Status Report on

Precandidacy Activities and Efforts

Master of Library Science (MLS) Program

Middle Tennessee State University

February 15, 2021

Introduction

Since the awarding of pre-candidacy status upon the MLS Program on June 27, 2020, by the American Library Association's (ALA's) Committee on Accreditation (CoA), the MLS Program has faced a number of challenges that have temporarily delayed some of the work we articulated we would complete in our efforts towards candidacy. These challenges include, in no particular order: the Covid-19 pandemic; the resignation from the MLS Program and MTSU of Dr. Kimberly Douglass on July 31, 2020; the MLS Program's involvement in its first ever CAEP accreditation data analysis and self-report; and, a substantial increase in MLS Program student head counts, from 46 students in Summer 2020 semester to 71 students in Fall 2020 semester. These challenges, combined with MLS Program faculty's personal professional obligations, have slowed our progress, but we are making progress regardless. This report will detail this progress and reiterate the MLS Program's commitment to excellence articulated and expected by ALA's accreditation standards.

Standard I – Missions, Goals, and Objectives

The MLS Program reviewed and revised the program's vision, mission, goals, and objectives in late 2019 and prior to the submission of our pre-candidacy application. Based on metrics such as enrollment numbers, data of student learning outcomes from CAEP rubric data, and Praxis examination results, the MLS Program's vision, mission, goals, and objectives appear to continue to serve us well. We next hope to have our soon-to-be-formed MLS Program Advisory Council members offer their insights about the MLS Program's progression towards meeting ALA standards prior to Fall 2021 semester. The MLS Program acknowledges

that the involvement of external constituencies has been identified as a most important factor that we believe will help us tremendously to improve our students' education across all facets of the Program's efforts in educating outstanding information professionals.

Student learning outcomes have continued to be reviewed through the production of annual reports (Appendix 1) based on our semesterly issued student Exit Survey and our annually issued employment survey. The Exit Survey has been especially helpful to the Program Coordinator so he can adjust his advising of all MLS Program students to be more effective, especially as it pertains to communicating with new students. This is particularly necessary for a 100% online program. Additionally, with our recent CAEP accreditation review, we have data that will be reviewed based on dispositions identified primarily from CAEP/AASL that may be reviewed in future faculty meetings as part of our continuous review.

Appendix 2 is a report prepared for CAEP Standard 1 as part of our CAEP self-study. It demonstrates how assessment of learning outcomes results in a change of course content that leads to much improved student learning outcomes (see particularly text related to LIBS 6060 Understanding Research for Evaluation in Libraries). The extensive revision of LIBS 6060 as described in Appendix 2 demonstrates the impact of our assessment of student outcomes and how these outcomes may be improved.

The MLS Program has been unable to move towards meeting program external constituents due to challenges described in the introduction. However, Appendix 3 documents the proposed creation of the MLS Program Advisory Council, which would meet this particular need. This Spring 2021 semester, the persons identified in said document will be contacted and invited to be part of this council with the goal of meeting prior to the start of the Fall 2021 semester.

In terms of the MLS Program's work towards preparing our students to use technology, our new core course LIBS 6030 Information Technology for Information Professionals, which

has been offered only twice so far, appears to be a popular addition based on student feedback from end of semester student teaching evaluations (Appendix 4).

We already excel in providing qualified graduates for librarians for schools across the state of Tennessee as our current NCATE accreditation *and* as our Praxis II Library Media Specialist Subject Assessment pass rate (97.4%) and average examination score (168) attests. To address other facets of librarianship, our MLS Program Advisory Council will help us understand better the needs of other constituencies.

As a unit in the College of Education, the MLS Program regards teaching as integral to the professional skills and dispositions for all librarians. While this is emphasized particularly with our licensure students, the MLS Program also provides our generalist students opportunities to develop further their appreciation of teaching and service to the field. This is demonstrated with our core course LIBS 6015 Information Intermediation, Resources, and Instruction, and with the creation and offering of our newest elective course LIBS 6345 Instructional Strategies for Information Professionals.

Appendix 6 shows the minutes of a meeting held in April 2018 that audited all courses in the MLS Program. This audit resulted in the addition of a new core course (LIBS 6030 Information Technology for Information Professionals), moving a core course to an elective (LIBS 6010/6115 Collection Development), and the deletion of a culminating course (LIBS 6900 Skills and Issues in the Library). Depending on the outcome of our meeting with our Advisory Council, we might conduct a similar, yet less extensive, review prior to when our next annual report is due February 15, 2022.

