committees) representative who sends out periodic emails to gauge interest. Faculty inform their representative regarding committees of interest, and the representative forwards nominations to the chair of the Committee-on-Committees who brings nominations to the Executive Committee and then to the Academic Senate.

More specifically, school faculty represent their college on academic senate committees. Each committee has a seat for a faculty representative from a college and general unit. Faculty are assigned based on their college and general unit vacancy. The school or college is unable to guarantee proportional representation given the academic senate's current policies. Faculty in the College of Professional and Global Education are currently in the General Unit (due to the small size of the college). However, a change document that would enable the College of Professional and Global Education to stand as a separate college (similar to the other academic colleges) is making its way through various academic senate reviews.

A summary of university service by full-time faculty members from 2015 to present is below.

Innovative Funding and Resource Model: The Special Session

Most of the university's programs are state-supported ("Regular Session") and based on the FTES model. This means that revenue is provided to each program based on the number of students enrolled. If courses are shared between disciplines, then each department sees less revenue. The School of Information has worked around the FTES model by developing Special

Session programs, but most of the university's other programs are still heavily dependent on state funds (though many are increasingly moving to experiment with Special Session models).

As a result, relationships develop primarily through interdisciplinary research projects among faculty and within grant-funded projects. Several School of Information faculty members have collaborated on interdisciplinary and grant-funded projects on campus.

A few of these projects are highlighted below:

- Lili Luo joined forces with the SJSU School of Social Work to investigate how librarians and social workers could collaborate to improve access to information about local social service resources. Their efforts included assessment of a local public library program that uses volunteer social workers to provide one-on-one consultations with patrons;
- As a member of the SJSU Big Data and Cybersecurity Center, Michelle Chen brought her expertise in data science to a collaborative research project with a colleague from the SJSU Department of Hospitality, Tourism and Event Management. The project investigated how tourists' social media word-of-mouth evolves in the course of a mega event, like the Super Bowl, yielding insights into event planning and hotel promotions;
- Linda Main collaborated with the SJSU Department of Public Health and Recreation and the SJSU Department of Kinesiology to develop the school's MS in Informatics degree program that launched in fall 2019.

Since fall 2011, the school has partnered with the SJSU Department of World Languages and Literature to offer students online courses in Spanish language and culture. This partnership supports strategic direction 2.3's focus on promoting internationalization in courses through content, assignments, internships, and professional contacts of faculty.

The school has formed administrative relationships for its MS in Informatics with the Department of Health Science. The school paid the department to develop two Special Session courses for the degree's health specialization. These courses can be taken as electives by MLIS students and used toward their MLIS degree.

Financial Support and Resource Allocation

The university provides the school with resources and administrative support to the extent allowed by the CSU system's budget. The CSU obtains its revenue from the state of California and uses a FTES model. Funds are allocated to each campus based on fulfillment of its FTES target. Each campus then funnels money through the colleges to individual units (based on the school or department meeting its target). As is the case with all academic units, the money allocated to the School of Information from state revenue pays for the salaries and benefits of tenure-track and tenured faculty members as well as part-time faculty sufficient to help the school meet its FTES target. This money also funds the school's administrative manager and a small operating budget. A discussion of the FTES model and its effect on the school's administration and finances is provided in Standard V.1. The ERP can view university budgets here.

Standard V.3

The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Context Statement

As stipulated by CSU and university policy, the school is overseen by a director who is responsible for all aspects of the academic enterprise within existing college, university, and CSU guidelines. During the period under review, the school was led by Dr. Sandy Hirsh, who served in the position for a decade, and then by Dr. Linda Main who served as interim director for 18 months during the pandemic. The school hired its new director, Dr. Anthony Chow, in July 2021. All three individuals possess a wealth of experience in the LIS profession and are held in high regard for their work across all aspects of teaching, research, and service in the LIS profession.

The school's core mission is to lay a solid foundation for student success, and the administrative head is granted full authority to ensure "*students are supported in their academic program of study*." This authority has been leveraged to great effect, as all three of the school's recent directors are highly qualified and possess "*academic qualifications comparable to those required of the faculty [and]…administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.*" Furthermore, as the largest provider of an accredited MLIS degree in the nation, the school makes a prominent contribution to the LIS profession, and its director bears a leadership responsibility to the field, faculty, and student community. Given the associate director's responsibility for overall program management, the director's primary duty is to lead and continue learning from the field through active engagement in professional associations and scholarship and by meeting with LIS leaders across the nation.

Administrative Head of the Program

Professional programs at San José State University are typically organized as schools, with directors serving as the schools' head. The director of the School of Information is a tenured full professor on a 12-month appointment. For most of the period under review, Dr. Sandra Hirsh served as director. In July 2021 Dr. Anthony Chow was appointed to the post, following Dr. Hirsh's departure for a position as associate dean of academics for the College of Professional and Global Education. Information regarding Dr. Chow's qualifications, background, and vision is provided below.

Sandra Hirsh

Sandra Hirsh joined the school in August 2010. She was appointed for three consecutive four-year terms as the director, with the most recent appointment extending from August 2018–July 2022.

In March 2020, Dr. Hirsh announced her acceptance of the position of associate dean for academics for the College of Professional and Global Education; the school is a unit within this college. In her new role, Dr. Hirsh continues to be actively involved in supporting the school. Linda Main, long-time tenured professor and associate director, was appointed interim director in March 2020; she served in this capacity while the search for a permanent director was underway.

Academic Qualifications

Dr. Hirsh holds both a master's degree and PhD in Library and Information Science. Her professional career spans academia (University of Arizona), industrial research and development (HP Labs), and commercial product development (Microsoft and LinkedIn). In addition, she has a strong research and publication record that includes five patent applications and filed patents. Her curriculum vitae is available here.

Since the last accreditation review, Dr. Hirsh has been a frequent presenter and keynote speaker at more than 50 domestic and international conferences and events. She also received three grants: an IMLS grant for Blockchains for the Information Professions, an IMLS sub-award to support veterans who are pursuing an MLIS degree, and a California State University Commission on the Extended University/Innovation Grant to support the school's new MS in Informatics degree.

Dr. Hirsh has made significant contributions to scholarly and professional literature. During the period under review, she published three books: two editions of a foundational library and information textbook entitled *Information Services Today: An Introduction* and *Blockchain*. She also authored several book chapters, peer-reviewed conference papers and articles, and articles in professional publications.

She was presented with the UCLA Library and Information Studies Distinguished Alumni Award in 2019 and was chosen to be one of only four campus speakers in the SJSU University Scholar Series in spring 2019, where she spoke about transformative blockchain applications for libraries and education. She was also an invited visiting scholar at Rikkyo University in Tokyo, Japan in 2017.

Leadership Skills

Dr. Hirsh has demonstrated leadership skills through stewardship roles within the university, college, school, and information professions.

Within the university, she has served on leadership teams for chairs and directors both at the college and university level. She has also served on the University Budget Advisory Committee

and the University Strategic Planning Committee, as well as on the college-level search committee for the dean of the College of Applied Sciences and Arts.

Dr. Hirsh served as the school's director for 10 years. In this capacity, she successfully navigated changes in university leadership, priorities, and policies, as well as external changes, such as those related to state authorization policies. Although her position at the university changed in March 2020, she continues to serve as coordinator for the Gateway PhD program, which has significantly enriched the school's research culture. She also serves as faculty advisor to the Association for Information Science and Technology (ASIS&T) Student Chapter.

Dr. Hirsh's leadership extends to several state, national, and international associations. In 2015, she was president of the ASIS&T, and she continues to serve on several of the organization's committees and award juries. She is very involved in the American Library Association (ALA), serving as councilor on the International Relations Round Table and as past-chair of the ALA Publishing Committee and ALA *American Libraries* Advisory Committee. She is also active in the Association for Library and Information Science Education (ALISE); in 2021 her term as president of the association began. She also convened the ALISE Leadership Academy in 2020. In the International Federation of Library Associations and Institutions (IFLA), she has served on the Continuing Professional Development and Workplace Learning Standing Committee for several years, including as committee co-chair.

Dr. Hirsh is frequently invited to serve on advisory boards. For example, she serves on the ALA Center for the Future of Libraries Advisory Board, the Califa Library Group Board (currently, as vice president), the Horizon Report Library Expert Panel, and several grant advisory boards. She also serves on the Developing Leaders in California Libraries Board. She sits on several editorial boards and continues to co-chair the ongoing Library 2.0 Worldwide Virtual Conference series, which provides free professional development to information professionals around the world.

In recognition of her leadership skills, Dr. Hirsh was promoted in March 2020 to the associate dean for academics within the College of Professional and Global Education.

Administrative Ability and Experience

Dr. Hirsh is viewed as a strong administrative leader by the school's faculty, who elected her to three consecutive terms as director. During the annual strategic planning process, the faculty identified two of Dr. Hirsh's key strengths as exemplary administrative leadership (e.g., inclusive and transparent governance model, entrepreneurial spirit, extensive support for instructors, and empowerment of support staff) and collegial school culture (e.g., focus on innovation, nimbleness, flexibility, collaboration, and faculty collegiality; support for risk-taking; and attraction of intellectual, cultural, and geographic diversity).

During the period under review, Dr. Hirsh has demonstrated the administrative experience and ability necessary to fulfill the director's responsibilities, as represented by the selected highlights shown in the table below.

Table V. 3 - Examples of Dr. Hirsh's Successes and Accomplishments, 2014–2020

Curriculum, Program, and Learning Environment
Received OLC Outstanding Online Program Award for MLIS program; Continued use of the OLC Quality Scorecard to ensure excellence in online delivery
Developed and launched a new online master's degree: MS in Informatics
Added international experience requirement
Developed and implemented more variable unit courses
Faculty
Successfully negotiated and hired new faculty members: six tenure-track and four non-tenure-track
All tenure-track faculty members achieved tenure and promotion to assistant professor with tenure, and all associate professors who applied for promotion were promoted to full professor
Success in faculty members receiving competitive sabbatical leaves
Success in faculty members receiving grant funding
Developed departmental RTP guidelines
Research
Redesign of Center for Information Research and Innovation (CIRI) and expansion of blog and news stories
Increased amount of travel support provided to faculty members for research presentations
Surpassed 100,000th download of the *Student Research Journal*, a peer-reviewed, open access publication
Gateway PhD program graduated 12 students since 2014
Student Support
Launched new student group focused on first generation master's degree students
Continued to provide and amplified student career development resources
Launched virtual convocation experiences to celebrate graduating students and their families, including a synchronous event and custom-built convocation digital platform
Created many new funding opportunities for incoming and matriculated students (e.g., Director's Scholarship for Excellence, Special Session Scholarships, and Travel Grants)
Transformed the Director's Forum into the "Ask Me Anything" online workshop held each semester
Revamped the advising model and developed extensive advising tools and resources
Implemented Drop Out Detective for tracking and improving student success
Provided opportunities to students and alumni to share ways that they are making a difference in their communities through poster sessions held at school-sponsored events during professional association conferences
Implemented an exemplary student showcase on the website to highlight student projects completed during course work
Professional Development Initiatives
Continued to co-chair and serve as founding sponsor of the Library 2.0 Worldwide Virtual Conference series, an annual series of three free mini-conferences
Added additional webcasts, such as the Diversity series and Day in the Life of a Leader series
Delivered two massive open online courses (MOOCs): The Emerging Future and Blockchain and Decentralization for the Information Industries
Developed and launched the Advanced Certificate in Strategic Management of Digital Assets and Services program
Developed and launched the Open Classes program, which offers master's-level courses for college credit
Administration and Outreach
Changed the name of the school from "School of Library and Information Science" to "School of Information"
Initiated, oversaw, and implemented a major redesign of the school's website
Celebrated 10-year milestone anniversaries for: MARA degree, Gateway PhD program, and 100% online program delivery
Invited to become a member of the iSchools organization

Managed the school's relocation from the College of Health and Human Sciences (previously the College of Applied Sciences and Arts) to the College of Professional and Global Education
Established partnerships with ALA eLearning and LYRASIS Learning (these partner organizations provide support for student scholarships) and with the Freedom to Read Foundation
Transitioned to using Zoom web conferencing and chat
Increased outreach and community building through information sessions in Canada and California
Celebrated alumni and students by recognizing them in videos and photoshoots

Understanding of Developments in the Field and in the Academic Environment

Dr. Hirsh pays close attention to developments in the field and the academic environment through consultation with advisory groups, engagement in the information professions, analysis of survey reports, and service to the university.

The school's International Advisory Council is led by the director and includes representatives from government, industry, and different library environments. Council members provide ongoing, high-level feedback to the school. For instance, their input spurred several key changes, including the development of new electives and expansion of programmatic offerings to include the MS in Informatics degree. The council also helps the school keep up with key developments in the field. Their work is complemented by the school's program advisory committees, comprised of leaders from across the information professions.

Dr. Hirsh regularly represents the school at several professional and scholarly conferences, such as ALA, ALISE, ASIS&T, iSchools organization, California Library Association, SLA, and IFLA, among others. She interacts extensively with leaders in the field, alumni, employers, and other parties to maintain currency. Her participation in ALISE and the iSchools organization meetings ensures that she is up to date with the operations of other MLIS programs.

The school's broad-based governance structure creates opportunities for interaction among faculty and staff members, alumni, and student representatives. Six committees, including the Director and Student Leadership Committee, which includes the director and student chapter leaders, enable key stakeholders to actively participate in the school's governance. Additionally, the school produces an annual MLIS Skills at Work report to evaluate changes in job opportunities and trends within the information professions. The school also regularly surveys students, alumni, and employers to keep track of developments.

Dr. Hirsh's participation on college and university leadership teams and active involvement on college and university committees enables her to track important changes within the university and in the CSU system that may bear implications for the school. Dr. Hirsh evaluates this information and reports on trends and developments at the quarterly retreats attended by full-time faculty and staff.

New Director Anthony Chow

Dr. Anthony Chow became director of the School of Information at San José State University in July 2021 after a national and international search. He was appointed as a tenured full professor.

Dr. Chow has established himself as a leading scholar in the areas of web design and usability; instructional design and technology; online learning; analytics and informatics; organizational management; and systems design, advocacy, and leadership and management. Since receiving tenure in 2014 at the University of North Carolina at Greensboro (UNCG), he has been a highly productive scholar—producing 28 peer-reviewed articles and over 100 papers, presentations, and panels at renowned and competitive conferences. It is worth noting that many of his publications were co-authored with students, which reflects his commitment to and support for student growth via research opportunities.

He has also been successful at grant-seeking. His grant funding has totaled over $1.7 million since 2014 and over $3.7 million over the course of his career and has been awarded funds by many prominent federal agencies, including the National Science Foundation (NSF), the Institute of Museum and Library Services (IMLS), and influential private organizations such as the Duke Endowment and the Phillips Foundation. His two IMLS-funded grants seek to increase access to literacy and libraries for Native American children and families, which represents an increasingly important trend in library and information science that focuses on equity, diversity, and inclusiveness in library practices. In addition to his impressive publishing and grant funding record, Dr. Chow also demonstrated his scholarly excellence in launching new journals. He was a founding member of the editorial board for the *Journal of Learning Spaces* and now serves as the founding editor for *Digital Learning Innovations*, an online journal of the UNC System and Faculty Assembly.

Dr. Chow's expertise in technology, leadership, and management is well-acknowledged in the professional community. In 2019 he received the North Carolina Library Association's Library Education Roadbuilder's Award, which is awarded to ethnic LIS educators who serve as pioneers in the field and as role models for minority librarians; in 2017 he won the ALA's Young Adult Library Services Association (YALSA) Best Journal Article Writing Award. In the past decade, Dr. Chow has also provided consultancy services to over twenty county and state libraries for their strategic planning and has served as the online learning coordinator at two universities.

Dr. Chow's service to the professional and university community is stellar. He is actively involved in professional organizations at the international, national, and regional level. For example, he served on the ALA's Committee on Library Advocacy and as North Carolina's State Liaison to the American Library Association National Library Legislative Day. He was closely involved in the activities of the Association for Education Communications and Technology Systemic Change Division by serving in various leadership roles (e.g. Board of Directors, Secretary/Treasurer) for almost a decade. Dr. Chow's service leadership is also manifested in his contributions to the university community. He was an active member of the UNC System Faculty Assembly and chaired both the UNCG Faculty Senate and the UNCG Promotion & Tenure Committee.

Dr. Chow was carefully selected as the iSchool's new director because he brings a diverse skill set which includes years of leadership experience across different levels of the academy and the profession; strong operational and research experience in technology integration and online learning; professional and academic experience in strategic planning and assessment; and expertise and applied skills in emerging areas including analytics, informatics, instructional design, and technology. Finally, his heavily-funded recent research on early literacy and the role of libraries in serving tribal children and communities is closely aligned with the fundamental values of equity, diversity, and inclusion promoted by San José State University, the iSchool, and the field. Dr. Chow is appropriately positioned to remain agile, entrepreneurial, and strategic in aligning the iSchool's future with the rapidly changing information and LIS landscape to prepare students for their future careers.

Standard V.4

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

Context Statement

The school's director oversees and nurtures a robust instructional system focused on student success. Dr. Sandy Hirsh served in this capacity throughout her tenure, and the school's new director, Dr. Anthony Chow, was primarily selected based on his interdisciplinary expertise, training, and experience in the LIS field within the contexts of online learning, systems thinking, user-centered design, technology integration, and evaluation and assessment.

Student success is operationalized through the school's vision, mission, program learning outcomes/core competencies, KPIs, e-Portfolio, and strategic plan and directions and overseen by the various governance and program advisory committees that systematically review the school's progress and its curriculum. It is ensured through the strategic allocation of resources and the delineation of policies and procedures designed to deliver a high-quality experience to all students. The evaluation of the school's efforts and outcomes is performed through attention to rigorous metrics and via continuous, systematic data assessment collected at all phases of a student's life cycle.

The school has developed a user-centered, student-focused instructional system that is led by expert and award-winning faculty who oversee the curriculum. The curriculum is constantly reviewed and refined in collaboration with students, alumni, and practitioners. These inputs are derived from required student evaluations for every course and the school's standing governance committees and program advisory committees. Furthermore, stakeholder feedback is incorporated at the level of student performance—students are introduced to all program

learning outcomes/core competencies through core courses within their first two semesters and required to earn a "B" or higher in each of them—and faculty and staff participation through quarterly all-school retreats. To bolster such a robust system, significant resources are allocated to support students and faculty and to continually reinvest in programmatic success. These include free incoming student memberships to a professional organization, three full-time technology support staff members and three full-time advising staff members, faculty travel funds, student assistantships, and ongoing establishment of external partnerships to ensure competence and currency.

Both the school's director and associate director are continually available to all school stakeholders via email, phone, instant messenger, video conferencing, social media, and through the school's website, and they meet with students, alumni, faculty, and staff regularly. The success of any system depends upon articulation of clear goals, outcomes, and metrics for success as well as routinely collected data and stakeholder feedback. Many of these inputs are centralized and publicly shared on the MLIS Program Performance web page, which provides data regarding program learning outcomes/core competencies, annual assessment of graduating students' accomplishment of PLOs (fall 2012–spring 2020), external curriculum inputs, retention and graduation data (fall 2012–fall 2021), student exit survey data, alumni survey data, and employer surveys from 2016 and 2019.

All new students are required to take an orientational course in online learning and are immediately exposed to the LIS field's foundations in the required core courses. The core courses' learning outcomes are aligned with all the school's program learning outcomes/core competencies that are identified by the faculty, students, alumni, and practitioners through the governance and program advisory committees (PACs). All electives are taught by seasoned practitioners and experts in their respective areas of specialization. Evidence that the "*program introduces students to the field*" is gleaned through bookend assessments that demonstrate extremely high performance in the core courses taken at the start of the program (see retention and pass data for all core courses since 2012) and similarly high performance rates in the culminating e-Portfolio that students take in their final semester in the program (see Table 3. INFO 289: e-Portfolio Statistics). Furthermore, the core courses, the e-Portfolio culminating experience, and all electives are aligned to the school's career pathways, which are articulated and cyclically reviewed by faculty, students, alumni, and seasoned LIS practitioners. View the Evaluation and Assessment Online Learning Consortium Quality Scorecard web page for a comprehensive overview and access to the relevant data sets.

The school's analysis of these data and their incorporation into actionable items is described in detail below.

Director Responsibilities

The school is led by two administrators—the director and associate director—who work closely and engage in constant communication to ensure that the school's leadership is agile, responsive, and prudent. Duties are generally divided into the traditional categories of leadership and management, where the director focuses more on the former (e.g., developing

and maintaining relationships both inside and outside of the school, cultivating organizational vision/mission, overseeing strategic planning, engaging actively in the field, managing resource allocation and development, monitoring organizational culture and performance) and the associate director attends to the latter (e.g., overseeing day-to-day operations, staff performance, efficient resource allocation, and the overall efficacy and quality of operations over the academic enterprise).

The director establishes an environment that enhances the pursuit of the school's mission and accomplishment of its strategic directions. One of the important conduits for the latter is the annual all-school retreat dedicated to strategic planning. At this meeting, typically held in November of each year, the strategic directions are assessed according to alignment with their respective key performance indicators (KPIs). The school's mission, goals, and values are also reviewed, and a SWOT analysis is conducted.

Other support to assist the achievement of the strategic directions includes the director's allocation of funding for marketing campaigns, recruiting efforts, and research assistants and allowance of flexibility to explore new initiatives of relevance, such as the Diversity Webinar series. Please see Standard I.1.1 for more information about the strategic planning process.

All campus opportunities are shared with faculty members, staff, and students, and the director encourages participation, particularly when these opportunities are offered online. Faculty members are actively engaged with colleagues from other departments and colleges through their participation in university- and college-level committees. They also conduct joint research and grant activities with faculty members from other units (as discussed in Standard V.2), serve as liaisons to other colleges (e.g., with the College of Education for the Teacher Librarian program), and collaborate on programs and curriculum (e.g., with the Department of Kinesiology and the Department of Public Health on the MS in Informatics degree).

Students also interact with representatives from other units. For example, the ALA Student Chapter participates in the Campus Reads program. Additionally, when the school was part of the College of Health and Human Sciences, a student representative served on the college's Student Affairs Committee, facilitating engagement with students from other departments and with the college's dean.

The school introduces students to the field in several ways, including the one-year membership to a professional association granted to each new MLIS student. This membership is intended to encourage students to engage in LIS professional associations, build professional connections, and develop broader knowledge of the field. The director also meets each semester with the leaders of all of the student groups through the Director and Student Leadership Committee. These meetings enable student group leaders to engage with the director; encourage interaction among student groups to promote meet-ups, special events, and networking opportunities; and build relationships outside of the school, e.g., the REFORMA student chapter's alliance with the REFORMA national organization. Several student group chairs draft and deliver reports at quarterly iSchool retreats.

The school also provides each professional association student chapter with up to $1,500 per year for travel support to attend their professional association conference. The purpose is to encourage student leaders to expand their professional networks and to learn from others in a collegial environment. In addition, the school encourages students and alumni to present community impact posters at school-sponsored events held during professional association conferences. Please see Standard IV.5.5 and Standard IV.5.6 for further discussion about student organizations and student participation in professional associations.

Standard V.5

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

Context Statement

The director works closely with the associate director to ensure smooth operations and efficient resource allocation. They meet weekly and engage consistently with all school stakeholders so that any issues or problems can be quickly identified and efficiently resolved. The associate director manages all staff to ensure that the school accomplishes its organizational vision and mission and adheres to program learning outcomes. The school is provided with a robust budget and is permitted to keep a significant portion of its tuition revenue. This financial positioning has allowed the school to invest in strategically important staff positions to ensure its ongoing leadership in the field, in particular its advising and technology support teams.

It is important to note that Associate Director Dr. Linda Main has been with the school for 30 years and has served in her current role since 2004. She has been part of the program's growth and its strategic decision to move to an online platform in 2009 and has consistently leveraged her experience to reinvest our growing resources back into the program. Her tenure has also expertly shepherded the school through transitions at the director level. Dr. Main is widely lauded as an exemplary leader and manager by all stakeholders and as a valued advisor and partner to the school director.

Support Staff

The school has invested significantly in its internal staff to ensure high-quality support for all school stakeholders. Several school funded and dedicated teams support the school's administrators, faculty, staff, and students.

Director of Online Learning

During most of the period under review, Debbie Faires served as the school's director of online learning. She retired in May 2021 and has been replaced by Bethany Winslow. The director of online learning is responsible for the following:

- Developing and applying quality indicators for the school's online learning programs;
- Conducting training programs for all faculty members regarding online pedagogy;
- Coordinating INFO 203 Online Learning Tools and Strategies for Success, the required one-unit introductory course that prepares new students to navigate the online learning environment;
- Co-leading the Information Technology Team in the development and delivery of the school's technology infrastructure for a quality online education program.

Bethany works to continually improve teaching and learning in the online environment for faculty members and students. She is the course coordinator for INFO 203, a required course for all new incoming students. She trains and supervises the INFO 203 peer mentors and the student assistants who provide Zoom web conferencing support. She is also the Teaching Online course coordinator that is required for all new incoming faculty members and is project lead for the school's virtual reality presence in both Mozilla Hubs (WebXR Learning Library, iSchool Programs, and iSchool Public Meeting Room) and Second Life and helps facilitate the school's Virtual Center for Archives and Records Management VR group.

Information Technology Team (Five Full-Time Staff)

- **LMS and Media Production**: Alfredo Alcantar and Dale David assist faculty members with setting up courses in the Canvas learning management system, train faculty members and students on Canvas, and help faculty members and students to resolve technical issues. Alcantar supports the School's use of Zoom, and David provides Canvas technical support and multimedia creation and management.
- **Web Development**: Derek Christiansen manages the school's Drupal CMS and develops and extends custom software for the school.
- **Network Administration**: Abigail Laufer is the school's network and system administrator. Her primary duties include UNIX, Linux, and Windows server and application administration; technical planning and oversight of contracts with SaaS service providers; end user support (faculty, staff, and students); IT purchasing; and server co-location planning and coordination.
- **Desktop and Information Technology Support**: TC Truong 's primary duties are to set up, maintain, and troubleshoot hardware and software for SOI faculty, staff, and students.
- **Web Technologies**: Bob Lucore (external consultant) supports a variety of educational, web-based technologies used by students, faculty and staff, such as Panopto and WordPress.

Student Services Team (Three Full-Time Staff)

- The Student Services Team consists of Sheila Gurtu, Gina Lee, and Taryn Reiner. Together, they provide administrative and procedural advisement, resources, and outreach to applicants and enrolled students. They help with questions regarding admissions, registration, withdrawals, candidacy forms, and graduation applications. They also run the Canvas advising site and web page chat.

Marketing and Communications Team (Two Full-Time Staff)

- As the school's director of marketing and communications, Nicole Purviance develops and implements marketing and communication strategies, including advertising and content, email, and social media marketing. She also manages the school's community relations, alumni relations, publicity, and student recruitment initiatives.
- Kat Garcia serves in the capacity of events and recruitment coordinator to plan, organize, and evaluate all aspects of recruitment events, meetings, receptions, and conferences for the school, both onsite and online. Onsite attendance (U.S., Canada, and international locations) is required for many of the events. There are also virtual conferences with virtual recruitment booths. Garcia provides recommendations to the director on long-range plans for appropriate onsite and online virtual recruitment events and conferences that the school should attend across the US, Canada, and in other countries.
- Elaine Hall is the school's communications consultant and oversees the iStudent Blog and "Community Profiles." She works closely with graduate student assistants on story leads, content development, and editorial review. She also contributes to presentation development, book and research projects, and special projects.

Administrative Services Team (Two Full-Time Staff)

- Kristina Luna oversees the budget and budget-related activities across several different funds. She is responsible for all financial transactions pertaining to the school, including staff and faculty salaries; operating, instructional, travel, and grant-related expenses; scholarships; and student and faculty awards. She coordinates all operational activities; provides support to the director and associate director; facilitates confidential and critical communications between the offices of the dean, faculty affairs, provost, human resources, and other departments as needed; and oversees day-to-day office operations and other staff members.
- Roffna Principe maintains the school's electronic financial records. She handles invoices for payment, requests purchase orders, and processes payment requests using university, Research Foundation, and Tower Foundation funds. She also reconciles purchase orders, initiates change orders, reconciles procurement card activity, and produces monthly financial reports. Principe works closely with the marketing team on purchasing requests and handles the website's events calendar.

- Kim Dority is the School of Information's career consultant for students and alumni. She focuses on highlighting the diverse professional opportunities available to students and on sharing the strategies necessary to find or create those opportunities. Her responsibilities include expanding the career information available throughout the website's Career Development section, managing the school's career-focused webcasts and podcasts, and working directly with students on career-related questions or issues.

Staff members are formally evaluated each year according to their bargaining union agreements. The evaluations are tied to each staff member's position description and established goals for the following year. The report notes whether goals for the current year have been met. If improvements are needed, recommendations are included to guide implementation. The evaluations are sent to the dean's office, upon which the college's associate dean for academics and the dean review and sign them.

As part of the school's goal to involve staff in decision-making, the director works closely with staff members charged with marketing, communications, and event planning, and the associate director works very closely with the Information Technology and Student Services Teams.

Strategic direction 4.2 is focused on cultivating a culture of learning among staff members. To that end, the administrative services manager shares all university learning opportunities with staff and the Provost's Office offers competitive grants for staff. Two staff members have been awarded these competitive grants: Sheila Gurtu to attend advising conferences and Bethany Winslow to work with virtual reality platforms.

Decision-Making Processes

The school's decision-making process is conducted during the quarterly retreats and via the shared governance committees. A consent agenda for the quarterly retreats ensures that informational and noncontroversial items (including minor curriculum changes and new course proposals) are handled expeditiously, allowing time for dialogue and debate on substantive matters.

As discussed in Standard I.1.1, annual strategic planning is conducted by the director with the full-time faculty and relevant staff members each November. Each strategic direction is reviewed through an evaluation of whether key performance indicators have been met, not met, or partially met. As noted in Standard I, the school has six strategic directions and the respective leads (made up of governance committee co-chairs, faculty members, and staff members) contribute to strategic directions 1.4, 1.5, 2.7, 3.1, 3.2, 3.3, 4.2, and 5.3.

The school's shared governance committees are discussed in Standard I.1.1. Each committee includes representation of full-time and part-time faculty members, staff members, alumni, and students. The chairs, appointed by the director, select the other committee members. Committee members interact via email, web conferencing, instant messaging, and other communication tools.

Governance committee reports document their work and are provided by the co-chairs of the committees at each retreat, where discussion ensues as needed. Examples of recent discussion items include:

- A proposal by the Faculty Research Committee to develop a faculty research meet-up series;
- A proposal by the Faculty Research Committee that members of the committee review in-progress grant proposals to provide feedback;
- A proposal by the Curriculum and Program Development Committee to build a repository of assignments that address international issues and can be used for program learning /core competency O.

Committee reports are included in retreat packets in the section "For Decision: Committee Status Reports and Recommendations."

Larger programmatic matters and issues are addressed outside of the committee structure on the agenda.

During the accreditation period, such issues have involved:

- The decision to move to the College of Professional and Global Education when the school was required to leave the College of Health and Human Services. This is discussed in Standard I.5.
- The university requirement that all tenure-track and tenured faculty in a department or school clearly outline part-time faculty voting rights. In response, the school decided that regarding all items, including curriculum (except those limited to probationary and tenured faculty by S17-6), voting rights shall be limited to:
    - Probationary and tenured faculty
    - Full time temporary 1.0 lecturers
    - Lecturers with a .8 appointment or higher who also have advising support responsibilities as faculty content advisors, run/co-chair program advisory committees, and update and support the career pathways.
- The university's request that all a college's tenure-track and tenured faculty agree on a single RSCA (Research Scholarship and Creative Activity) metric to assess the research, scholarship, and creative activity of faculty members, with the following caveats: (1) the metric is not part of the RTP process or intended to be used to evaluate faculty and (2) the metric may be used when university grant dollars are being awarded. See the College's RSCA current metric here—Please note this is not used for RTP purposes but only for grants.

A More Granular View of the RSCA Metric Process

The faculty in the School of Information and the Department of Applied Data Analytics (the two academic units in the College of Professional and Global Education) collaborated to create an instrument nuanced enough to capture and quantify the scholarly accomplishments of faculty members who represent a range of disciplines and yet simple enough to be effectively implemented.

The following assumptions were considered in the metric development process: 1) the metric is intended to measure RSCA only, not service or teaching; 2) the metric is not part of the RTP process or intended to be used to evaluate faculty members; 3) the metric measures outcomes, not processes. The current version of the CPGE RSCA metric provides an objective means for understanding the amount, type, and variety of college faculty members' RSCA productivity. The administration and faculty regard the metric as a living document and expect that it will be revised regularly as experience accrues through its application.

Standard V.6

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

Context Statement

Due to its ongoing growth and success since going 100% online in 2009, the school maintains a high profile within the college and university and receives strong support. This support is financial as well as political and organizational. The past iSchool director, Dr. Sandy Hirsh, is now the associate dean of the college, and as such, she understands the school's needs and can provide guidance to our new director, Dr. Anthony Chow. She has served for close to two decades and maintains a strong relationship with the school.

Whereas all the school's Regular Session revenue is allocated to the university, 64% of its Special Session revenue is held by the school. This allowance permits the school to leverage the surplus funds to ensure strong inputs, outputs, and outcomes and to invest in new resources as needed. The initial resources provided by the college and university establish a financially viable environment but the freedom to offer Special Session courses (those outside of the "catchment" driving distance area from San José State who are not likely to use physical campus resources) and to retain a majority of this tuition revenue has situated the school in an extremely strong financial position. In the bigger picture, the funds enable the attainment and maintenance of high-quality student resources as well as the freedom to grow or reduce

enrollment based on student demand and the availability of revenue.

Both previous and existing financial support for the school has definitively established "*…a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service."* The school has the discretionary income to ensure consistent class size and to offer new courses desired by students. It also has robust staffing to anchor the program's commitment to teaching, research, and service.

Fee Structure

There are two major sources of revenue for the school:

1. University budget allocations, which are based on Regular Session (state-supported) fees paid by students
2. Special Session revenue

Regular Session fees apply to students who live within the catchment area of San José, California (zip codes 936xx–96xxx). Rather than paying per unit, these students pay a flat rate based on the number of units they enroll in each semester. There is one fee for Regular Session students who take up to six units in a semester and another fee for students who take more than six units in a semester. Regular Session fees include mandatory SJSU fees for campus services. Regular Session students live close enough to San José to use on-campus services if they wish. The California State University system sets this fee structure, and the fees are subsidized by the state. The cap on the number of Regular Session students admitted each semester is related to the amount of money the CSU system receives from the state. Here is a link to Regular Session fees.

Special Session fees are paid by students who live outside the catchment area of San José (e.g., Southern California, other U.S. states, and areas outside of the United States). These fees are not state-subsidized. Special Session students cannot use campus services except for the King Library and the Accessible Education Center, as these fees are not included in their tuition. Special Session fees have remained consistent for several years at $474 per unit. The school's director can apply for an increase in Special Session fees. Currently, the difference between Regular Session and Special Session fees is rather negligible, as illustrated by the following fee structure chart.

Table V. 4 - MLIS Fee Structure Chart

Fall 2021 Fees		
Number of Units	**Special Session Fees**	**Regular Session Fees**
3	$1,422.00	$3,137.00
6	$2,844.00	$3,137.00
9	$4,266.00	$4,643.00
12	$5,688.00	$4,643.00

Although students pay either Special Session or Regular Session fees, the MLIS program is a single program. All students take online courses, are taught by both full-time and part-time faculty members, are served by the same administrative and instructional infrastructure, have the same internship opportunities, are eligible to apply for federal financial aid, participate in the same student organizations, and must meet the same graduation requirements.

University Budget Allocations

The first major source of the school's revenue derives from the university budget allocation and is based on Regular Session fees paid by students. Funding is then allocated by the CSU Chancellor's Office to each of its campuses. The university budget allocation funds the positions of director, associate director, tenured and tenure-track faculty members (17 as of fall 2021) and one full-time non-tenure-track faculty member (formerly two before Debbie Faires's retirement in May 2021). In addition, this allocation funds a portion of compensation for part-time faculty members and 15% of staff member salaries.

The school also receives revenue from the Student Success, Excellence, and Technology Fee (SSETF). This fee is included in Regular Session fees for the purpose of establishing and renewing technology each fiscal year. In fiscal year 2020–2021, funds allocated to the school from the SSETF totaled $50,000. This amount is set by the university; it does not vary based on student enrollment numbers.

Special Session Revenue

The second major source of revenue derives from the Special Session fees paid by students. This revenue comes from all the school's Special Session programs.

All Special Session programs are required to pay a portion of their revenue to the university. The percentages are set by the provost and budget offices. Total annual Special Session revenue received by the school has averaged $11 million in recent years. From 2016 through 2018, the school paid 35.15% of total revenue to the provost's office, 6% to the College of Health and Human Sciences, and 3.43% to the library. Since 2019 (after its move to the College

of Professional and Global Education), the school has paid 35.15% to the provost's office and 3.43% to the library.

Special Session revenue funds 85% of staff member salaries. It also funds nine full-time non-tenure-track faculty positions (as of fall 2021) as well as a portion of compensation for part-time faculty members. In addition, Special Session revenue pays for laptops for faculty and staff, research assistants, faculty and staff members' travel, marketing and events expenses, and scholarships for new and current Special Session students. Special Session programs are permitted to roll over three months of operating expenses each year as a reserve.

The administrative services manager prepares monthly budget reports and weekly revenue reports during fall, spring, and summer enrollment periods and presents them to the director and associate director. The director, associate director, and administrative services manager meet at least once each year to plan budgets for the following year. During this meeting, the administrative services manager runs reports based on different enrollment scenarios to guide planning. The Office of Institutional Research also offers tools that help with data analytics. The director then assigns budget allocations for the following year for marketing and recruitment, events, equipment, software, travel, and other expenditures. Depending on revenue and enrollment trends, these allocations may be adjusted during the year.

The College of Professional and Global Education prepares a business plan for its Special Session programs each year. The plans are reviewed by the University Budget Office at the close of each fiscal year, June 30th. ***Note****: The budgets are complicated and are all housed online in a closed Data Warehouse system. The Administrative Services Manager will walk the ERP through the budgets (revenue and expenditures) in an online session*.

[Redacted material: Confidential Data].

Standard V.7

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

The university operates in a unionized environment. The California Faculty Association Union and the California State University Employees Union provide very clear and explicit standards for remuneration and responsibilities for both faculty and staff employees.

Faculty

Given the program's fully online nature, its faculty members can live anywhere in the world, which helps to alleviate concerns about the high cost of living in California's Silicon Valley.

Tenured and tenure-track faculty members who choose to live outside of the San José area are required to pay their own travel expenses to attend the two-day retreat held there in February.

The university allows the school to use Special Session revenue in flexible ways, such as for travel assistance, computer equipment, research assistantships, and other faculty support. Functioning within its unionized context, the school has successfully recruited and hired six highly qualified tenure-track faculty members since 2015, as shown in Table V.5 below. The school has also hired a new director, Dr. Anthony Chow, who brings a wealth of leadership experience and research excellence to the position. More information about Dr. Chow's background is provided in Standard V.3. Lastly, the school was just approved to recruit for five tenure-track positions, aligned with the university's hiring themes, as discussed in Standard III.1.