Standard II-Curriculum

The Summer 2021 semester will feature our first offering of LIBS 6401 Academic Libraries and Librarianship. We now have a curriculum that covers the three "major" types of libraries; academic, public, and schools. The MLS Program is now working in conjunction with a

librarian at MTSU, who works in a specialized library, to create a course that focuses on Special Libraries and Librarianship. Ms. Stephanie Bandell-Koroll, librarian for MTSU's Center for Popular Music, has prepared a course proposal outline that will be reviewed by MLS Program faculty before we proceed to the next step where we submit the amended proposal for department, college, and university-wide review. Following final approval from MTSU's Provost, Ms. Bandell-Koroll will begin creating the course's content.

Due to the pandemic, we have not advanced our proposed work with the Department of Social Work to create a combined MSW/MLS degree. The Department had to adjust to online teaching across all degrees due to the pandemic, and there was little time for the Department Chair to devote time to this initiative. Regardless, this initiative is a high priority for the MLS Program.

The MLS Program has made official in MTSU's Graduate Catalogue the allowance, with permission, of students to complete courses in other disciplines, such as MTSU's Public History Program, if it serves students' career goals (e.g., Archives). E.g., "MLS students must complete 12 elective credit hours from any LIBS 6000-level courses. Non-LIBS courses may be substituted with permission of advisor." This offers students the opportunity to shape their degree to best meet their future career needs.

Relevant professional statements from appropriate professional organizations (e.g., ALA, AASL, CAEP) are included in *all* course syllabi. All of these have been updated to reflect newly published standards (e.g., *ALA/AASL/CAEP School Librarian Preparation Standards* (2019)).

The MLS Program looks forward to hearing from its Advisory Council prior to the Fall 2021 semester as it provides us constituency data that will improve our curriculum further as it pertains to our curriculum.

Standard III-Faculty

Dr. Kimberly Douglass resigned from the MLS Program and from MTSU effective July 31, 2020. The MLS Program has sought and has received approval to replace Dr. Douglass through an international search that is underway currently (Appendix 8). The job description for Dr. Douglass's replacement may be found here. The following statement is found at the bottom of the position description: "MTSU is an equal opportunity, affirmative action employer that values diversity in all its forms. Women, minorities, individuals with disabilities and protected veterans are encouraged to apply." Regardless that the MLS Program reached its highest student head count in its history in the Fall 2020 semester, we were able to recruit outstanding adjunct instructors to fill the instructional gap created by Dr. Douglass's sudden resignation with little difficulty. However, relying solely on adjunct instructors to address our increasing enrollment is not a sustainable strategy for the Program to meet ALA's standards. We are grateful that MTSU's President and Provost have recognized this and allowed the MLS Program to seek a full-time tenure track replacement.

MLS faculty have all been trained at different universities across North America. Each current faculty member holds a LIS degree: Ms. Hebert (MLIS); Dr. Lambert (MLIS and PhD in LIS); and, Ms. Luck (MLIS). Each faculty member has their own relevant professional experiences in public, school, and academic libraries and with private sector information-related organizations such as Ingram Content Group LLC. Two of three full time faculty are tenure-track, and they must complete regular research.

MTSU has well-established policies and procedures for systematic evaluation of faculty, including annual reappointment, annual evaluation, and tenure and promotion evaluation at the end of a faculty member's probationary period. Data pertaining to these regular faculty evaluations are stored and accessible via MTSU's Academic Affairs and, for individual faculty, through their Digital Measures account. Digital Measures is the software faculty use to store and record all accomplishments related to teaching, research, and service activities. Following

evaluation of these accomplishments by senior faculty, evaluators submit their decisions to these accounts for each faculty member to consult and respond to accordingly.

Standard IV-Students

According to SACSCOC, Program faculty are responsible for Program quality, which includes attracting and admitting eligible, high quality applicants. To establish consistency in applicant evaluation, the Program Coordinator reviews the three letters of recommendation and the 500-word statement of purpose prospective students submit as part of their application to determine the applicant's fit with the Program. Each statement of purpose is assessed using a pre-established rubric, which generates a baseline score of the applicant's aptitude for graduate studies in library science. The Program applies other rubrics throughout the student life-cycle to assess key MLS Program competencies. These rubrics include field experience reports and exitPortfolio reflections, which provide critical data for CAEP accreditation, AASL national recognition, and ALA accreditation.

Accreditation-related information as well as policies and procedures related to the MLS degree as well as Library Media Specialist endorsement studies is available readily and freely from the MLS Program Web site, either in .html or .pdf formats. The Program Coordinator provides advising services to all students in the MLS Program at this time. Numerous emails provide related evidence (one of which appears in Appendix 9 with redacted identifying information). Our new faculty hire will begin taking on advising responsibility starting in his/her second semester with the MLS Program. As the MLS Program is 100% online, students are always encouraged at numerous times during their studies to communicate with program faculty. The MLS Program Facebook group page for faculty and current and graduated students (86 members) is also another source for this standard.