Table V. 5 - New Tenured and Tenure-Track Faculty Members, 2015–2020

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2015	Dr. Mary Ann Harlan	School and Youth Librarianship Young Adult Literature and Information Practices
Fall 2016	Dr. Virginia Tucker	Information Retrieval and Database Design
Fall 2018	Dr. Deborah Hicks	Professional Identity of Librarians Academic Librarianship
Fall 2018	Dr. Michele Villagran	Diversity, Inclusion, Community and Equity International/Comparative Librarianship
Fall 2020	Dr. Darra Hofman	Digital Archives/Privacy/Blockchain
Fall 2020	Dr. Souvick Ghosh	Information Retrieval/ Data Science

The school has also experienced great success with faculty member promotions during the accreditation period. All faculty successfully received promotion and tenure.

Table V. 6 - Promotions to Associate Professor

Academic Term	Faculty Member	Teaching and Research Areas
Fall 2016	Christine Hagar	Crisis and Health Informatics, Applied Research Methods
Fall 2017	Michael Stephens	Emerging Technologies in Libraries, Innovation in Information Environments
Fall 2019	Michelle Chen	Data Analytics, Online User Behavior
Fall 2019	Tonia San-Nicolas Rocca	Information and Cybersecurity, Information Retrieval System Design
Fall 2020	Mary Ann Harlan	School and Youth Librarianship, Young Adult Literature, Information Practices
Fall 2020	Virginia Tucker	Information Retrieval, Database Design

All associate professors who sought promotion were successfully promoted to full professor.

Table V. 7 - Promotions to Full Professor

Academic Term	Faculty Member	Teaching and Research Areas

Fall 2015	Patricia Franks	Archives and Records Management, Information Governance and Security
Fall 2016	Anthony Bernier	Programming and Services for Young Adults, Research Methods–Historical Research
Fall 2018	Lili Luo	Information Access in the Digital Environment, Academic and Health Librarianship, Research Methods–Multiple Methodologies
Fall 2019	Kristen Rebmann	Library Services for Diverse Communities, Instructional Design and New Literacies, Research Methods–Research in Online Contexts

Faculty Retirements

Four faculty members retired during this accreditation period:

- Debra Hansen (May 2019)
- Chris Hagar (May 2018)
- Pat Franks (May 2021: as part of the University Early Retirement Program)
- Debbie Faires (May 2021: as part of the University Early Retirement Program)

No faculty left for another position elsewhere.

Staff

Similarly, the school can use Special Session revenue for staff hiring to support its programs. Regular session pays for 15% and Special Session revenue pays for 85% of staff salaries. The school attracts and retains strong staff members in the online environment by allowing them to work from home if desired. Additionally, the university has approved several staff reclassification requests that facilitated higher pay for Alfredo Alcantar, Rhonda Dahlgren, Sheila Gurtu, Gina Lee, Kristina Luna, Roffna Principe, and Nicole Purviance.

Staff Retirements

Staff who have retired include:

- Vicki Robison retired in January 2017 after serving as the school's student services coordinator. Her position was reorganized and replaced by a Student Services Team, comprised of Gina Lee and Sheila Gurtu. In 2021 Taryn Reiner was hired and added to the team.
- Randy Cheng retired in December 2019 from his IT support role. He was replaced by TC Truong.
- Susan Berg left the school in December 2020, per the University Early Retirement Program. She provided travel support, which has now been absorbed by Roffna Principe.
- Sandy May also retired in December 2020 as part of the early retirement incentive. She worked part-time to review student graduation candidacy forms. This task has since been eliminated from the school's purview given university restructuring.

- Rhonda Dahlgren opted for the university's early retirement offer and left in December 2020. The school has just hired Kat Garcia as a replacement.

No staff has left the school for another position elsewhere.

Staff Hiring

The school recruited for the following positions during the accreditation period:

- A third member of the Student Services Team (January 2021)
- An e-Learning Specialist to become the director for online learning (reclassified from a faculty position to a high-level staff position) (January 2021)
- An events coordinator replacement (July 2021)

Standard 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.

Context Statement

While institutional funding for research, professional development, travel, and leave are available, the operationally and strategically sound policy of allowing the school to retain 64% of its Special Session tuition revenue provides a high level and relatively open set of robust discretionary funds for professional development and travel opportunities. Student financial aid is available from the parent institution comparable to other units. The school provides additional support in the form of free student memberships to professional organizations, Special Session scholarships, and other resources and opportunities.

Sabbaticals

The school operates within the College of Professional and Global Education (CPGE) and sends a college representative to university sabbatical leave committees. Within the college, SOI faculty members are elected to serve on university committees, including the sabbatical leave committee.

The sabbatical leave process is competitive; typically, around 20 sabbaticals are awarded annually across the university. The table below shows the School of Information faculty members who obtained paid sabbaticals over the course of this accreditation period.

Table V. 8 - Tenured Faculty Sabbaticals, 2015–2020

Academic Term	Faculty Member	Project Scope
Fall 2015	Dr. Lili Luo	**Research and Dissemination Focus:** • Topic: Librarians' Peer Support for Research Engagement via Online Communities; • Presentation of findings at 2016 ALISE Conference; • Publication of findings in *College & Research Libraries* (2017).
Fall 2017	Dr. Patricia Franks	**Publication Focus:** • Publication of *International Directory of National Archives*, 1st ed. pub. 2018; • Publication of *The Encyclopedia of Archival Authors, 1515–2015*, 1st ed. pub. 2019; • Revision of *Records and Information Management* (2013), revision pub. 2018.
Fall 2017	Dr. David Loertscher	**Research Focus:** • Topic: School Librarians and Their Impact on Student Success.

Spring 2018	Dr. Michael Stephens	**Research and Dissemination Focus:** • Topic: Professional Learning Experiences of Public Librarians in Australia; • Presentation of findings and speaking engagements at various universities, libraries, and conferences, including the Asia-Pacific Library and Information Conference, Gold Coast, Australia, 8/2/2018.
Spring 2020	Dr. Kristen Rebmann	**Research Focus** • Nationwide Modeling of TV WhiteSpaces

Grants

Grant support is provided to all units in the university via the University Research Foundation and the Office of Research. Staff members from these units are assigned to support the individual colleges. In addition, the College of Professional and Global Education provides research support for its faculty members, such as editing services, statistical consulting, grant writing, summer research stipends, and research assistant funding. Appendix V. B lists the faculty's internally-funded grant projects during the accreditation period.

Travel Support

The school provides financial support for faculty members to travel to conferences and other professional meetings.

Tenure-track faculty members receive $6,000 annually. Tenured faculty receive $4,000 annually. Full-time lecturers receive $2,000 annually. The money must be used in the fiscal year in which it is allocated. Travel money is also allocated by the director to support student recruitment events.

Requests for travel support are submitted to the director, who evaluates them based on the following criteria.

The faculty member, staff member, or student must (as relevant) be:

- Giving a paper which will be published in refereed proceedings;
- Presenting a paper (or session for non-research—lecturer—faculty);
- Participating in a formal capacity (such as association committee work);
- Engaged in professional development (for staff).

If approved, the itinerary must follow university and state travel guidelines and is submitted to the College of Professional and Global Education for approval by the dean (for domestic travel). International travel must be approved by the Office of the Provost. Faculty travel guidelines and forms are delineated on the website. Assembly Bill 1887 restricts San José State University and its auxiliaries from allowing employees to travel to certain states on university business and it prohibits approval of funding or sponsored travel to those states. This is due to discriminatory laws in those states, as outlined in AB 1887.

The table below provides details regarding travel expenses incurred during 2015–2020. These expenses also include staff travel for professional development and student recruitment events. The CSU Chancellor's Office suspended travel during the pandemic, as reflected in the 2020 expenses, but the ban has been lifted effective June 1st, 2021.

Table V. 9 - School of Information Travel Expenses

[Redacted material: Confidential Data].

Student Financial Aid

Financial aid is handled centrally via the university's Financial Aid and Scholarship Office. Eligibility for aid is determined by the Free Application for Federal Student Aid (FAFSA), which is submitted directly by students and subsequently reviewed by the Financial Aid and Scholarship Office. Once awarded, the monies are disbursed to the student's account and applied to any outstanding fees. The School of Information is not involved in the application, review, award, or disbursement process. The Financial Aid and Scholarship Office has assigned a financial aid counselor to work with School of Information students. The table below provides data from the Financial Aid and Scholarship Office that shows the number of School of Information students who have received financial aid. The school does not have comparable data from other units due to student privacy issues.

Table V. 10 - Students Who Received Financial Aid

Year	Number of Students Who Received Financial Aid
2015	1,307
2016	1,352
2017	1,381
2018	1,389
2019	1,419
2020	1,731
2021	1,859

Special Session Scholarships

Since the 2017–2018 academic year, the school has been allowed to use Special Session surplus revenue to establish Special Session Scholarships. These and other scholarship opportunities are publicized on the website. Scholarship opportunities, grants, and awards include:

- Scholarships for New Students
- Scholarships for Current Students
- Travel Grants for Current Students
- Awards for Excellence for Graduating Students

The School of Information is the only unit that has a sufficiently developed Special Session program that generates surplus revenues that can be used for scholarships.

The following table provides detail about recent student scholarship awards from School of Information funds.

Table V. 11 - Scholarship Awards from School of Information Funds

New Student Scholarships: Director's Scholarship for Excellence and Special Session Scholarships	Number	Amount
2017 (Director's Scholarship for Excellence only)	5	$5,000
2018	34	$46,238
2019	35	$49,770
2020	35	$49,770
2021	46	$98,950
Current Student Scholarships: Special Session Scholarships	**Number**	**Amount**
2018	18	$25,596
2019	20	$28,440
2020	18	$25,596
2021	50	$134,220

Research Assistantships

The school also offers a variety of paid research assistantships. Opportunities include providing support to faculty members in their teaching and research and assisting with the website and marketing. The table below provides data regarding the expenses for research assistants.

Table V. 12 - Research Assistant Expenses

Year	Research Assistant Expenses	Number of Research Assistants Paid During Fiscal Year
2015–2016	$116,674	18
2016–2017	$102,136	21
2017–2018	$111,631	24

2018–2019	$136,445	28
2019–2020	$101,732	23
2020–2021	$89,624	26

The investment in offering student scholarships and providing student assistantships supports strategic direction 1's intent to enhance curricular and program quality to prepare students for success, strategic direction 3's goal to enhance student experience and success through a participatory engaging online environment, and strategic direction 6's focus on fostering a research environment for both faculty and students.

Student Memberships in Professional Associations

As discussed in Standard IV.5.6 , the school also provides one-year complimentary memberships to a professional association to all incoming students. The following table displays related expenses.

Table V. 13 - Professional Association Student Membership Expenses, 2015–2021

Year	Number	Amount
2015	689	$25,925
2016	793	$30,925
2017	448	$17,687
2018	514	$20,924
2019	586	$21,780
2020	644	$26,300
2021	355	$14,964 (spring only)

Standard V.9

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

Context Statement

Due to its strong financial position and access to discretionary funds, the school can augment advocacy for physical and technological resources by providing robust professional development opportunities and access to high priority software and hardware as needed. The school has six full-time technology staff members, representing IT support, network support, web support, online learning, Canvas, and video production. It also has three full-time student advisors. In addition, the school has a full-time director of marketing and communications, a full-time budget and office manager, a full-time administrative support coordinator, and a full-time events and planning coordinator. All these roles are supplemented by hired consultants as

needed, inclusive of professional editing services, marketing and advertising, social media, and jobs and career consulting. Finally, all staff members are encouraged to pursue professional development opportunities and are fully funded for travel to attend them.

Evidence that supports the ERP's request that we "*…are meeting these sub-standards and that (our) constituents perceive us as meeting them*" includes:

- For Students: Exit surveys that indicate high level of satisfaction and that highest satisfaction was with technology support; High pass rate on core courses and e-Portfolio. See also student surveys for Canvas (Table V.14) and Zoom (Table V.15)
- For Faculty and Staff: High student evaluations, annual SWOT analyses.

Regarding technology support and infrastructure, the School of Information—like all San José State University departments—must function within the technological environment established by the university's central Information Technology unit. This unit is overseen by the CSU Chancellor's Office that carries out regular audits of university infrastructure.

In its fall 2020 newsletter, central IT reported that since implementing operational analytics to gain insights into customer satisfaction scores and identify areas of opportunity for improvement, they saw a significant increase in IT Satisfaction. On a five-point scale, the unit went from 4.33 to 4.67.

University-Provided Technology to Support Teaching

Google Apps

All San José State University faculty, staff, and students use Google services. The university maintains a private Google Workspace domain, which is hosted through GSuite for Education. All faculty, staff, and students have access to the standard set of Google applications, including Google Mail, Drive, Calendar, Groups, and Sites. Likewise, all SJSU users have been issued unlimited storage on Google Drive. Video and audio uploaded to Google Drive is converted to HTML5, allowing the media to be viewed on any device. The school provides a tutorial on utilizing Google Drive for Zoom media sharing. The school has also been promoting the use of Google Drive for students to upload multimedia evidence for use in e-Portfolio projects.

Canvas Learning Management System

Since 2003, the school has leveraged a learning management system (LMS) to support teaching and learning. The LMS is licensed centrally by the university, and the same LMS is used by all schools and departments. In 2014, the university (and the school) transitioned to the cloud-hosted Canvas system from the cloud-based Desire2Learn (D2L) system.

The university does not run an instance of Canvas on its servers but licenses Canvas to run on Instructure's servers (Instructure is the parent of Canvas). The school was granted a sub-account on the university's cloud-based licensed Canvas platform, which partitions its courses and students from the rest of the university. The school's Canvas administrators, Dale David and Alfredo Alcantar, have administrative access, allowing them to conduct the tasks necessary

to prepare Canvas courses, troubleshoot issues, and provide Canvas-related technical support directly to School of Information faculty and students.

Canvas offers a variety of tools that make it easy and efficient for faculty members to facilitate the asynchronous components of their online courses, such as course content management, discussion forums, assignment submissions, assessment and quizzes, course information (administering a course schedule or calendar and/or a news or announcements area), user management, and grade management. In addition, Canvas provides an integrated electronic portfolio to support students who choose to complete an e-Portfolio as their culminating experience. The school utilizes integration between Canvas and third-party systems, such as VoiceThread, to expand the tools available to students and faculty.

The school uses perpetual courses in Canvas to provide students and faculty members with administrative support. Students can access advising resources via Canvas's advising portal. The school has also leveraged Canvas to support student organizations. For example, the school provides a perpetual Canvas site to distribute relevant information to student leaders, including policies, system usage agreements, important announcements, support information and support contacts, and tutorials.

The school maintains a faculty site on Canvas to which all current faculty members are added.

- The virtual environment facilitates communication with all faculty members and is utilized as follows:
- To serve as an informational handbook for faculty members. The school can share material that is not intended for the public website, such as login information for restricted materials;
- To list important administrative dates for each semester;
- To circulate policies for communication expectations, grading, incompletes, and other items;
- To provide a contact list for various types of questions;
- To function as a resource repository (e.g., rubric templates and a course home page template);
- To archive T3 workshops and resources;
- To provide a continuously updated listing of course assignments that address global issues and communication;
- To offer workshops for various applications (e.g. VoiceThread, Studio, Piazza, and FlipGrid) and their functionality within Canvas.

Canvas Studios

In 2017, Canvas added a feature known as Canvas Arc, subsequently renamed Canvas Studio. Canvas Studio allows faculty members and students to participate in a dynamic multimedia discussion where both parties can post short video segments to a media timeline. Faculty members can create or upload audio and video materials, and students can participate by recording replies, which are added to the media timeline. As with text-based discussions, students learn from their peers, creating a virtual learning space that integrates instructor-to-student and peer-to-peer learning. It is also easy to add captions for hearing-impaired students. Recordings created in Canvas Studio can be captioned using machine-generated captions. Canvas provides step-by-step instructions for caption creation.

Examples of how faculty members are currently using Canvas Studio include:

- Weekly recorded lectures/updates for each course;
- Screen demonstrations to illustrate assignment processes (demos/how-to's) or research tips;
- Private feedback to answer student questions that benefit from a visual response;
- Student recordings to be shared with others;
- Requiring students to create multiple screencasts and to elicit and receive feedback from fellow students via peer review.

Canvas Survey

In May 2021 the School of Information issued a survey to both faculty and students regarding Canvas LMS satisfaction. When asked for comments from faculty, the majority replied that the platform provided robust scaffolding for online instruction and discussion. Students were also generally pleased with Canvas's ease of use and navigation. The survey results are enumerated below.

*Table V. 14 - School of Information Canvas Community Survey Results**

Topic	Students (297 respondents)	Faculty (61 respondents)	Analysis
Previous Canvas Experience	28%	33%	About one-third of both students and faculty had prior Canvas experience before joining the school.
INFO 203 module: Helpfulness	96%	N/A	
Faculty Canvas Training and Canvas Administration: Helpfulness	N/A	93%	Nearly all faculty respondents indicated that both training and administrative support were helpful.
Areas for Improvement	Calendar (11%); Collaborations (10%); Assignment Feedback (10%); [None = 30%]	Grades (13%); Email (10%); Calendar (7%); Assignment Feedback (7%); [None = 37%]	

Overall User Experience (reflective of a rating of 8 or above on a 10-point scale)	93%	95%	Very high numbers of students (93%) and faculty (95%) gave the Canvas user experience a rating of 8 or above. Only one respondent gave a 5 rating (and did not say why). Two respondents gave a 7 rating but did not indicate why.

*Note that the university does not host a local implementation of Canvas but licenses access to the cloud-based system running on Instructure's servers. Instructure owns and runs Canvas.

The school responded to or forwarded the following items of concern expressed by students. Staff members provided personal instruction or troubleshooting as relevant. When beyond the scope of SOI staff's control, input was shared with e-campus, the entity that oversees Canvas for the university. Here are some of the student comments collected:

- *"I was personally really fond of both of these tools. They provide a lot of resources that were all extremely useful. However, I feel that certain small elements of the user experience could've been better (they're honestly only minor gripes/nitpicks). The calendar would be a little finnicky at points and would not let me view all the resources that I wanted to. It helped me plan for the semester I was currently in, but did not help me recall some of my past semesters."*

- *"In Canvas, it would be extremely helpful if there were a way to search for responses to one's posts. Many courses require that you follow up on comments to your discussion threads, but as some courses have literally hundreds of threads for each discussion, this can be a very cumbersome process. This feature seems like it could be added fairly easily and to enormous benefit."*

- *"For Canvas, it would be really helpful if mobile versions were easier to use, especially when trying to read discussions. For instance, to be able to filter unread posts. The inability to do this (at least on my iPhone or iPad, I don't know if this is available on Android) makes it virtually unusable except on the desktop version. However, I also know that this isn't something that is up to you. But something to push for in development, perhaps? Also, getting items on calendars is not as smooth as it could be. Sometimes it works to move to my Google calendar, and sometimes it doesn't. My IT background doesn't seem to help, and I can't figure out why some events make it and others don't. Again, this may be something for Canvas developers..."*

- *"The Canvas Calendar is very difficult to manage, and there are items that show up multiple times and I cannot remove them. Also, you cannot unsubscribe from a specific item without removing the notifications from everything. I don't need the iSchool advising webinar information, but I cannot remove it without removing the information for my classes."*

- *"Logging into canvas and having to use a duo password every time is tedious and very inconvenient."*

- *"Canvas — I have all canvas emails auto forwarded to my personal Gmail account. It would be great if I could reply all for those emails instead of logging onto Canvas. For discussions, there is no easy way to see all my discussion posts for a class besides clicking onto each discussion and then doing a search for my name. If there was a link to see each student's discussions and prompts that would be perfect for e-port."*

- *"If I could access Canvas/zoom/anything without needing my phone right next to me, that would be 10/10 helpful. I took a part-time job so I could mostly do my homework as work. Right now, if I accidentally leave my phone at home, I can't reliably access my assignments, the library, check my email, or work on my google drive because of the Duo authorization. It's only happened once or twice in over a year, but it's like a constant fear that I have. Could you add a way to login by backup email as well as phone?"*

The school responded to or forwarded the following items of concern expressed by faculty members. Staff members provided personal instruction or troubleshooting as relevant. When beyond the scope of SOI staff's control, input was shared with e-campus, the entity that oversees Canvas for the university. Here are examples of some of the faculty comments collected:

- *"Locking grades has been confusing. Somehow a default of open release grades was set, so all my grades were released immediately as opposed to all at the same time (my preference) after I completed grading. It was not intuitive on how to reset this and I have to fumble with it every semester."*

- *"It would be nice to be able to get alerts when students post questions in my Questions and Concerns discussion forum, and I would like the student comments made in response to my faculty feedback comments in Canvas get not bundled in one email with other Canvas notifications."*

- *"If a student is assigned to a group then I want to see the name of that group in more places than just when I go to student profile or group list."*

- *"Have to put students in a group in order to view their email address."*

- *"Rubrics could use some improvement."*

- *"There are a number of clunky areas that are hard to master if you only use the system a few semesters a year (as an adjunct). The one area not mentioned here is analytics and data on student activity. Canvas is not detailed or granular enough to get a good handle on how students are performing in the class (e.g., time spent on using content)."*

- *"It's unclear why email and announcements take so long to post. Also, I still can't figure out how to add someone not in my class to an email post."*

Zoom Web Conferencing

In 2018 the university (and the School of Information) acquired an enterprise site license for Zoom (transitioning from Blackboard Collaborate). All university departments and schools use Zoom for web conferencing.

Voice, video, text chat, whiteboards, and screen sharing allow faculty members to conduct online sessions for lectures, presentations, demonstrations, and collaborations. Sessions are typically recorded for subsequent on-demand viewing, and recordings are stored in the Zoom cloud in MP3 and MP4 formats. They can be downloaded and repurposed in other systems, such as Google Drive.

All students are granted Zoom Pro accounts, allowing them to utilize its advanced features while completing their online degree program. Students do not have access to cloud storage, but they can use Google Drive for Zoom media sharing.

Zoom's tools allow the school to use the web conferencing platform for a wide range of online activities, including:

- Guest lectures and presentations
- Student group meetings and collaborative projects
- Online delivery of student presentations
- Online open house sessions for prospective students
- Professional development workshops for faculty members, including T3 workshops
- Screen capture for tutorial creation
- Screen capture for "machinima" creation of virtual world and virtual reality experiences
- Demonstration of application software and online systems via screen sharing, and optional recording for on-demand viewing
- Virtual faculty meetings and retreats
- Virtual faculty office hours
- Interviews when hiring new faculty and/or staff
- Virtual events, panels, and guest lectures sponsored by student organizations
- Using the webinar feature of Zoom to host a virtual celebration of graduates annually in May. The virtual celebration features speeches by prominent figures, including the dean, the director, a professional luminary, and a student speaker. Students, families,

and friends join the Zoom webinar, during which a special student-created tribute video is played.

Faculty adoption of web conferencing has been enhanced through training workshops run by the university and a School of Information faculty support program, where student assistants help faculty members moderate Zoom sessions. Faculty members can request a student assistant in the following scenarios: student presentations, guest lectures, and extensive use of Zoom functions, such as multiple breakout sessions that require additional management.

All students are fully oriented to basic and advanced features of Zoom (such as polling, breakout rooms, security, and screensharing) during INFO 203 Online Learning Tools and Strategies for Success, the required one-unit technology course that students complete at the start of the program. They also have ongoing access to the school's support staff.

Students who choose to complete an e-Portfolio as their culminating experience may use web conferencing recordings as evidence of their mastery of the program learning outcomes/core competencies. For example, many students share recordings of presentations delivered during Zoom sessions. When using web conferencing recordings as e-Portfolio evidence, students provide recording links to their e-Portfolio advisors and indicate the appointed time of their segment.

Zoom Instant Messaging

In addition to web conferencing, Zoom includes an instant messaging feature (Zoom IM). Zoom IM is available to faculty, staff, and students. All users are automatically added to the Zoom contacts list so they may create contact groups (known as channels) to facilitate easy IM communication. In addition to course communications between students and faculty members and among students, the school uses Zoom IM to enable quick communication between staff members and their supervisors and among staff members.

Zoom Survey

In May 2021 the School of Information surveyed faculty and students regarding their satisfaction with Zoom. The results are provided in the table below.

Table V. 15 - School of Information Zoom Community Survey Results

Topic	Students (297 respondents)	Faculty (61 respondents)	Analysis
Previous Zoom Experience	50%	49%	Half of students and half of faculty members were Zoom users prior to joining the school.
Web Conferencing usage	44%	42%	Usage of Zoom features is similar amongst students and faculty, with web conferencing and recordings serving as the most popular features for both groups.
Instant Messaging Usage	18%	13%	
Recordings Usage	37%	40%	
Overall User Experience (reflective of a rating of 8 or above on a 10-point scale)	83%	85%	User experience satisfaction is high (8 or higher) among both students and faculty. The remainder of the respondents marked neutral, apart from one respondent who rated Zoom at a 5/10, 1 that rated it a 6/10, and 6 that rated it a 7/10. No additional comments were provided.

Panopto, Inc.

The school uses the Panopto, Inc. lecture capture system to provide faculty with a user-friendly solution for course content creation. Panopto, Inc. allows faculty members to record lectures and screencasts for on-demand viewing by students. It supports multiple forms of video capture, including capturing webcam video, screen activity, and PowerPoint or Keynote slides. The California State University Chancellor's office has a Master Enabling Agreement (MEA) for acquiring hosted services (Software as a Service (SaaS)) through Panopto, Inc.

The school developed an orientation guide and checklist to assist faculty members in using Panopto, Inc. The guide includes a mixture of in-house tutorials and official product tutorials released by the company. Additionally, the school maintains a support contract with Panopto Inc., which allows faculty members and students to contact its support team directly for assistance with technical issues or questions.

Mandatory closed captioning is added to recordings through software integration with Automatic Sync Technologies, an automated captioning service. After a faculty member records a presentation, a single-click process allows them to submit a transcription request. Within 48 hours, closed-captioning text is returned and automatically added to the recording.

All new faculty members are introduced to Panopto, Inc. in the mandatory Teaching Online course, where they are required to create an introductory video. Examples of Panopto, Inc. recordings are included below, along with a downloadable MP4 version and a raw transcript:

INFO 203

- Video (with screen demonstration, audio narration, and captions)
- MP4 Download Video Version
- Transcript (Word document)

INFO 200

- Information Behaviors
- Download Video Podcast

Online Services to Ensure Academic Integrity

The university has provided multiple tools to online instructors to help them maintain academic integrity in their classes. These tools include Proctor U, Turnitin, Respondus Lockdown Browser, Monitor, and Quiz, with lockdown settings. Turnitin is integrated with Canvas LMS, and instructors may enable plagiarism detection on a per-assignment basis.

Additional School of Information Technology to Support Teaching

VoiceThread

VoiceThread is a cloud-based learning tool for enhancing student engagement and online presence. With this application, instructors and/or students can create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. The school worked with the university to integrate VoiceThread into Canvas. VoiceThread usage is limited to the Canvas sub-account used by the school, so that access is restricted to School of Information faculty and students. Currently, faculty members utilize VoiceThread to facilitate enhanced class discussions and presentations, including those given by faculty and students. Students have reported that they like VoiceThread's mobile app, which allows them to record comments from any location. Students also appreciate the classroom-based feeling of hearing and seeing the instructor and other students. Through integrated voice-to-text services, VoiceThread includes automatic, immediately available closed captioning for recorded media. VoiceThread is a cloud application that does not require any software for installation.

WordPress Blogs

The school has been employing the WordPress blogging and website creation platform since 2005. Use of WordPress has increased substantially over the years and now includes both academic and administrative deployments. The school hosts and supports a large WordPress infrastructure which includes thousands of WordPress sites. The school has leveraged the WordPress Multisite platform to make site creation readily available to all of its faculty and students.

School faculty and staff may submit requests for administrative or academic blog sites, which are then created by Abigail Laufer, the network administrator. Site access is provided to the

requesting faculty or staff member as well as to any research assistants who will be adding content or assisting with site management. Staff member Bob Lucore is also available to assist with WordPress customization and optimization.

The school has facilitated customized WordPress Multisite installations for use in specific classes. The network administrator sets up a private WordPress installation for the course. Faculty may choose either a "single site" setup or a "multisite" setup. For "multisite" setups, students self-register on WordPress, after which they can create blogs, add content, and use "themes" to structure blog content as desired.

Additional information about the use of WordPress is included below:

- As part of INFO 203, students create one or more WordPress sites, and they are strongly encouraged to continue using the student WordPress portal throughout their master's program;
- WordPress can be extended to create a social networking and community platform via the BuddyPress plugin. Examples include the SJSU School of Information Community Site, which also serves as a social network for students. Other examples include course-related sites, such as the INFO 287 Hyperlinked Library site, created by School of Information faculty member Michael Stephens;
- WordPress has been used to create specialized blogs to support courses in Medieval Manuscripts and Incunabula. [Passwords for both sites: shetland; brach];
- Other unique uses of WordPress include the YouthFacts site, the TechTips for Faculty site, the Blockchains site, and the Curriculum blog;
- Several WordPress sites also run on the school's local iSchoolGroups server (ischoolgroups.sjsu.edu) and are used by student associations to build and manage their group websites, such as the ALA Student Chapter site;
- Using WordPress plugins, the school has deployed spam countermeasures as well as tight security controls and site monitoring, which maintain sites' compliance with San José State University and California State University security policies.

The school is currently researching the possibility of integrating WordPress with the SJSUOne Single Sign-On platform. This would ease the burden of account management and would automatically enforce account-related security policies, such as password complexity and password expiration. These policies are currently manually defined and handled via the iThemes Security Pro plugin.

Oracle Application Express (ApEx)

In support of INFO 242 Database Design and Management, the School of Information uses the Oracle Application Express online system through Oracle Academy. The school receives free access to Application Express through SJSU's Oracle Academy subscription. Application Express is utilized in INFO 242 to support the teaching of database implementation and querying.

Students develop and execute SQL commands to create and populate the database tables that they map out as part of their database design projects and to compose, debug, and run SQL queries on their databases. The school's IT team creates an individual user account and database instance for each student on Application Express.

Online Cataloging Software

In support of cataloging and classification classes, the School of Information maintains subscriptions to several widely-used cataloging services, including Cataloger's Desktop and Classification Web through the Library of Congress, RDA Toolkit through ALA, and OCLC Connexion through the OCLC program for LIS schools. Cataloging instructors utilize these online applications to introduce students to the tools employed by catalog and metadata librarians and as a resource for exercises and assignments that help students learn about concepts like descriptive cataloging, name authority, subject analysis, and classification.

Virtual Reality

The school's Technology Governance Committee and Technology Program Advisory Committee are constantly investigating software trends and new systems to further enhance online learning. A recent example is the exploration of the "virtual reality" (VR) space, which is being coordinated by faculty member Patricia Franks. The school has utilized "virtual worlds" (VW) since 2006, with a specific focus on Second Life. Currently, the island is being used to support the VCARA program (Virtual Center for Archives and Records Administration). More information is available at the VCARA link.

The school has also been investigating the VR space through other means, e.g., AltSpaceVR, VirBELA, Sansar, and Mozilla Hubs. While there is currently no standardization across VR spaces, their potential application in online education is promising. Dr. Franks has been working with Bethany Winslow, Director of Online Learning, to explore and evaluate these different platforms.

University-Provided Tools to Support Research

Qualtrics

The Qualtrics survey system is available to all faculty, staff, and students via university site licensing and integration with SJSUOne single sign-on. Qualtrics supports survey management, data collection, and quantitative data analysis, and may be used as part of faculty and student research projects. Extensive tutorials are provided by the vendor as well as by the SJSU eCampus group.

SPSS

SPSS is a software suite used for data management and statistical analysis. It includes statistical functions related to descriptive statistics, bivariate statistics, and numerical and group predictions. Statistical features allow for analysis, reporting, modeling, and data mining.

SAS

SAS is an analytics software package which facilitates extraction and manipulation of statistical data from multiple sources. It comes with a user-friendly interface as well as advanced options incorporating SAS programming language. SAS includes a comprehensive set of reliable tools to perform a variety of statistical methods and offers the capability to export data in multiple formats such as HTML, PDF, Excel, and many others.

NVivo

NVivo software supports qualitative and mixed methods research. It helps to organize, analyze, and mine insights in unstructured or qualitative data. This includes sources like interviews, open-ended survey responses, articles, and social media and web content.

Technology Support for Faculty Members and Students

The technology support portal on the website includes numerous resources, as identified in the following paragraphs.

In 2015 the school launched a technical support form using Google Forms, along with custom Google Apps scripting created by Digital Inspirations. The form is programmed to route requests to the appropriate staff member(s) depending on the user's point of need, e.g., specific system or software, etc. When the form is submitted, an entry is also added in Google Sheets for each technical support request. The form gathers relevant information regarding the user's computing environment to assist Information Technology Team members with troubleshooting. Information Technology Team members are responsible for monitoring the Google Sheet and for handling support requests. They follow up with impacted users through email and/or phone. If necessary, a remote support session can be conducted via Beyond Trust, allowing a more direct review and expedited resolution.

The school is committed to addressing technical support issues within 48 hours. Once resolved, the Google Sheet is updated with details related to the case and its resolution. The school archives all technology support requests for future reference by Information Technology Team members and maintains technical support statistics related to form submissions. A link to the technical support form is prominently placed on every Canvas course site for student and faculty convenience.

During the period under review, the number of technical support inquiries ranged from 154–256 during spring and fall semesters and 56–70 over the shorter summer term. In all instances, Canvas, the school's online learning platform, was the application that generated the highest number of inquiries. Such a proportion makes sense given its heavy usage amongst students and faculty and the fact that new users continually access the environment. It should be noted that Canvas-related queries, both for the instructional site and that related to e-portfolios, have trended significantly downward throughout this period, which indicates the ways that the platform has become more user-friendly and adaptive. The category marked "Other" includes inquiries about the following: King Library, SJSU IT, registration, Collaborate, and computer/OS. Appendix V. C provides data on support inquiry figures from spring 2018-summer 2021.

IT Support Tickets

Below are some examples of recent technical support requests, referred to as "tickets."

During fall 2020, the IT team received 313 tickets: 26 from faculty, 185 from students, and 102 from non-iSchool faculty or students. Non-iSchool faculty/students are referred to the University Canvas Support team. Most of the tickets regarded issues with access or functionality and were easily resolved by the IT team.

Table V. 16 - Technical Support Tickets, Fall 2020

Number of Requests and User Group	Application and Ticket Numbers	Issue	Resolution Status
26 Faculty Members	Canvas (14) [1 Duplicate]	Functionality	All easily resolved
	Computer support (2)	Duo authentication issues	
	Other (3)	Duo authentication issues (2) Lock-out of SJSUOne (1)	
	VoiceThread (1)	Functionality	
	WebData (2)	Functionality	
	WordPress (1)	URL needed	
	Zoom (2)	Functionality	
185 Students	Canvas (72)	Course content log-in/access; Functionality; Browser and cookie-related questions/issues	Students do not look at the "All Courses" label in Canvas to locate their course All other issues easily resolved
	Computer Support (2)	MacBook compatibility; Microsoft account query	Easily resolved
	Guide on the Side (1)	Tutorial not opening	Easily resolved
	iSchool Alert (1)	School graduate wanted to opt out of notifications	Easily resolved
	Oracle (1)	Error received when trying to drop class	Forwarded to campus support
	Other (31) [1 Duplicate]	Most regarded issues with downloading or using Microsoft Word; Some issues with Duo and One.SJSU.edu; Some issues with accessing or using peripheral programs	Tickets regarding downloading Microsoft Word were forwarded to campus support All other tickets were easily resolved
	Panopto (1)	Access	Easily resolved
	VoiceThread (2)	Access; functionality	Easily resolved

	WebData (46)	Access; account set-up/recovery; functionality	Easily resolved
	WordPress (21)	Account registration and log-on; Functionality	Easily resolved
	Zoom (5)	Access	Easily resolved

During spring 2021, the IT team received 269 tickets: seven from faculty, 186 from students, and 76 from non-iSchool faculty or students. Non-iSchool faculty/student tickets are forwarded to the University Canvas support team. Most tickets regarded issues with access or functionality. Most were easily resolved by the IT team.

Table V. 17 - Technical Support Tickets, Spring 2021

Number of Requests and User Group	Application and Ticket Numbers	Issue	Resolution Status
7 faculty members	Canvas (1)	Lost HTML icon	Easily resolved
	Other (2)	Recover login information for student; Duo login	Easily resolved Duo login: Forwarded to eCampus
	Panopto (1)	Forgotten username	Easily resolved
	VoiceThread (1)	Student unable to login	Requested that student contact IT team directly
	WordPress (1)	Locked out of site	Easily resolved
	Zoom (1)	Unable to access recording	Easily resolved
186 Students	Canvas (82)	Logging in or accessing course content; Functionality Duo login	Students do not look at the "All Courses" label in Canvas to locate their course Duo login: Forwarded to eCampus All other issues easily resolved
	Computer Support (2)	Mac updates to Big Sur (compatibility and support)	Easily resolved
	e-Portfolio (1)	Error message when downloading zip file	Easily resolved
	iSchool Alert (1)	Unable to use Duo Push because of employment setting's ban on phones	Referred to eCampus for a fob
	Oracle (2) [1 Duplicate]	My.SJSU access	Referred to eCampus
	Other (24)	Duo authentication; My.SJSU access; course	Relevant issues forwarded to eCampus

		enrollment; functionality and access: Adobe, Microsoft Word, One Drive, Google Drive, and LOTSS	All other issues easily resolved

Additional Technology Resources and Support

The school's Technology Help Resource Center serves as a quick guide to resources that can assist faculty members and students to obtain support for commonly-used software and online systems. This web page is also accessible from every Canvas course site. The school has created tutorials for several major systems, including Canvas, Panopto, and Zoom. Additional tutorials are available through SJSU eCampus as well as on the Zoom and Canvas vendor websites.

When there are major issues within university-based systems and applications, both on the school's servers and cloud-hosted, the university maintains a SJSU System Status web page to notify the community of downtime and resolution status. Faculty, staff, and students can subscribe for updates.

Remote Technical Support

Remote technical support is provided to faculty, staff, and students using the university's remote access platform Beyond Trust. This platform allows team members to access a user's computer, regardless of location, so that they can interact with the user's computer to troubleshoot issues. Prior to remotely accessing a user's computer for troubleshooting purposes, the school asks the user to explicitly authorize such access. Remote access is also used to install software and apply licensing on computers used by faculty and staff members who do not live near campus.

Standard 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.

Context Statement

The school has robust physical and digital resources, but as a fully online program, all non-administrative faculty and support staff are online only. Although the need for on-campus physical resources is therefore minimal, the college and university permit the school to maintain ample physical resources, including an office suite and additional office space for staff, faculty, technology, teaching, and for the yearly in-person campus retreat. On the digital side, the school has full access to the technology provided to all other campus units including the Canvas LMS, the Google suite with unlimited storage, Zoom, and all university-licensed software. In addition, the school has its own network space for special projects, including a virtual reality server, WordPress server, website hosting server, etc. No reasonable and

supported requests for additional hardware or software have been denied to any iSchool faculty, staff, or student. The school's newest initiative, the Library Technology Integration Lab, was created by Dr. Chow and is funded by the college and dean to purchase, test, and disseminate technology integration to libraries.

Facilities

The School of Information provides a 100% online program for all its degrees and certificates. There is no instruction in physical locations on campus, and the program's administration is conducted online and on campus as needed. However, the school does maintain physical space on campus on the third and fourth floors of Clark Hall.