The University, the College, and the Program provide students a host of resources that can be accessed remotely. Our Exit Survey asks about student experiences with these.

Following our inaugural Advisory Council meeting, we will encourage students to hold their own student body meeting to assess interest among themselves as we will be including student representatives on the Council. We also will ensure that minority students are always represented on the Council by offering a personal invitation for them to be a member. This is part of a larger plan to target HBCU graduate fairs following the lessening severity of the Covid-19 pandemic to increase the MLS Program's enrollment of visible minority students. Appendix 11 provides evidence of this particular initiative. The person with whom the Program Coordinator is communicating in Appendix 11, Dr. Brandon Owens, is Fisk University's Director of Library Services and is a graduate of MTSU's MLS Program and Public History Program's doctoral studies.

Standard V-Administrative and Financial Support

As part of the standards that articulate a program's independence and its characterization as an integral academic unit within MTSU, the MLS Program continues to determine solely its selection of students, its courses, and, curriculum. These students are also assessed using rubric measures that conform in large part to CAEP standards that we believe help strengthen the quality of students accepted into the MLS Program, thus making it easier to conform to ALA standards.

Every academic year, calls for participation on university standing committees are distributed via email. MLS Program faculty are encouraged to participate on these committees. This participation is represented on individual faculty Outlines of Faculty Data annually. The Program Coordinator's participation on these committees is presented in Appendix 5.

In terms of faculty salaries, MTSU will continue to implement its salary market adjustment process started in 2018 (Appendix 7) once state budgetary dollars come available again post-pandemic. The last adjustment had to be delayed until the state legislature presented its budget.

The Provost's agreement to continue Dr. Kimberly Douglass's faculty line and allow the MLS Program to replace her in the middle of the Covid-19 pandemic is an example of the continuing importance the MLS Program holds in MTSU and particularly the College of Graduate Studies and the College of Education (Appendix 8). Undoubtedly, our increasing enrollment played a role in this decision.

MTSU continues to provide sufficient access to physical and technological resources to allow the MLS Program accomplish its teaching, research, and service objectives. Student exit surveys indicate that access to physical resources is not a concern at all, but those resources are there nonetheless should a student travel to the physical campus. However, with the MLS Program being 100% online and asynchronous, there is little need for physical resources and facilities for the delivery of face-to-face instruction. The widespread availability of Zoom across MTSU has made meeting with students via video much easier and reliable, and has been especially helpful for advising purposes. In support of 100% online programs at MTSU, the university's online learning platform Desire 2 Learn (D2L) is supported by a 24-hour Help Desk available for students to contact and seek assistance at all hours of the day. As detailed int eh MLS Program's pre-candidacy application, James Walker Library has adjusted the holdings of its library science collection to increase the amount of e-resources available to our students.

Conclusion

In the six and one-half months since entering into pre-candidacy status towards accreditation, the MLS Program has faced many challenges as articulated in our introduction; however, in our view, these challenges provide many opportunities to demonstrate to ALA's CoA that the MLS Program is robust enough to survive the challenges it might face. Our increasing enrollments have encouraged MTSU's Provost to allow the MLS Program to hire and fill a now-absent faculty line. We have a new elective course being offered in Summer 2021 semester that fills what the Program's faculty perceive to be a gap in the MLS Program's

curriculum for academic libraries. We have the outline of an MLS Program Advisory Council ready to implement prior to Fall 2021. We are refining our data collection, analysis, and program changes based on these data and analyses procedures to produce more data for a future ALA accreditation self-study. And, we have submitted our first CAEP accreditation self-study as part of MTSU's College of Education, which we believe will prove successful. We look forward to the preparation and submission of our next annual status report where we expect to add substantially to our successes achieved already.

Appendices

Appendix 1-Data Source for Program Continuous Improvement

From: Frank Lambert
Sent: Wednesday, August 19, 2020 7:35 PM
To: Holly S. Hebert <Holly.Hebert@mtsu.edu>; DeAnne L. Luck <DeAnne.Luck@mtsu.edu>; Leigh Watson <leigh.watson@mtsu.edu>
Subject: Employment and Exit Survey Reports

Hello everyone. Attached you will find two reports written at my request by our GA, Susie. They detail the combined results of the exit surveys I issue to all graduates and completers at the end of the semester and the once-annual employment survey I issue (I try to issue it no sooner than 4 months after the last graduation, and usually during Summer semester). Please give them a quick read (they are only about five pages each) before our meeting on Friday so we may discuss them as I will add it to our agenda. Thanks and see all of you later.