The school's physical space holdings include:

- A suite (985 sq. ft.) that houses the reception desk, mail and copy room, technology storage room, small conference room, office supply room, and director's office;
- Faculty and staff offices: Full-time faculty and staff at San José State University are assigned office space of no less than 90 sq. ft. per office (for single-occupancy offices) or a shared space of no less than 126 sq. ft. (for dual-occupancy offices). This includes an office for the associate director. Faculty members rarely use the offices but if they or a staff member wishes to work on campus, they can use one of the offices. Each office has a dock installed into which they can plug a laptop;
- A multipurpose storage room;
- A large conference room;
- One larger room (983 sq. ft.) on the third floor of Clark Hall that is used for the
- Onsite retreat in February, annual PhD candidate seminars, and other meetings as needed. The room supports table reconfiguration to accommodate multiple layouts, including conference style, classroom style, and small group style. Tables have wiring conduits and grommets that allow audio, video, power, and network cabling to be safely routed when setting up equipment for web conferencing or other computing needs. The room includes two university wireless access points that allow meeting attendees to connect their laptops, tablets, and/or smartphones to the campus wireless network. The school has also installed four high-density power strips (24 outlets per strip), with each strip connected to a dedicated 20-amp circuit. The space has accommodated meetings of up to 40 participants where all attendees have connected their laptops and other mobile devices to power and networking sources. The room also includes audio and video equipment that allows for a physical meeting to be "bridged" into a Zoom web conferencing session. This virtual "bridge" allows remote participants to join and interact with the in-person attendees via audio, video, and text chat. The "bridging" setup includes a 60" Sony Bravia LCD TV, an HD camera, and a network of seven daisy-chained Phoenix SmartSpider speakerphones, which allow for audio pickup anywhere in the room. For in-room presentations, the space is equipped with a Windows 10

computer, which is also connected to the 60" Sony Bravia TV for display of presentation materials and websites.

This floor plan illustrates the school's physical space in Clark Hall which is also represented in the figure below.

Figure V. 2 - School of Information Offices and Physical Space

Standard 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.

Context Statement

As noted previously, SJSU and the college provide robust resources for all school stakeholders, in particular faculty and students. This includes free access to both the Microsoft Office and Google suites, the latter of which includes Drive and YouTube. The school also has its own network administrator and various servers at its disposal that can be used for independent research, multi-media projects, etc. Again, no reasonable and well-supported technology or physical requests from any faculty, staff, or student have yet to be or will be denied if possible.

Student Home Computing Requirements

Because technology plays a significant role in the school's exclusively online learning environment, it is critical that all students possess a minimum level of technological resources throughout the program, including hardware, software, and Internet connectivity. In order to help prospective students understand these requirements, the school created a web page outlining the minimum home computing requirements for all students. Students who do not meet these requirements will not be able to obtain course materials and complete assignments, access critical online systems (e.g., Canvas, Zoom, Google Apps, and WordPress) or university and library online resources, view multimedia resources, or reliably communicate with instructors and peers. The home computing requirements are reviewed regularly and updated as needed by the school's network administrator. The school currently requires students to use the Microsoft Office productivity suite, which is available to students at no cost.

Students are introduced to home computing requirements through the new student checklist, and these requirements are also covered during INFO 203 Online Learning Tools and Strategies for Success. All new students complete a questionnaire that assesses compliance with the home computing requirements. If they do not meet all requirements, the instructor follows up to advise the student. If needed, the student is referred to the director of online learning, who establishes a process to ensure that the student complies with all requirements and sets deadlines for reaching full compliance.

University Systems and Requirements

The School of Information conducts its online programs within the infrastructure provided by San José State University, as do all the university's schools and departments. All departments and schools are also subject to the university's security and accessibility requirements.

The university's technology infrastructure focuses on:

- Robust data centers;
- Advanced network security;
- Back-up files in different geographical locations and data protection;
- Automated service failover to secondary data centers;
- Disaster mitigation whereby cloud-hosted solutions remain available and accessible in the case of catastrophic events or "Acts of God" that impact campus infrastructure;
- Incremental licensing increases to handle user growth;
- Hardened infrastructures that provide outage mitigation and uptime guarantees.

The following documents provide further detail on the university's technological infrastructure:

- San José State University IT Environment
- San José State University Computing and Data Security

Security Reviews

All online software subscriptions are reviewed by the university. Vendors must provide security assessments (e.g., SOC2 TYPE2, CSA-STAR, or HECVAT) as evidence of data center and application security compliance.

University-Provided Technology to Support Online Delivery

One.SJSU

In 2018, the university created the One.SJSU portal, which unifies access to a range of online applications for faculty, staff, and students, including Canvas, MySJSU, Zoom, Qualtrics, DocuSign, financial systems, and many others. The screenshot below displays the One.SJSU interface:

Figure V. 3 - One.SJSU Portal

DUO Authentication

The university requires two-factor authentication that combines a username and password with an Apple or Android smartphone, or a Hardware Token/Key-Fob. After entering the username and password, users are prompted to confirm the login on their device.

MySJSU

MySJSU is an online university information system used by students, alumni, admission applicants, and SJSU faculty and staff. Students use the system for tasks like adding and dropping classes, paying fees, and viewing grades. Faculty members use it to access official class rosters, enter grades, and view academic advising information. Tutorials are available for specific user groups, such as students and faculty.

Support for using MySJSU is provided by the SJSU IT Service Desk via phone, email, live chat, or help ticket. Contact information is included in the School Technology Help Resources Center.

Campus Software Licensing

The university maintains software licensing for various products, including Microsoft Office and Adobe Creative Cloud, that allow students, faculty, and staff to accomplish course-related tasks.

The school also licenses with security software (Sophos Antivirus) that protects all university users from online threats.

Accessibility Reviews

The university is committed to Section 508 compliance for all local websites and applications and cloud-hosted sites and services. Local sites and web applications are tested using specialized software that detect Section 508 violations. Online cloud-hosted SaaS services applications are extensively evaluated by the university. All campus units must submit evidence of accessibility compliance in the form of a completed Accessibility Conformance Report (ACR) based on the Voluntary Product Accessibility Template (VPAT), which documents how the software complies with Section 508 standards. Information Technology Team members work with vendors to obtain the necessary documents prior to submitting orders and renewals. Should a vendor fail to provide the necessary ACR/VPAT, their software application is manually reviewed by the university, and any Section 508 violations are documented, along with the vendor's plan for remediation of identified issues.

In compliance with Section 508 of the Rehabilitation Act, the School of Information ensures that all students have access to course content. For transcription and closed captioning, the school uses services provided by Automatic Sync Technologies, which contracts with the CSU Chancellor's Office for access to services by CSU campuses.

The school's cloud-hosted Panopto system includes integration with Automatic Sync Technologies (AST). Requests for transcription of faculty-produced media are handled by Dale David, Instructional Media Developer, who submits MP3 audio tracks to AST, where they are reviewed and transcribed within 48 hours. Closed captioning is then posted to Panopto within 24–48 hours and added to the recording. Examples of media materials that have been transcribed by AST include the "How To" videos created for INFO 203. For platinum customers, such as the School of Information, VoiceThread has added automatic closed captioning using machine-generated captions. Recordings created in Canvas Studio can also be captioned using machine-generated captions. A manual process is required to initiate it.

For live online events that require closed captioning, the school uses the company IBSU.net, whose transcribers join the event-in-progress and provide closed captioning services. Typically, this is facilitated through Zoom's closed captioning tool, which allows the transcriber to enter captions in real time, enabling participants to view them in real time. The captions are also included in the session recording.

The school has used Zoom live closed captioning at the following events:

- Synchronous course sessions when a student has requested closed captioning
- MLIS Open House sessions
- Live vendor demonstrations
- Virtual celebration of graduates

School of Information-Specific Systems

School of Information Website

The website is the school's public face and main communication hub for prospective students, current students, faculty members, alumni, and the public. As discussed in Standard IV.2, it is an essential resource that provides information regarding course schedules, registration information, events calendar, blog posts, career development resources and support, technical support information and tutorials, and much more. The website was redesigned between January 2017 and January 2019. The following link summarizes the School of Information website redesign project.

The website is a Drupal environment and is hosted through the cloud provider Digital Deployment. It is covered by a service-level agreement that includes a commitment to ongoing Section 508 compliance. In 2019 Digital Deployment updated all sites to comply with California's AB 434, which requires adherence to both Section 508 and WCAG 2.1 AA standards. Accessibility is covered by the service-level agreement. In the event that a user reports an accessibility issue, or alternatively, if a compliance scan identifies an accessibility issue, the school can open a "high priority" ticket with the vendor who will investigate and address the issue. Digital Deployment has also published a series of webinars covering California law AB 434, Section 508, and WCAG 2.1 AA.

The school runs several blogs on the website. These include the Career, CIRI, VCARA, and iStudent blogs. By selectively migrating blogs to Drupal, the school has been able to train student assistants to manage blog content and to easily integrate blog content on the main website.

In spring 2020 graduating students were asked about the new website in the exit survey, and the results indicated very favorable reviews. Digital Deployment also conducted a School of Information Website site review in March 2020 that yielded positive findings, among which were significant increases in site traffic and the clustering of top destinations that reflect site visitors' ease of navigation.

Custom Web Applications

The school utilizes custom web-based applications that fall into two broad categories. The first category is content management systems (CMS), which include an end-user interface, an administrative interface, and public output typically used by students in the process of enrolling in and preparing for courses to earn the MLIS degree. A prime example of a CMS applications is the password-protected GreenSheet System (GSS), which generates textbook selections, syllabi, schedules, faculty web pages, and a host of reporting functions across many domains within the school (e.g. Accessible Education Center compliance and ongoing instructor training).

The second category can be classified as "helper" applets. A good example of a "helper" applet is the MLIS Courses and Core Competencies (PLOs) database, which links program learning outcomes/core competencies to specific supporting courses. This application enables the student to learn what course(s) meet the requirements for a particular PLO/core competency

so they can stay on track to complete the e-Portfolio.

The School of Information's internship database was also custom designed by the school. Further information about custom web applications is available. All applications are subject to university security requirements.

Virtual Convocation Website

In 2015, the school contracted with d'Vinci Interactive, Inc. to create a "virtual convocation" platform. The platform, which is hosted on a local School of Information server, provides an online graduation experience where students can create profiles with a photo and personal information. See the convocation page and view graduate profiles over the years here. The school reviews and approves individual profiles and records the student's name for audio playback on their profile page. Once the profile is approved and published, friends and family members may post congratulatory messages. The student will also have a "virtual diploma" displayed on their profile page, which includes their name and degree.

Following the COVID-19 university closures in spring 2020, the school received several inquiries from other universities, indicating the wider need for such a platform as part of the "new normal." As an early adopter, the school has been providing this service to students for the last five years. In addition to the virtual convocation platform, the school also conducts a "virtual celebration" ceremony via Zoom every May.

Blackboard Connect (iSchoolAlert)

In summer 2010 the school licensed the Blackboard Connect mass notification system to facilitate distribution of information to targeted groups of students as well as faculty and staff. The system is called iSchoolAlert, and allows the distribution of information through multiple platforms, including email, text, phone, SMS, and social media. iSchoolAlerts can also be sent to users within a specified geographical area. For example, if the school's director is speaking at a professional conference in Seattle, the system can send an email to students and faculty members who live within a specified radius to invite them to attend. Messages can also be targeted based on group membership (e.g., all students, all faculty, all staff, all users in California, all users in Canada, etc.).

Technology Supplied to Faculty and Staff

All full-time faculty and staff are supplied with a laptop and a software suite. The laptops are refreshed every three years. The specifications are enumerated below for Windows and Mac users.

For Windows Users

Dell is the preferred vendor for SJSU. The university has the standardized equipment Dell XPS 13" or 15" but will accommodate users if they prefer a different system. For example, if someone is heavily involved in VR work, the school can provide Dell Alienware instead of Dell XPS.

Hardware configuration:

- CPU Intel i7 or higher
- 16GB RAM or higher
- 512GB SSD or bigger internal drive
- USB-C dock if requested.

Software Configuration:

- Windows 10 Pro with latest build (auto update)
- Office 365
- Adobe CC
- Zoom
- Beyond Trust for remote support
- Cisco Anyconnect VPN
- Drive File Stream
- BigFix
- Sophos Central (Antivirus)
- Spirion (checks for Level 1 data)
- Qualys (vulnerability management)
- Pro Warranty Support for 3-4 years on the laptops.

For Mac Users

MacBook 13", 15", or 16"

Hardware configuration:

- CPU Intel i7 or higher
- 16GB RAM or higher
- 512GB SSD or bigger internal drive
- AppleCare 3 year Support.

Software Configuration:

- MAC OSX Mojave or higher
- Office 2016 or 2019 or 365
- Adobe CC
- Zoom
- Beyond Trust for remote support
- Cisco Anyconnect VPN
- Drive File Stream
- Sophos Central (Antivirus)
- Spirion (checks for Level 1 data)
- Qualys (vulnerability management)

User Data Backup

Data is stored and backed up on Google Drive (via the SJSU Google Workspace) and is easily accessed through the Drive File Stream app and on any machine with DUO 2-factor authentication to cell phone or key fob.

Media Production

School of Information faculty members can create media resources to enhance online instruction. They can use tools that include:

- Panopto: video capture system to create rich media presentations;
- Zoom: web conferencing platform used to record lectures, present video tutorials and software demonstrations, and create "machinima" of virtual world and virtual reality experiences;
- Camtasia and SnagIt: video capture software to create video tutorials or screencasts;
- Canvas Studio: used to produce short screencasts under five minutes in duration;
- Adobe Creative Cloud: provides access to many Adobe tools such as Adobe Acrobat DC, Photoshop, and Adobe Dreamweaver;
- A wide array of freeware tools, including Screencast-o-matic, Screencastify, Audacity, Canva, TechSmith Capture, and Loom.

The school's Instructional Media Developer Dale David handles media production tasks such as video editing and encoding. He adds supplementary elements and effects, including text captioning, static slides, transitions, and music overlays. Following media production, video is encoded into the final digital media formats (e.g., MPEG-4 video), captioned, and then uploaded to media-hosting platforms, such as YouTube and the school's media server. David also manages the core media collections hosted on the iSchool YouTube channel.

Technology Available to Students

School of Information students have access to powerful software tools that enable them to produce digital creations for their course work, such as:

- Zoom: Students have access to Zoom Pro accounts and can leverage the screen sharing tool to produce lectures for class assignments, create software demos, and perform "machinima" captures of virtual world and virtual reality experiences. After recording videos in Zoom, students can download the content in MP4 format, which can then be repurposed elsewhere, such as on Google Drive or YouTube.
- Canvas Studio: Students also have access to the recording tools in Canvas Studio, which allow capture of webcam video or computer screen activity. Videos created in Canvas Studio can be downloaded in the "webm" format, which can then be repurposed elsewhere.
- Adobe Creative Cloud: Creative Cloud can be used for advanced media production tasks.

Many other media production tools, some of them free, are also available and are being used by students to create audio and video materials as well as infographics. These include: Audacity, Screencast-o-matic, Loom, Powtoon, Prezi, Piktochart, Canva, Google Slides, Screencastify, Venngage, Animoto, Visme, Adobe Spark, Animaker, Microsoft PowerPoint (with audio narration), Wondershare Filmora, SpicyNodes, Flipboard, TechSmith Capture (formerly Jing), and Answer Garden.

Students and faculty may publish media to various hosting platforms such as Google Drive, YouTube, or Vimeo. They also have access to Google Drive and YouTube publishing through their SJSU Google Apps accounts. Faculty members may upload media to the school's media server (amazon.sjsu.edu). Additional information is provided below:

- Amazon (amazon.sjsu.edu): The school has used Amazon as its media server host since 2005. The server is available to faculty for uploading class-related media resources using SFTP (Secure File Transfer Protocol).
- Google Drive: In 2014 the university obtained unlimited storage space on Google Drive. Since then, the school has been encouraging faculty and students to store media on the platform. Google Drive accepts multiple media formats, including MP3, MP4, QuickTime, Windows Media, WEBM, and others. Uploaded video files are converted and made available in HTML5 format. Users may then obtain and distribute a sharable link, which can be viewed in any web browser, as well as on mobile devices. Google Drive security permissions can be set so that only those with the link can view the video.
- YouTube: Students and faculty also have access to the YouTube Studio tool through SJSU Google Apps. School users can upload media to YouTube and use the "Unlisted" setting, which means that only users who have the link can view the content. Students can post the link in their Canvas course site or submit it to the course instructor for viewing.

Standard 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.

Context Statement

To enhance its ability to support faculty and students, the school is fortunate to have its own administrative staff to augment that of the university's, which includes access to the library and all other IT units and software provided to all campus units. To increase responsiveness, the school has added staff in strategically essential areas, including a Canvas/LMS coordinator,

instructional designer, IT support specialist, network administrator, multimedia production support specialist, and website developer.

Library Resources

Students, staff, and faculty members have full access to the Dr. Martin Luther King, Jr. Library. This joint academic/public library serves both the university and the City of San José. Although the King Library is a dual-use academic and public library, the following discussion applies only to the university's library resources. It does not include materials or services offered to the public as part of San José Public Library's collections or programs.

In response to recommendations in the 2012 *Libraries of the Future* report, the libraries within the California State University (CSU) system moved to a unified management system in June 2017. The new system, Ex Libris Alma/Primo, combined the print book collections of all 23 CSU campuses into one comprehensive catalog. Faculty members and students can now use a single search to explore more than 29 million print books and to request titles through interlibrary loan. Also, in response to the report, the King Library hired an assessment librarian to evaluate the impact of library services on student learning outcomes, retention, and graduation. Subsequently, the library created a new position—a research impact librarian—to support faculty members in the tenure and promotion process.

The King Library provides integral support to students, staff, and faculty members. It houses robust resources, including eBooks, databases, course reserves, reference services, and research guides. The library provides access to online electronic resources as well as to physical resources (via interlibrary loan) to all students, staff, and faculty members regardless of their location. The following table provides more information about some of these resources and their access points.

Table V. 18 - King Library Resources and Access Points

Resource	Links
Services, Tools, and Tutorials	
Librarian Assistance Reach a librarian for assistance via telephone, email, or chat	Ask a Librarian
Interlibrary Loan Gives online access to journal articles and book chapters not available through library databases and sends print materials to distance learning students	Interlibrary Loan
Tutorials Online tutorials that offer tips on using the library, conducting research, and navigating databases	Tutorials
RefWorks A robust bibliographic tool	RefWorks

Student Computing Services Center A student service center that offers telephone and email support for library database use	Student Computing Services Center
Collections	
Databases More than 400 online databases	Alphabetical Listing of Databases
Electronic Journals Collection includes more than 660 titles specific to library and information science topics	LIS Journal Index
Course Reserves A collection of online course materials set aside by instructors, searchable by instructor or course	Course Reserves
Digital Collections Online collections of rare and unique materials held by SJSU	Digital Collections
Research Guides (LibGuides)	
iSchool MLIS Student LibGuide A guide to library resources, created specifically for the school's MLIS students	iSchool MLIS Student LibGuide
iSchool MARA Student LibGuide A guide to resources in archives and records administration, created specifically for the school's MARA students	iSchool MARA Student LibGuide
iSchool Informatics Student LibGuide A guide to library resources, created specifically for the school's Informatics students	iSchool Informatics Student LibGuide
iSchool Faculty LibGuide Information on the use of library resources; a research guide created specifically for iSchool faculty	iSchool Faculty LibGuide
SJSU Research guides An index of all SJSU research guides, searchable by topic or course	All SJSU LibGuides
Additional iSchool-Relevant Research Guides Selected research guides particularly useful to iSchool faculty and students	Government Information Online Reference Tools Distance Library Services Copyright and Fair Use Collection Development @ SJSU Library Educational Resource Collections Tools for Use in LibGuides About Permalinks

Library Collections

The King Library's physical collections have remained robust even as the library has expanded its digital resources. Students and faculty members can access many of the library's print items through interlibrary loan, and library staff can send these items directly to the student or faculty member, regardless of their location. The following table provides an overview of the King Library's physical resources.

Table V. 19 - Physical Resources at the King Library

Physical Library Resources	Quantity
Volumes (including bound periodicals)	1,168,167
Non-serial and serial microforms (units)	87,324
Government documents (physical units)	152,751
Total number of serial titles currently received, including periodicals, newspapers, and government documents	61
Sound materials	38,153
Films, videos, and DVDs	10,720
Standing orders	40
Cartographic materials	5,849

Electronic Core Collection

The California State University system purchases the Electronic Core Collection for the King Library. The Electronic Core Collection is managed by the Chancellor's Office through the Statewide Digital Library Content (SDLC) team. This e-resource collection is program-driven, used actively for instruction, and in high demand. The rationale for creation of CSU's Electronic Core Collection is based on three principles: equality of access, support of core curricular programs, and cost-efficiency. The primary criterion for the inclusion of resources in the collection is the support of the common core of CSU curricula.

Electronic resources defined as "core" cover one or more disciplines in the common curricula and meet general information needs as well as the specific needs of core programs at the study level as defined in the American Library Association Collection Development Committee's *Guidelines for Collection Development* (ALA, 1979).

Core curricula are defined as degrees or programs offered by at least two-thirds of the 23 CSU campuses. The CSU core curricula consist of baccalaureate and master's programs in the following general categories: social sciences, arts and humanities, life and physical sciences, and professional programs.

The Electronic Core Collection includes the following databases:

- ABI/Inform (business)
- *Academic Search/Business Source Premier*
- *Academic Complete eBooks*
- *ACLS (humanities eBooks)*
- *America History & Life/Historical Abstracts*

- *Biological Abstracts*
- *CINAHL Complete (nursing)*
- *Communication & Mass Media Complete*
- *CQ Researcher*
- *Dissertations & Theses Abstracts*
- *Ethnic NewsWatch*
- *GenderWatch*
- *Global Newsstream (regional, national, international news)*
- *Grove (Oxford) Music*
- *JSTOR (13 collections) (humanities)*
- *MathSciNet*
- *MLA Intl. Bibliography (humanities)*
- *Mergent (business)*
- *Oxford English Dictionary*
- *Project Muse (humanities)*
- *PsycInfo / PsycArticles*
- *Safari (technology eBooks)*
- *Sociological /Social Services Abstracts*
- *Westlaw*

Digital Collections and Resources

The King Library continues to strengthen its digital collection. The library has an annual budget of more than $2.9 million for information resources. Since 2014, the library has added Academic Video Online, Sage Research Methods, Scopus, TeachingBooks.net, and several other databases to its collection. It has also become a member of the HathiTrust Digital Library, which provides full viewing and download capabilities for public domain materials as well as specialized access to public domain and copyrighted materials for users with print disabilities. This membership allows faculty members to access the HathiTrust Research Center for assistance with research projects focused on text mining.

The following table provides a quantitative overview of the King Library's online resources. All these resources are academic titles.

Table V. 20 - Online Resources at the King Library

Online Library Resources	Quantity
Titles: Electronic books	1,951,904
Titles: Government documents and other electronic materials	189,261
Electronic periodical (serial) subscriptions	501,172

In 2020–2021, there were 4,673,509 searches of databases and 1,961,028 articles downloaded from databases. There were 1,540,334 searches of the library catalog.

eBooks

The number of eBooks available through the King Library has more than quintupled in the last seven years. From 2019–2020 to 2020–2021 alone, the collection grew by 420,503 titles. A program of demand-driven acquisitions (currently on hold) was very successful in accelerating acquisition. The library's eBook collection includes approximately 189,329 titles from ProQuest eBook Central as well as related eBooks through Safari Books Online.

Affordable Learning $olutions and Textbooks Available as eBooks

In 2010, the CSU system implemented an Affordable Learning $olutions (AL$) initiative to make textbooks and other learning materials more affordable for students. As part of this effort, the King Library created a list of eBooks available as textbooks. The School of Information has the largest number of textbooks available in eBook format of all the university's subject areas. Since its launch, it is estimated that the AL$ initiative has saved students more than $2.3 million in textbook costs.

Journals in ScholarWorks

The expansion of affordable options for student research includes ScholarWorks, the university's library-run institutional repository. Free hosting services are provided to the *Student Research Journal*, helmed by Dr. Anthony Bernier, and the *Secrecy and Society Journal*, which is overseen by Dr. Susan Maret, one of the school's part-time faculty members. Student theses are also available on ScholarWorks.

Databases that Supplement Library Resources

In addition to the databases provided by the King Library, the school provides complimentary access for students and faculty members to resources available through direct agreements with vendors and organizations. These include Center for Computer Assisted Legal Instruction, LibGuides, and NoveList.

School of Information Library Liaisons

Two library liaisons work together to support the school's collection development and its faculty members', staff members', and students' research needs. Throughout most of the accreditation period, this position was filled by DeeAnn Tran and Gareth Scott; however, the post was recently reassigned to Andrew Chae and Craig Simpson.

The library liaisons reach out to faculty members for suggestions to guide allocation of the annual budget for new purchases in the LIS field. In addition, library liaisons have access to data regarding library database usage, licenses, and acquisitions through a license with the Ex Libris Alma library service platform. This information allows them to evaluate usage of the existing collection and to make informed decisions regarding future collection development accordingly.

When they select eBooks for purchase, the library liaisons look for titles available in a multiple-user format. When titles are not available as eBooks, they work collaboratively with the school's faculty to consider a print copy. For titles purchased as print materials, faculty

members can request scans of portions of the book, which are made available to students for online use.

The school's library liaisons assist students and faculty members with using the library resources and maintain seven subject guides for the program. One of the guides, Library and Information Science, includes digital learning objects, such as tutorials and other easily accessible and reusable training materials. From 2015–2016 to 2020–2021, this guide was viewed more than 57,000 times per year, making it the most frequently accessed subject-specific guide at the university. In addition, the subject librarians maintain a guide for faculty members that provides tips for using library resources in Canvas. Their range of support includes the following:

- Research assistance via email, phone, and Zoom. The liaisons handle more than 600 reference questions from students annually;
- Online instructional sessions for courses (as requested);
- Instructor support, including seminars;
- Purchase of online resources, including databases and eBooks;
- Development of interactive tutorials for INFO 203 Online Learning Tools and Strategies for Success that provide instruction on using the databases;
- Development of an orientation suite for INFO 203 that includes four videos about getting started with library materials (all with closed captioning);
- Development of instructional videos for INFO 203 on a variety of course topics, such as types of information sources.

Additional Librarian Support

Students also have access to the King Library's other subject librarians and can contact them through telephone, email, and chat. Key support staff members and the services they provide are as follows:

- The senior access services coordinator handles library accounts for faculty members and students and provides support for WISE students from other institutions;
- The electronic resources coordinator manages access to the library's electronic resources, including troubleshooting of databases and eBook access issues;
- The library's Student Computing Services office provides support for e-resource questions and offers technical support.

The library's website presents an overview of all the services offered to the school community. In accordance with the university's Accessible Technology Initiative, the library's website is fully compliant with accessibility standards.

eCampus

The university offers a wide variety of both teaching and research tools via the eCampus unit.

Accessible Education Center

The school works with the university's Accessible Education Center (AEC) and honors all student accommodation requests made by the center. The AEC has been very proactive in working with online students who request disability accommodations. For identified students with disabilities who have registered with the AEC, the center converts course materials into alternate formats. The AEC can also request eBook versions of print materials from publishers, which may be used by the student in conjunction with screen readers or text-to-speech software. Students with cognitive impairment may request services through the AEC, such as alternate digital textbooks and note-taking services.

Standard V.13

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

Context Statement

The school's policies, systematic planning, and evaluation procedures are principally driven by the university's annual assessment process. All university departments that offer degree programs are required to submit an annual report on or before June 1st of each year. The report must address three major areas: The Big Picture (Part A), What We Did this Year (Part B), and Keeping Track of Changes (Part C). The school submits an annual report for each of its four degree programs, inclusive of three master's degrees and one new bachelor's degree. A program assessment is also required every seven years. The ALA self-study will be used for the MLIS degree's seven-year program assessment.

The school's systematic planning and evaluation process includes a review of administrative, fiscal, and support policies and resource requirements. As previously discussed, the school's two administrators work together to ensure that its instructional system, policies, and resources are high quality and appropriately resourced. Several inputs and metrics are employed to track success, including year-over-year fiscal growth, enrollment, retention, student evaluations, faculty and staff retreats and overall performance, exit surveys, program advisory committees, the International Advisory Council, and general trends in the field. The director and associate director also meet with the school's budget officer on a weekly basis and with the college deans bi-weekly, hold an all-school retreat every three months, and perform an

annual program assessment. The school has a surplus of funds each year and currently does not have any major resource gaps that have been identified by any of the school's stakeholders. View a detailed overview of the program evaluation process here.

Systematic Planning and Evaluation

All faculty, staff, and students have clear guidelines and policies that govern their performance and are provided with opportunities to voice concerns, issues, or a need for improvement. From an administrative policy perspective, the school has numerous metrics in place to immediately capture and respond to issues and gaps that need to be addressed. These include, but are not limited to the university Retention, Tenure, and Promotion (RTP) policies that govern tenure-track and post-tenure review for faculty; student evaluations and performance in core courses and e-Portfolios; annual staff performance reviews; annual lecturer reviews; annual meetings with students; quarterly meetings with faculty and staff; and bi-annual meetings with the school's International Advisory Council.

As mentioned previously throughout the self-study, data are collected at all levels of the school's instructional system and included on the MLIS Program Performance webpage. These include the following:

- Annual Program Assessment Reports for the MLIS to the university (rated excellent each year during the accreditation period);
- Program Based Assessment of PLOs/Core Competencies (done every three years);
- Mapping Self-Assessment Tool for students showing alignment between PLOs/core competencies, each course, and course learning outcomes
- Retention and Graduation Data for INFO 203 (one-unit online learning success required orientation course) and all core courses
- Student Exit Survey Data for the past five years
- Alumni Survey Data for the past four years
- Employer Surveys from 2016 and 2019

The school's administrators also meet bi-weekly with the college deans to discuss any issues that need to be addressed.

Annual Assessment of All Degree Programs

The university requires the school to submit an annual assessment report of the MLIS (linked above) and all its degree programs. This report provides a detailed analysis of the attainment of program learning outcomes, an analysis of its performance from the past academic year, and goals and improvement opportunities for future performance. This is again reviewed by the college and the university to ensure that a high-quality educational system is in place. The

school has received an "Excellent Rating" from 2015–2020. See the SJSU Annual Assessment Report website for an overview of this requirement.

Standard V.14

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

Context Statement

Each year, the school performs a rigorous and formal program assessment and submits a report that is reviewed by the college and university and then publicly displayed on the MLIS Program Performance website. The school's annual program assessment reports, as listed above, are specifically linked by year below:

- University Assessment Report 2019–20
- University Assessment Report 2018–19
- University Assessment Report 2017–18
- University Assessment Report 2015–16

Each year the school is also expected to map its PLOs/core competencies to the University's Learning Goals (ULGs). This information can be accessed on the Mapping Competencies/Program Learning Outcomes (PLOs) to University Learning Goals web page.

Decision Making Processes and Data

The School of Information functions within the infrastructure of San José State University and the California State University system. Administrative and fiscal policies are established and monitored by the university. All fiscal resources are allocated by the university, although, as cited previously, the university allows 64% of Special Session revenue to support and enhance its programs (including summer session). Administrative and fiscal responsibilities—to the degree the school has control over such matters—are overseen by the school's director.

The director and associate director receive budget-related reports that are prepared by the administrative services manager as follows:

- Monthly budget reports
- Weekly revenue reports during fall, spring, and summer enrollment periods

The numerous budget reports work in tandem to provide a comprehensive data set regarding the current year and how it compares to previous trends, which helps provide data analytics to inform future planning.

The budget reports enable the school to allocate and track:

- Student assistant expenses
- Special session scholarship expenses
- Marketing and recruitment events
- Technology purchases
- Travel expenses

The administrative services manager also frequently runs budget scenarios that models potential pathways and the fiscal impact of current and future decisions.

The university has provided a robust technological foundation to support planning, evaluation, and decision-making needs, and subject to security and accessibility requirements being met, is supportive of the school's technology-related requests. The university's eCampus unit offers many tools to promote teaching and research, and the Accessible Education Center offers comprehensive support to students with disabilities.

Online Learning Consortium Quality Scorecard

The school uses the Online Learning Consortium Quality Scorecard for Online Programs assessment tool to evaluate the quality of its online learning environment. Although it is a self-assessment tool, each category offers thorough evaluative criteria. The scorecard's breakdown helps the school's administrators focus in a holistic way on the various components of a successful 100% online program.

The scorecard lists 75 specific indicators grouped into the following nine quality areas:

1. Institutional support
2. Technology support
3. Course development and instructional design
4. Course structure
5. Teaching and learning
6. Social and student engagement
7. Faculty support
8. Student support
9. Evaluation and assessment

The program's compliance with each quality indicator is evaluated every two years by the director for online learning and the associate director.

The following scores are assigned:

- Meets criterion completely (3 points)
- Moderate use (2 points)
- Insufficient (1 point)
- Not observed (0 points)

Rationale and evidence are provided to support the scores for each of the 75 quality indicators.

Other Avenues of Assessment

The Technology and Resources Committee, composed of full-time faculty members, staff members, an alumni representative, a student, and a part-time faculty member, discusses technology with a focus on its course applications. An example of a recent recommendation is the acquisition of VoiceThread. The committee's reports are reviewed at each retreat.
The school also has a dedicated seat on the University Library Board, as mentioned in Item IV of this Academic Senate web page. Faculty member Joni Bodart currently serves in this capacity.

Library Resource Analysis for the School of Information

The following analysis was performed in support of courses offered by the School of Information. It includes two parts. The first part reviews in detail the resources available to the school's students. The second part offers comparative data regarding programs at Drexel University, Wayne State University, and the University of Michigan. These universities offer graduate degree programs in their respective schools of library and information science.

Part One: San José State University Library

Journals

The library subscribes to more than 664 journal titles that support the school's programs.

Databases

The King Library subscribes to more than 400 databases. If the full text of an article is not available in the database where a search is initiated, the library's Find It app searches across the full collection of databases to find an alternate source.

Within the library's database collection, 40 databases are directly related to the field of library and information science, including seven specific to the field and 33 broad-scope databases that include journals germane to LIS studies.

The seven LIS-specific databases are:

- ACM Digital Library
- Cabell's Directory of Publishing Opportunities: Educational Technology & Library Science
- ccAdvisor

- Charleston Advisor
- Library and Information Science Source
- Library and Information Science Collection (Taylor & Francis)
- Library Literature & Information Science Retrospective

The following general databases support library and information science:

- AATA Online: Abstracts of International Conservation Literature
- ABI/Inform Complete
- Academic Search Complete
- Academic Video Online
- ArchiveGrid
- Book Review Digest Plus
- Book Review Digest Retrospective: 1905-1982
- Business Source Complete
- Children's Literature Comprehensive Database
- ChoiceReviews
- Declassified Documents Online
- Education Research Complete
- Emerald Insight
- ERIC
- Ingenta
- JSTOR
- Kanopy
- LearnTechLib
- Literature Resource Center
- NexisUni
- OmniFile Full Text Mega Edition
- Project Muse
- ProQuest Dissertations and Theses
- Readers' Guide
- Readers' Guide Retrospective: 1890-1982

- Safari Tech Books Online
- Sage Research Methods
- ScienceDirect
- Scopus
- Statista
- Ulrich's Periodical Directory
- Web of Science (ISI)
- WorldCat

Monographs

The SJSU library has 59,855 titles related to the LIS field. Monographs are collected almost exclusively in a digital format to accommodate the school's online program.

Part Two: Library Comparisons

The three master's programs used as basis for comparison with the School of Information are as follows:

- Drexel's iSchool: College of Computing & Informatics. With undergraduate and graduate degrees as well as post-master's programs and certificates, the iSchool at Drexel offers a Master of Science in Information - Library & Information Science (MSI-LIS) degree. The MSI program also offers concentrations in Digital Content Management and Human-Computer Interaction & User Experience. The program can be completed online, in person, or hybrid.
- University of Michigan School of Information. UMSI offers BS, MSI, and PhD degrees. The Master of Science in Information degree includes specializations in three areas: 1) data science/data analytics/computational social science; 2) digital archives and library science/preservation; and 3) user experience (UX) research and design/human computer interaction (HCI)/social computing. Dual degrees are also offered. The MLIS degree is available on campus only.
- Wayne State University. Wayne State University's School of Information Sciences offers master's degrees in Information Management (MSIM) and Library & Information Science (MLIS). Concentrations include software tools; web-based information services; health informatics and data management; data analytics; user experience; archives; and digital content management. Certificates include archival administration; information management; library and information science; and public library services to children and young adults. The MLIS degree is available online with selected classes also offered on campus.

Journals

San José State University has a strong collection of library science journals, offering more than 660 titles online. Many of these offer full-text access, and articles date from 1905 to the present. Comparative data is shown below.

Table V. 21 - SJSU Journals Made Available

San José State University	Drexel University	University of Michigan	Wayne State University
664	111	1,432*	654

**The University of Michigan's library science filter includes information science and computer science titles.*

Databases

San José State University databases compare favorably with those of the three other schools. SJSU subscribes to the core databases in library science, including *Library Information Science Source* (which is composed of *Library Literature and Information Science*, *LISTA*, and an additional 75 titles) and the *ACM Digital Library*. None of the comparable university libraries subscribe to *AATA Online*, *Emerald Insight, ChoiceReviews,* or *the Library and Information Science Collection* from Taylor & Francis. Comparative data is shown in Appendix V. D.

Because of the breadth of the King Library's database collection, the school's students are exposed to many vendors and platforms that enhance their education in the field and prepare them professionally.

King Library Surveys: University-Wide and School of Information-Specific

LibQUAL+ Service Assessment

In spring 2018, the King Library administered a LibQUAL+ survey. This user satisfaction survey was intended to collect feedback on library services, facilities, and collections from the campus community.

A total of 4,507 valid participants responded to the survey. Participants were categorized into four groups: students, faculty, library staff, and non-library staff. Student participants were further divided into undergraduate and graduate student groups. Of the total number of participants, 4,247 were students: 2,994 (66%) undergraduates and 1,253 (28%) graduate students. There were only 139 (3%) faculty participants, 22 (0.5%) library staff participants, and 99 (2%) staff participants. There is no way to know how many—if any—School of Information faculty, staff, and students participated. Nonetheless, the survey provides a window into the overall utility and service offerings of the university library.

LibQUAL+ is a tool offered by the Association of Research Libraries (ARL). The survey instrument measures library users' minimum, perceived, and desired levels of service quality across three categories: "Affect of Service," "Information Control," and "Library as Place." Questions and the corresponding categories are listed below.

- Affect of service – This category assesses the effectiveness of library personnel. It consists of the following topical areas:
    - Employees who instill confidence in users
    - Giving users individual attention
    - Employees who are consistently courteous
    - Readiness to respond to users' questions
    - Employees who have the knowledge to answer user questions
    - Employees who deal with users in a caring fashion
    - Employees who understand the needs of their users
    - Willingness to help users
    - Dependability in handling user's service problems
- Information Control – This category centers on the ease of finding information, including website and access tools. It consists of the following topical areas:
    - Making electronic resources accessible from my home or office
    - A library Web site enabling me to locate information on my own
    - The printed library materials I need for my work
    - The electronic information resources I need
    - Modern equipment that lets me easily access needed information
    - Easy-to-use access tools that allow me to find things on my own
    - Making information easily accessible for independent use
    - Print and/or electronic journal collections I require for my work
- Library as a Place – This category is about the physical environment of the library. It includes the following topical areas:
    - Library space that inspires study and learning
    - Quiet space for individual activities
    - A comfortable and inviting location
    - A getaway for study, learning or research
    - Community space for group learning and group study
- Local Questions
    - A secure and safe place
    - Access to materials from other libraries (Interlibrary Loan)
    - An online catalog that is user-friendly for finding books and other materials

- Availability of online help when using my library's electronic resources
- Librarians teaching me how to find and evaluate reliable information

For each question, participants were asked to indicate their minimum level of expected service quality (minimum), the level of service that they want (desired), and the level of service that they believe the library currently provides (perceived). The resulting data provided the library with a "gap analysis"—a way to understand what is most important to users and how close perceived quality of service is to the desired level. The survey also invited open-ended comments, providing useful detail and many constructive suggestions.

Key Insights

Overall, the library scored higher than the minimum level of service quality in the three main categories. However, the score for the library as "a secure and safe place" was below the minimum level of user expectation amongst students, faculty, and staff.

- The survey results revealed that undergraduate students use resources located on the library premises and on the library website on a weekly basis, as opposed to Yahoo, Google, or non-library gateways that they access daily. Graduate students showed a similar trend with variations in a few areas. 70% use Yahoo, Google, or non-library gateways daily. 45% access library resources through a library web page weekly. 19% never use resources on the library premises.

- 30% of faculty members use resources on library premises quarterly, and 40% access library resources through the library website. Faculty consider the library a good place for group learning and group study and expressed high rates of satisfaction with library staff. The faculty indicated that the library merited improvement with regard to ease of finding information via the website and access tools.

- 31% of the library staff use resources on the library premise daily, and 32% of participants access library resources through the library website daily. Those surveyed expressed a high level of satisfaction in having access to *"employees who have knowledge to answer user questions."* They believe that the library offers a community space for group learning and group study. Library staff indicated that the availability of online help with using library's electronic resources was below the minimum level of expected service quality.

- 36% of university staff respondents use resources on the library premises quarterly. 39% use the library website monthly. Staff expressed a level of satisfaction with library services that is higher than the minimum level of service quality and lower than the desired satisfaction level. They expressed concern regarding the library's responsiveness to user questions, librarian assistance with instruction on accessing and evaluating reliable information, and the library website's gateway to finding information independently and professionally relevant.

School of Information Library Satisfaction Survey

In May 2021 the School of Information conducted a survey to determine faculty and student usage and satisfaction with library services. Key findings included the following insights. 32% and 64% of students and faculty, respectively, have contacted the King Library liaisons. Students mainly used the liaisons for help with a specific research query (42%) and help finding electronic resources (19%), while faculty mainly contacted the liaisons for help with finding electronic resources (21%) or interlibrary loan (16%). Satisfaction was extremely high across the board, with faculty members reporting 100% satisfaction with support or service and 93% of students conveying the same. Usage rates for King Library training modules is high among students (86%) and moderately high among faculty (64%).

Standard 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.

Context Statement

As stated previously, the MLIS program completes an annual program assessment report that *"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."* Centered around student success, all the school's PLOs/core competencies are aligned to University Learning Goals (ULGs) at the macro level and aligned to all core competencies, course learning outcomes, and student assignments in all courses at the school level. Data on stakeholder feedback and performance are carefully collected, and any systematic gaps are identified and closed accordingly. Communication is open and constant between school administrators, staff, college leadership, and all school stakeholders to ensure robust improvement and planning inputs.

Ongoing Decision-Making Processes and Data

The school constantly and systematically evaluates its administration, finances, and resources to ensure each component remains strong and closely aligned with its mission and strategic directions. From an administrative standpoint, all aspects of the school are continuously examined. This includes an annual assessment required by the university; an annual in-person retreat and SWOT analysis with all faculty and staff; constant review of instructional quality; and allocation of resources to ensure a strong infrastructure and provide students, faculty, and staff with sufficient resources to deliver a high-quality educational experience. As discussed previously, the use of revenue generated by Special Session funds affords the school flexibility to pursue numerous initiatives and has allowed the school to reinvest throughout this accreditation review period.

Examples of most recent efforts in this regard include:

- Provision of Special Session scholarships;
- Allocation of $1,500 travel grants to student leaders to support attendance at association conferences;
- Provision of travel support/grants for faculty, staff, and students;
- Complimentary student memberships to professional associations for all incoming students;
- Development of MLIS Alumni at Work videos;
- Launch of a virtual convocation website;
- Addition of Dropout Detective to assist with student retention;
- Support for student and alumni community impact poster sessions at professional conferences.

The split funding model has enabled the school to:

- Cover 85% of staff salaries through Special Session fees. This has allowed addition or replacement of staff as needed, e.g., onboarding a new student support staff member; replacing the events coordinator; moving the director of online learning to a staff position.
- Maintain a roster of 9-10 full-time lecturers.

The student- and tuition-driven Special Session finances allow the school to scale operations to students' needs and to be agile, responsive, innovative, and self-determined. These core aspects are reflected in the school's continuous evaluation, improvement, and broad-based efforts to meet the evolving demands of the field.

Summary of Standard V

The School of Information offers numerous resources and levers of support to its faculty, staff, and students.

As a unit within the College of Global and Professional Education, the school obtains support from both the college and university and is afforded autonomy to carry out its mission and achieve program goals. During the period under review, the school was supported in the hiring of six tenure-track faculty members and has recently commenced five new tenure-track faculty searches to amplify and expand curricular content. In addition, the school's faculty members are active in various capacities throughout the university, as represented by their membership in university-wide and college-level committees and boards and their participation in interdisciplinary grant-funded projects.

After serving as director for 10 years, Dr. Sandra Hirsh was promoted to the college's associate dean of academics. In July 2021, Dr. Anthony Chow was appointed to the position, bringing a wealth of academic, research, and leadership expertise to the helm. Throughout the accreditation period, the school benefited tremendously from the recently retired director of online learning, Debbie Faires, who developed training programs and evaluated the quality of the online program. When Faires left in spring 2021, the post was restructured as a staff position and assumed by Bethany Winslow.

Several staffing teams support the administrators and faculty members. They are involved in the school's decision-making processes through positions on governance committees as well as based on their direct communications with the associate director and director. As an example, the school's new Live Chat initiative was implemented at the suggestion of the Student Services Team.

Because the school's MLIS program is exclusively online, technology proficiency and flexibility are paramount. A wide range of technology resources support the program, including the Canvas learning management system, Zoom web conferencing, Panopto, custom web applications, and the website. Accessibility and security are at the forefront of all efforts. The school is committed to Section 508 compliance, and the university's Accessible Education Center offers resources to distance learners with disabilities. The school continually and responsibly invests in technologies and staffing to ensure a successful online learning environment. Its highly trained and competent Information Technology Team members support the school's faculty, staff, and students and maintain a thorough and timely process for remote technical support.

Faculty members and students have full access to the university's King Library, which offers robust electronic and physical resources. A library liaison works directly with the school's faculty members on collection development and assists all members of the school's community with reference questions and database guidance. The liaisons have developed user guides, interactive tutorials, and instructional modules for use in the school's courses.

Given the fully online nature of the MLIS program, the school's need for physical space on campus is limited to offices and storage areas. However, its administrators, faculty members, staff members, and students are widely involved in campus programs, and the school is an integral part of the college and university and plays a significant role in the future of the information professions.

Moving forward, the school has several ideas to incorporate more creative applications of emerging technology. The school plans to engage more substantively with virtual/augmented reality platforms like Mozilla Hub. It will also ensure that AI and machine learning are adequately represented in the curriculum and expand classes already offered in the area. To increase visibility and accessibility, the school will develop a mobile app and is also considering deploying a chatbot as a virtual assistant when Live Chat is not supported in real time. The

school will continue to innovate and strive to improve as an organization to meet the needs of its students, the field, and the communities that they serve.

Every year, the MLIS program must support the fact that it is providing a high-quality education and meeting its PLOs at both the macro university level and micro school, course, and student level.

Appendices

Appendix V. A - Full-Time Faculty Service to the University, 2015–2021

Faculty Member	Service Activity
Sue Alman	**School of Information** **Member**, Development Team: Bachelor of Science in Information Science and Data Analytics, 2020 **Chair**, Faculty Development and Research Committee, 2013–2015 **Co-Chair**, Curriculum and Program Development Committee, 2015–Present **Co-Chair**, Leadership and Management Program Advisory Committee, 2013–Present
Anthony Bernier	**School of Information** **Chair**, Youth Services Program Advisory Committee, 2016–Present **Faculty Advisor**, First Generation Students Group, 2016–Present **Chair**, REFORMA Scholarship Program, 2015–2018 **Co-Chair**, Faculty Research Committee, 2015–Present **University** **Member**, Faculty Research Member, University Sabbatical Leaves Committee, 2019–2020 **Member**, University Library, Retention, Tenure, & Promotion Committee, 2016–2017 **Founding Member**, University Human Rights Working Group, 2013–2018
Joni Bodart	**School of Information** **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present **University** **Member and Chair**, University Library Board, Member, 2012–2017, 2019–2020; Chair, 2016–2017, 2020–2021 **Member**, University Grievance Panel, 2014–2015
Mary Bolin	**School of Information** **Co-Chair**, Knowledge Organization Program Advisory Committee, 2014–Present **Co-Chair**, Student Scholarships and Student and Alumni Networking Committee, 2014–Present
Michelle Chen	**School of Information** **Coordinator**, Advanced Certificate in Big Data Program, 2014–2017 **Member**, Search Committee for Tenure-track Assistant Professor Position, 2016–2018 **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present

	Member, Curriculum and Program Development Committee, 2014–2016 **Member**, Editorial Advisory Board, Student Research Journal, 2013–Present **College** **Member**, Curriculum Committee of Master of Science in Data Analytics, College of Professional and Global Education, 2017–Present **University** **Member**, Information Technology Research Consultation Board, 2019–Present **Member**, Innovation Design Collaborative Task Force, 2018 **Member**, Silicon Valley Big Data and Cybersecurity Center, 2017–Present **Member**, Search Committee for Director of Silicon Valley Big Data and Cybersecurity Center, 2015–2016
Lisa Daulby	**School of Information** **Assistant Chair and Member**, Student Scholarship and Awards Committee, 2013–Present **Member**, Master of Archives and Records Administration (MARA) Program Advisory Committee, 2012–Present **Member**, Curriculum Committee, 2012–2013
Debbie Faires	**School of Information** **Co-Chair**, Technology and Resources Committee, 2005–Present **Co-Chair**, Technology Program Advisory Committee, 2006–Present **Member**, School Leadership Coordinating Team, 2005–Present **Faculty Advisor**, ALA Student Chapter, 2005–Present **University** **Member**, Accessible Technology Initiative, Instructional Materials Accessibility Team, 2007–2015
Patricia Franks	**School of Information** **Chair**, MARA Program Advisory Committee, 2015–Present **Co-Chair**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–Present **Member**, Director Hirsh Evaluation Committee, Fall 2017 **Member**, Curriculum and Program Development Committee, 2015–Present **Member**, Faculty Search Committee, 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2015–2017
Chris Hagar	**School of Information**

	Member, Faculty Search Committee, 2016–2018 **Member**, Faculty Research Committee , 2016–Present **Member**, Diversity Committee, 2015–2016 **Member**, Faculty Development & Faculty Research Committee, 2012–2015 **College** **Chair**, Student Research Paper Competition, College of Applied Sciences & Arts Committee, 2015–2016
Debra Hansen	**School of Information** **Member**, Post-Tenure Review Committee, 2018 **Member**, Director Hirsh Review Subcommittee, 2017 **Member**, Retention, Tenure, & Promotion Committee, 2015 **Member**, Faculty Development & Faculty Research Committee, 2015
Mary Ann Harlan	**School of Information** **Coordinator**, Teacher Librarian program, 2011–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2017–Present **Member**, Diversity Committee, 2015–2017 **University** **Chair**, University Library Board, 2018–2019
Deborah Hicks	**School of Information** **Co-Chair**, Leadership and Management Program Advisory Committee, 2018–Present **Member**, Faculty Research Committee, 2018–Present **College** **Member**, Search Committee for Associate Dean, Academics, College of Professional and Global Education, 2019
Sandy Hirsh	**School of Information** **Member**, Editorial Advisory Board, *Student Research Journal*, 2011–Present **College** **Member**, College of Professional and Global Education Leadership Team, 2019–Present **Member**, Search Committee for Dean, College of Applied Sciences and Arts, 2014–2015 **Member**, College Chairs and Directors Committee, 2011–2019 **University** **Member**, Academic Disqualification and Reinstatement Review Committee (ADRRC), 2021–Present **Member**, University Associate Deans Council, 2020–Present

	Member, University Associate Deans for Research Council, 2020–Present **Member**, University Assessment Facilitators Group, 2020–Present **Member**, Search Committee for Vice Provost for Institutional Effectiveness and Strategic Analytics, 2019–2020 **Member**, Strategic Enrollment Management, Graduate Enrollment Working Group, 2019–2020 University Research, Scholarly and Creative Activity (RSCA) Advisory Council, 2020–Present **Member**, University Strategic Planning Steering Committee, 2017–2019; 2019–2021 **Member**, University Budget Advisory Committee, 2016–2018; 2018–2021 **Member**, University Committee of Chairs and Directors, 2011–Present
Darra Hofman	**School of Information** **Member**, Faculty Research Committee, 2020–Present **College** **Member**, Committee on Equity, Diversity and Inclusion, 2020–Present **University** **Member**, University Faculty Learning Community: Authentic Assessment, 2020–2021
Jason Kaltenbacher	**School of Information** **Chair**, MS in Informatics Program Advisory Committee, 2018–Present **Member**, Curriculum and Program Development Committee, 2019–Present **Member**, MARA Program Advisory Committee, 2013–Present **Member**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–2016 **Chair**, MLIS Career Pathway Program Advisory Committee, 2013–2015 **Member**, Student Scholarships and Student and Alumni Networking Committee, 2013–2015
Geoffrey Liu	**School of Information** **Member**, Faculty Research Committee, 2018–Present **College** **Member**, College of Applied Sciences and Arts Retention, Tenure, & Promotion Committee, 2013–2015; 2018 **University** **Consultant**, SJSU Beethoven Center's XML database project, 2017

	Member, University Retention, Tenure, & Promotion Committee, 2016–2018 **Member**, International Programs and Students Committee of the Senate, 2015–2018
Ziming Liu	**School of Information** **Chair**, Post Tenure Review Committee , 2016–Present **Chair**, Promotion Committee , 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2015–2017 **Mentor** to School of Information Junior Faculty, 2014–2015 **Member**, Diversity Committee, 2010–Present
David Loertscher	**School of Information** **Membe**r, Diversity Committee, 2015–Present
Lili Luo	**School of Information** **Coordinator**, Center for Information Research and Innovation (CIRI), 2018–Present **Co-Chair**, Faculty Research Committee, 2015–Present **Member**, Retention, Tenure, & Promotion Committee, 2014–Present **Member**, Diversity Committee, 2014–2015 **Chair**, Information Intermediation and Instruction Program Advisory Committee, 2013–Present **College** **Reviewer**, College of Professional and Global Education (CPGE) Student Research Competition, 2019–Present **Reviewer**, College of Applied Sciences and Arts Student Research Competition, 2017 **Reviewer**, College of Applied Sciences and Arts Outstanding Thesis Award, 2017 **Director**, College of Applied Sciences and Arts, Center for Applied Research on Human Services, 2016–2018 **Member**, Retention, Tenure, & Promotion Committee (RTP), Department of Hospitality Management, 2014–2019 **University** **Member**, University Library Second Level Personnel Committee, 2018–Present **Mentor**, University Grants Academy, 2015–2016 **Member**, University Program Planning, 2013–2016
Linda Main	**School** **Member**, Curriculum and Program Development Committee, 2015–Present **University** **Member**, Strategic Enrollment Management Committee, 2019–Present **Member**, Retention, Tenure, & Promotion Committee, Department of Health Sciences, 2018–2019

	Member and Chair, Student Fairness Committee, 2017–2019 **Member**, Retention, Tenure, & Promotion Committee, University Library, 2016–2018 **Member**, Program Planning Committee, 2016–2017 **Member**, College Curriculum Committee, 2015–Present **Member**, Graduate Studies and Research Committee, 2015–2019 **Member**, Academic Technology Advisory Committee, 2015–2017
Kristen Rebmann	**School of Information** **Member and Chair**, Diversity Committee, Member, 2009–Present; Chair, 2011–2019 **Member and Chair**, Retention, Tenure, & Promotion Committee, Member, 2014–Present; Chair, 2015–2018 **Member**, Technology and Resources Committee, 2019–Present **Member**, Faculty Hiring Committee, 2017–2018 **Faculty Liaison**, iSchool Beta Phi Mu Omega Chapter, 2013–Present **Faculty Advisor**, Connext student and alumni networking group (formerly SLISConnect/LISSTEN), 2008–Present **University** **Member**, Committee on Committees Senate Committee, 2018–2020 **Member**, Program Planning Committee Senate Committee, 2017–2018 **Judge**, Silicon Valley Innovation Challenge, 2014–Present
Tonia San Nicolas-Rocca	**School of Information** **Member**, Diversity Committee, 2019–Present **Member**, Master of Science Informatics, Cybersecurity, Program Development, 2017–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2015–Present Advisor, Emerging Technologies: Faculty Pathway, 2013–Present **Member**, Curriculum and Program Development Committee, 2013–Present **College** **Member**, College of Applied Sciences and Arts, Committee to Enhance Equity and Diversity, 2015–2017 **University** **Member**, Silicon Valley Big Data and Cybersecurity Center, 2013–Present

	Member, Cybersecurity Curriculum Committee, 2013–Present
Alyce Scott	**School of Information** **Member**, Student Scholarships and Student and Alumni Networking Committee, 2016–Present **Co-Chair**, Management, Digitization, and Preservation of Cultural Heritage and Records Program Advisory Committee, 2013–Present **Member**, Technology and Resources Committee, 2012–2016
Cheryl Stenstrom	**School of Information** **Chair**, Student Scholarships and Awards Committee, 2014–Present **Co-Chair**, Leadership and Management Program Advisory Committee, 2013–Present **Coordinator**, Library Management Cluster, 2017–2018 **Member**, Core Curriculum Review Committee, 2012–2018
Vicki Steiner	**School of Information** **Member**, Technology and Resources Committee, 2018–Present **Volunteer**, Library 2.0 Conferences, 2018–Present
Michael Stephens	**School of Information** **Member**, Technology and Resources Committee, 2015–Present **Co-Chair**, Technology Program Advisory Committee, 2011–Present **Member**, Diversity Committee, 2014–2015 **Member**, Core Curriculum Review Committee, 2012–2015 **University** **Chair**, College of Professional and Global Education Professional Leaves Committee, 2019 **Judge**, Silicon Valley Innovation Challenge, 2019 **Member**, University Library Board, 2014–2017
Virginia Tucker	**School of Information** **Member**, Search Committee, Tenure Track Assistant Professor, HCI, IR, & Digital Archives, 2019–Present **Member**, Search Committee for Full-time Lecturer, Information Retrieval Systems, 2019–Present **Member**, Curriculum and Program Development Committee, 2018–Present **Associate Coordinator**, Gateway PhD Program, 2017–Present **Core Course Coordinator**, Information Retrieval System Design, 2014–Present **Co-Chair**, Knowledge Organization Program Advisory Committee, 2014–Present **Member**, Student Scholarships and Student and Alumni Networking Committee, 2017–2018 **Member**, Core Curriculum Committee, 2012–Present

	Member, Curriculum Committee, 2012–2017 **Member**, Editorial Advisory Board, Student Research Journal, 2011–Present **College** **Reviewer**, Research, Scholarship, and Creative Activity Grant Proposals, 2019 **Reviewer**, Student Research Competition, 2019 **Member**, College of Health and Human Services, Research, Scholarship, and Creative Activity Advisory Committee, 2018–2019 **Member**, College of Applied Sciences and Arts, Committee to Enhance Equity and Diversity, 2017–2018 **University** **Member**, University Library Board, 2019–Present
Michele Villagran	**School of Information** **Member and Chair**, Diversity Committee, Member, 2018–2019; Chair, 2019–Present **Liaison**, REFORMA Scholarship Program, 2018–Present **College** **Member**, College of Health and Human Services, Committee to Enhance Equity and Diversity, 2018–2019
Elizabeth Wrenn-Estes	**School of Information** **Member**, Diversity Committee, 2016–Present **Peer Reviewer**, Part-time Faculty, 2015–Present **Member**, Editorial Advisory Board, *Student Research Journal*, 2009–Present

Appendix V. B - Faculty Grant Awards, 2015–2021: Internal Funding

Faculty Member and Role	Project	Award Period	Funding Source	Amount
Anthony Bernier	*Feels Like Begging: First-Generation Online Graduate Students in Library and Information Science*	2021–2022	SJSU Level-Up Grant	$20,140
Deborah Hicks	*University Grants Academy: Grantwriting & Professional Development Support*	2020	SJSU Research, Scholarship, and Creative Activity (RSCA)	$5,717
Michele Villagran	*Professional Development, New Faculty Jump Start*	2019	SJSU	$500
Deborah Hicks	*Debating Diversity: How Twitter Facilitates Professional Discussions*	2019	SJSU RSCA	$9,490
Michelle Chen	*How Does Mega-Event Word-of-Mouth Evolve in Tourism Social Media?*	2018	SJSU RSCA	$7,133
Lili Luo, PI	*Health Information Outreach: Best Practices for Public Libraries*	2018	SJSU RSCA	$5,000
Lili Luo, PI	*Exploring Evidence-Based Library and Information Practice via a Collaborative Project*	2017	SJSU College of Applied Sciences & Arts Infusion Grant	$10,344
Kristen Rebmann, PI	*TV WhiteSpaces for Museums and Archives: Training for Digital Access/Inclusion, Distributed Programming, and Disaster Preparedness*	2017	SJSU CASA RSCA	$5,000
Michael Stephens, PI	*Connected Learning: Evaluating and Refining an Academic Community Blogging Platform*	2016	SJSU CASA RSCA	$5,717
Michael Stephens, PI	*Technology, Collaboration, and Learning: Perceptions and Effectiveness of Public Library Staff Professional Development*	2016	SJSU CASA RSCA	$5,000
Lili Luo, PI	*Helping LIS Students Become Practitioner Researchers: A Diversified Approach to Research Methods Education*	2016	SJSU CASA RSCA	$5,000
Lili Luo, PI	*Enhancing Library and Information Research Skills: A Guidebook for Academic Librarians*	2016	SJSU CASA RSCA	$10,344

Tonia San-Nicolas Rocca, PI	*Identifying Cybersecurity Best Practices within Libraries*	2016–2017	SJSU CASA RSCA	$7,133
Chris Hagar	*Globalization and Information Syllabus Design*	2016	SJSU Global Citizenship & Engagement Faculty Stipend	$1,500
Deborah Weissmann	*Quality Matters Faculty Training*	2016	SJSU Quality Assurance Grant	$2,500
Sue Alman	*Developing a Digital Repository for iSchool Faculty*	2016	SJSU Global Citizenship & Engagement Faculty Stipend	$2,000
Chris Hagar	*Disaster Preparedness and Response: How Public Libraries Can Partner with Local Agencies to Meet Community Needs*	2016	SJSU CASA RSCA	$5,717
Tonia San-Nicolas Rocca	*Use of Mobile Health Applications to Improve Endoscopy Outcomes*	2016	SJSU CASA RSCA	$5,717
Michelle Chen, PI	*Improving the Analysis of Large Digital Collections: A Topic-based Visualization Model for Better Information Access and Retrieval*.	2015–2016	SJSU CASA RSCA Infusion Grant	$7,133
Lili Luo, PI	*Meeting Consumer Needs for Health Information: Identifying Best Practices in Consumer Health Reference Interviews*	2015	SJSU CASA RSCA	$10,344
Tonia San-Nicolas Rocca	*Textbook Alternative Project Grant: Seminar in Information Science, Cybersecurity*	2015	SJSU King Library	$1,000
Virginia Tucker	*Textbook Alternative Project Grant: Information Retrieval System Design: Principles & Practice*	2015	SJSU King Library	$1,000

Appendix V. C - Technical Support Inquiries, Spring 2018–Summer 2021

Academic Term	Spring 2018
Tool	**Number of Inquiries**
Canvas	139
Canvas e-Portfolio	14
Other	17
Guide on the Side	2
Panopto	10
WebData Pro	37
WordPress	17
Zoom	10
Total	**246**
Academic Term	**Summer 2018**
Tool	**Number of Inquiries**
Canvas	51
Canvas e-Portfolio	2
Other	8
Panopto	4
WebData Pro	4
Zoom	1
Total	**70**
Academic Term	**Fall 2018**
Tool	**Number of Inquiries**
Canvas	105
Canvas e-Portfolio	15
Guide on the Side	2
Other	26
Panopto	4
WebData Pro	48
WordPress	23
Zoom	3
Total	**226**
Academic Term	**Spring 2019**
Tool	**Number of Inquiries**
Canvas	104
Canvas e-Portfolio	17
iSchool Alert	1
Other	34
Panopto	4
VoiceThread	1
WebData Pro	30
WordPress	8
Zoom	2
Total	**201**
Academic Term	**Summer 2019**
Tool	**Number of Inquiries**
Canvas	36
Other	8
Panopto	1

WebData Pro	7
WordPress	4
Zoom	3
Total	**59**
Academic Term	**Fall 2019**
Tool	**Number of Inquiries**
Canvas	62
Canvas e-Portfolio	10
Computer Support	3
iSchool Alert	1
Oracle	2
Other	13
Panopto	5
SPSS software	1
VoiceThread	3
WebData Pro	32
WordPress	16
Zoom	6
Total	**154**
Academic Term	**Spring 2020**
Tool	**Number of Inquiries**
Canvas	60
Canvas e-Portfolio	15
Cisco AnyConnect (VPN)	6
Computer Support	2
iSchool Alert	4
Oracle	1
Other	19
Panopto	2
WebData Pro	44
WordPress	20
Zoom	3
Total	**176**
Academic Term	**Summer 2020**
Tool	**Number of Inquiries**
Canvas	45
Canvas e-Portfolio	2
Other	5
Panopto	1
VoiceThread	2
WebData Pro	6
WordPress	20
Zoom	1
Total	**62**
Academic Term	**Fall 2020**
Tool	**Number of Inquiries**
Canvas	58
Canvas e-Portfolio	10
Computer support	4
Guide on the Side	1

iSchool Alert	1
Other	17
Panopto	1
VoiceThread	2
WebData Pro	48
WordPress	22
Zoom	7
Total	**171**
Academic Term	**Spring 2021**
Tool	**Number of Inquiries**
Canvas	68
Canvas e-Portfolio	8
Computer support	2
iSchool Alert	1
Oracle	1
Oracle Application Express for INFO 242	1
Other	20
Panopto	1
VoiceThread	2
WebData Pro	37
WordPress	33
Zoom	2
Total	**176**
Academic Term	**Summer 2021**
Tool	**Number of Inquiries**
Canvas	23
Canvas e-Portfolio	1
Computer support	1
Other	13
WebData Pro	6
WordPress	10
Zoom	2
Total	**56**

Appendix V. D - List of Journals Available

San José State University	Drexel University	University of Michigan	Wayne State University
AATA Online: Abstracts of International Conservation	No	No	No
ABI/Inform	Yes	Yes	Yes
Academic Search Complete	No	Yes	Yes
Academic Video Online	Yes	Yes	No
ACM Digital Library	Yes	Yes	Yes
ArchiveGrid	No	Yes	No
Book Review Digest Plus	No	Yes	No
Book Review Digest Retrospective: 1905-1982	No	Yes	No
Business Source Complete	Yes	Yes	Yes
Cabell's Directory of Publishing Opportunities: Educational Technology & Library Science	Yes	Yes	No
ccAdvisor	No	Yes	No
Charleston Advisor	Yes	Yes	No
Children's Literature Comprehensive Database	Yes	No	No
ChoiceReviews	No	No	No
Declassified Documents Online	No	Yes	No
Education Research Complete	No	No	No
Emerald Insight	Yes	No	No
ERIC	Yes	Yes	Yes

Gale OneFile Information Science	No	No	No
Ingenta	Yes	Yes	No
JSTOR	Yes	Yes	Yes
Kanopy	No	Yes	Yes
LearnTechLib	Yes	Yes	Yes
Library and Information Science Collection (Taylor & Francis)	No	No	No
Library and Information Science Source	Yes	Yes	Yes
Library Literature & Information Science Retrospective	Yes	Yes	Yes
Literature Resource Center	Yes	Yes	No
NexisUni	No	Yes	Yes
OmniFile Full Text Mega Edition	Yes	Yes	No
Project Muse	Yes	Yes	Yes
ProQuest Dissertations and Theses	Yes	Yes	Yes
Readers' Guide	No	Yes	No
Readers' Guide Retrospective: 1890-1982	Yes	Yes	Yes
Safari Tech Books Online	Yes	Yes	No
Sage Research Methods	Yes	Yes	Yes
ScienceDirect	Yes	Yes	Yes
Scopus	No	Yes	Yes
Statista	Yes	Yes	No

Ulrich's Periodical Directory	Yes	Yes	Yes
Web of Science (ISI)	Yes	Yes	Yes
WorldCat	Yes	Yes	Yes

Synthesis and Overview

Embodying Flexibility and Highlighting Adaptability

As shown in the self-study, the school's flexible MLIS program permits a continually adaptable curriculum and online learning environment. Its virtual location, part-time or full-time enrollment option, and asynchronous class schedule are hallmarks of its commitment to academic excellence and leadership in the Library and Information Science field. In exit surveys, the school's graduates consistently rank the program's flexibility as key to their professional success and the currency of their degree.

Monitoring Changing Professional Environments and Aligning with University Hiring and Research Themes

As the school continues to monitor the changing professional landscape, it will use tools like the MLIS Skills at Work report to ensure that its curriculum endows students with the skills and competencies demanded of today's and tomorrow's information professionals. The school will also align with the themes that San José State University has identified for future tenure-track faculty recruitment. One of these themes is Data Analytics and Design Thinking.

From San José State University Hiring Themes:

> *We live in a world of "big" and "little" data, where terabytes of information are flowing faster across space and time than ever before. There is so much data that it is almost impossible to "crunch it all" or think about what it all means for our sociocultural and political-economic lives. This broad theme seeks to attract faculty across the campus with an interest in data analytics (e.g., artificial intelligence, user experience, visualization) and design thinking, the development of innovations that are focused on the context in which a challenge may arise. Across this theme, it is important that faculty are also hired that are asking the core questions around ethics, privacy, data discrimination, and accessibility, amongst other critical social questions.*

The school's current curriculum includes many courses that align with this theme, including Big Data Analytics and Management, Information Visualization, Problem Solving with Data, Data Services in Libraries, Collecting and Analyzing Data, and Python. Ethical issues and privacy considerations are embedded throughout the curriculum. The school also allows MLIS students to apply relevant Masters in Archives and Records Management (MARA) courses to their degree, such as Information Assurance, Information Governance, and Ethics for Information Management Professionals. In addition, MLIS students can select six units from the MS in Informatics degree program as electives.

In the recruitment of new tenure-track and lecturer faculty, the school will be guided by a keen sense of the interdisciplinary skills that MLIS graduates need to succeed in the evolving information landscape to ensure faculty complementarity with students' needs.

Using Technology to Share Connections and Exchange Knowledge

The school will continue to monitor technological trends and tools that amplify creative curricular delivery and help students to construct and deliver knowledge. To do so, it will build on the following current focal areas:

Creative Program Delivery

Instructor Recordings. Per the Recorded Content Policy, all instructors record content for each week or course module. This continual engagement enhances teaching presence and showcases content sharing through a media-rich tool.

Synchronous Interaction and Archived Recordings. Faculty members can meet with students at any time using the Zoom Pro licenses provided by SJSU. Guest speakers frequently join students and faculty for discussions (see an example from INFO 287), and students can meet to engage in group work or pursue extracurricular activities, such as student group meetings using their own Zoom accounts. All of these sessions can be recorded for future access. In addition, Zoom's chat tool allows faculty, administrators, students, and staff to exchange short instant messages.

Collaborative Blog-based Learning Environment. Dr. Michael Stephens utilizes WordPress and BuddyPress in his INFO 200 section and INFO 287 seminar The Hyperlinked Library. Students participate in a collaborative space that features user profiles, blogs, status updates, and @ usernames.

Virtual Internships. To apply their course work and gain experience in the professional arena, students are encouraged to take INFO 294 Internship. The school offers both traditional site-based internships as well as those that take place in the online environment. Virtual internships allow students to benefit from serving in professional settings without having to work on-site.

Online Open Houses. The school offers online open houses for prospective students to learn more about the MLIS degree program, allowing for synchronous questions and answers that enhance the value of these sessions. Open houses are recorded for on-demand access by those who cannot attend live and are closed-captioned.

Virtual Convocation & Graduation Online Community. Students have the opportunity to complete their programs of study by participating in an online convocation via a web conference event with guest speakers. See the recorded event from 2021. The final portion of the event includes a student-created video that highlights individual graduates. A companion site offers a social network where students, faculty, friends, and family can share congratulations on a graduate's profile page.

Efficient and Effective Support. The Student Services Team and the iSchool's Information Technology Team use Google Forms to receive and answer questions. More than 800 student and faculty queries per year are handled through the Student Services Help Form. Since technology support is vital to an online program, the iSchool Technical Support Form is prominently linked in every Canvas course site. The Student Services Team has recently added "Live Chat" to its array of communication mediums.

Director's "Ask Me Anything" Session. Each semester, the school's director conducts an online "Ask Me Anything" meeting to share insights and answer questions. At the session's start, the director shares updates

about the program's current direction. This presentation is followed by Q & A and synchronous two-way communication; students pose questions and the director asks students about particular topics to learn more about their experiences in the program. See a recent "Ask Me Anything" session.

Speaker Events and Recording Archive. Both the school and its student organizations sponsor and present numerous speaker events each semester. The recordings are made available on the school's YouTube channel and its audio/video podcast.

Virtual and Augmented Reality. The school already offers courses in both virtual and augmented reality and artificial intelligence. Their application in libraries is an area that the school is planning to expand its reach and deepen its involvement in the near future, beginning with Mozilla Hubs.

Student Construction and Knowledge Delivery

Blogs. Each student creates a WordPress blog in INFO 203, the first required course. Students use these blogs throughout their degree programs to build and share their knowledge. The Student Community Site is a WordPress-based multi-user platform where students create blogs, participate in instructor- and student-led groups, and utilize a powerful content management system to compose, organize, and disseminate assignments. The site is also used for the Blog Report project in the required core course INFO 200. This assignment consists of six topical blogging posts based on module content. It also includes reflective blogging and fabrication of a media artifact exploring an information community's use of technology. Here are two examples of how students use their blogs in other courses: materials mini-collection project from INFO 265 Materials for Young Adults taught by Beth Wrenn-Estes and this final project from INFO 260 Children's Programming and Services.

Graphic Media for Scholarship Applications. New students employ their creative capabilities when applying for new student scholarships. Applications consist of original infographics and other digital media artifacts on topics related to the information profession. Winning applicants' entries are shared on the school's Pinterest board.

Recorded Content. Students use a variety of applications to create screencasts and share information on a breadth of topics. INFO 203 peer mentors record instructional videos to share with new students in the INFO 203 "How-to" Videos collection. In INFO 254 Information Literacy and Learning, students work with Canvas Studio, a screen recording tool integrated into the learning management system, to record and share instructional screencasts in an iterative peer review process. Students also construct "How To" pages for the Community Site in Dr. Michael Stephens's INFO 298 Special Studies course.

Web Conferencing. Students participate in web conferencing to create and share information. In many courses, student teams present their work in synchronous or recorded web conference sessions. After completing INFO 298, peer mentors conduct meet-up sessions for new students each semester, where they apply virtual engagement techniques to spur conversation and build community.

Collaborative Documents. Students use many applications included in the Google Suite provided by SJSU. Student groups work in Google Docs to collaborate on team projects and build presentations together using Slides. The Google Sheets application provides a collaborative platform for a variety of group projects. For example, Dr. David Loertscher's students simultaneously add information to a structured document in synchronous class sessions. Then they compare, discuss, and analyze the process and results.

Exemplary Student Work. The Exemplary Student Showcase displays many highlights of student work presented in a variety of creative formats. Examples include Jane Austen's Letters (in an interactive timeline presentation), Creating Maps with Google My Maps (two video tutorials created in a GIS course), and Libraries and Natural Disasters (a Canva infographic).

Centering Diversity, Equity, and Inclusion

As evidenced in this self-study, the school and its Diversity Committee have expended great effort to build awareness of diversity issues amongst the faculty, students, and entire school community, and to embed them in its curriculum.

The school will continue to ensure that its graduates are attuned and responsive to the changing demographics and issues of the international community. It is important that graduates demonstrate a global perspective, apply international standards and practices within their discipline and professional arena, appreciate the diversity of methods and practices that characterize their chosen discipline or professional sector, and display sensitivity toward linguistic and cultural diversity. All of these efforts align with strategic direction 2.3 of the School of Information Strategic plan: to promote internationalization in courses through content, assignments, internships, and professional contacts of iSchool faculty.

Many faculty members have completed or are in the progress of completing grants on inclusive excellence, e.g., Dr. Anthony Bernier's First Generation Student Experience for LIS Success, Dr. Deborah Hicks's "Debating Diversity: How Twitter Facilitates Professional Discussions," and Dr. Michele Villagran's "Examining the Cultural Intelligence of Academic Law Librarians." Ongoing research grants include Dr. Kristen Rebmann's "TV Whitespaces for Tribal Connectivity, Equity, and Inclusion."

Faculty members possess strong publication records, inclusive of monographs, book chapters, refereed articles, and columns in professional journals. Past publications as well as those in progress reflect a diversity of topics and audiences, spanning topics such as multiculturalism in LIS education and the cultural competency of Pennsylvania libraries.

The school will extend its effort to attract and support students with diverse backgrounds, experiences, and geographical representation, and to encourage them to apply for scholarships. This Diversity Scholarships web page highlights financial aid opportunities provided by library organizations committed to building diverse workforces by drawing potential information professionals from a wide variety of backgrounds. Each year the faculty select one MLIS student to receive the Director's Award for Excellence in Diversity and Inclusion, in recognition of outstanding leadership through a professional or community service innovation, internship, or scholarly research effort that benefits an economically, linguistically, or otherwise diverse service population. In addition, the Diversity Committee works with the director to welcome and provide advising outreach to American Library Association Spectrum Scholars.

Faculty enjoy membership in a variety of diversity-oriented professional associations and organizations at the national, state, and regional levels. Examples include REFORMA, Chinese American Librarians Association, ALA's Black Caucus , American Indian Library Association, and the Gay, Lesbian, Bisexual, and Transgender Round Table.

Lastly, the school is planning to expand its highly successful Diversity Webinar series.

Targeting Critical Thinking and Problem-Solving Skills

The school knows that employers favor candidates with broad-based backgrounds who possess strategic and critical thinking, problem-solving, and interpersonal communication skills. The MLIS program's focus on leadership and management is evidenced by its specialized pathway and advisory committees, multiple leadership- and management-focused courses, and the Day in the Life of a Leader series.

In the required course INFO 204 Information Professions, students are exposed to the issues and acquire the necessary skills to respond nimbly and successfully as leaders, managers, and effective communicators. The following represent a sampling of electives that build upon and refine these core skills: Crisis Management Planning, Communication, and Deployment in Information Organizations; Cultural Competency for Information Professionals; Interpersonal Communication; Intercultural Communication; Change Management; Community Leadership; Community Partnerships; Grant Writing and Alternative Funding Sources; Marketing; Political Advocacy; Project Management; Social Crisis Management: the Emerging Roles of Information Professionals; and Serving Homeless Patrons in Public Libraries.

Through the efforts of the Leadership and Management Program Advisory Committee, the school prioritizes the skill sets that are crucial for the information professionals of today and tomorrow. As part of this effort, the school recently added a course on sustainability, building upon the success of its Library 2.0 mini conference on sustainability in libraries. The school will continue to search for additional issues of relevance to the profession in order to prepare the field's future leaders.