Frank

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"Knowledge is knowing a tomato is a fruit. Wisdom is not putting it in a fruit salad."~Brian O'Driscoll
"Ratio ante passio."~P.E. Trudeau, trans.
"We need to know our past to understand our present and anticipate wisely our future."~F.P. Lambert

Exit Survey Summary

In this exit survey, alumna were asked to fill out a 21-question survey regarding their experiences in the Library Science program. This summary provides an overview of the eleven responses received between August 28, 2019 through June 1, 2020. Of the eleven respondents, 81.82% stated that their concentration in the program was "School Librarianship (k-12)" and 18.18% stated that their concentration was "Generalist Librarian (public and academic libraries)". Nine respondents answered the question pertaining to the type of degree they earned; 6 respondents earned an MLS only (36 hours), 1 earned an Endorsement to Licensure (non-degree; 24 credit hours), and 2 earned an MLS + K12 initial licensure (36 credit hours). This summary is broken down into six parts, which are advising, curriculum, field experience, physical facilities at MTSU, administrative and support staff at MTSU, and overall experience.

Advising

Respondents were asked how often they conferred with their advisor throughout the program, including phone calls and emails. Half of the respondents stated they conferred once per semester, 30% stated once per month, 10% stated once per week, and 10% stated once per year. Alumnae were asked several questions about their experiences with their advisor and asked to rate each statement on a scale from "Strongly Agree" to "Strongly Disagree". Please see the table below with respondent's answers.

#	Field	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	My academic advisor was available when needed	70.00%	7	20.00%	2	10.00%	1	0.00%	0	0.00%	0	10
2	My academic advisor was approachable	60.00%	6	30.00%	3	10.00%	1	0.00%	0	0.00%	0	10
3	My academic advisor understood student needs	60.00%	6	30.00%	3	10.00%	1	0.00%	0	0.00%	0	10
4	My academic advisor was interested in my academic and professional success	50.00%	5	30.00%	3	20.00%	2	0.00%	0	0.00%	0	10
5	My academic advisor was influential in helping me select a coordinated course of study	40.00%	4	30.00%	3	20.00%	2	10.00%	1	0.00%	0	10

Showing rows 1 - 5 of 5

Respondents were asked to provide any additional comments regarding their advising experience. Some of the comments include, "My academic advisor has been and continues to be diligent in answering any and all questions I have had pertaining to the MLS program and, as an MLS licensure student, he has gone above and beyond to provide me with information that will further my goals/success.", "All the professors were understanding and helpful in guiding my selections. If I did not comprehend or had difficulty with my selections, my academic advisor quickly responded.", and "Any time I contacted any professor with the program, I was met with a prompt and thorough response. I always felt comfortable voicing my concerns and asking questions when needed." While many of the comments were positive, there were two that were less so. These comments state, "When I sought advice over course load I received very little help.", and "I am grateful for Dr. Lambert's guidance during this process. Although helpful with questions I had, he not once reached out to me to make sure I had everything I needed or was on the right track to gain my degree. I was surprised by this since he was my advisor."

Curriculum

In the next section of the survey, respondents were asked to rate their experience with the curriculum on a scale from "Strongly Agree" to "Strongly Disagree". There were a variety of responses to the various statements, as can be seen in the graph below.

#	Field	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
1	It was easy to establish a logical sequence of core and elective courses	30.00% 3	70.00% 7	0.00% 0	0.00% 0	0.00% 0	10
2	Opportunities were provided to take courses in other programs, schools, or colleges	0.00% 0	12.50% 1	50.00% 4	12.50% 1	25.00% 2	8
3	There were opportunities to explore and evaluate library and information science research	40.00% 4	60.00% 6	0.00% 0	0.00% 0	0.00% 0	10
4	Courses provided a variety of learning experiences (lecture, reading, videos, virtual interaction, hands-on activities, collaborative work, problem-based learning, etc.)	40.00% 4	50.00% 5	10.00% 1	0.00% 0	0.00% 0	10
5	The curriculum as a whole helped prepare me to work with the needs of unserved and underserved populations	50.00% 5	30.00% 3	20.00% 2	0.00% 0	0.00% 0	10
6	The curriculum as a whole helped prepare me to be a strong advocate in providing information services in the future	40.00% 4	60.00% 6	0.00% 0	0.00% 0	0.00% 0	10
7	The program's curriculum helped me develop stronger problem solving skills	50.00% 5	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10
8	In general, the curriculum prepared me well for a career in the information professions.	40.00% 4	60.00% 6	0.00% 0	0.00% 0	0.00% 0	10

Showing rows 1 - 8 of 8

Next, respondents were asked if there was a topic that they would have liked to study more; three respondents answered yes. The topics that they would have liked to study more are "Archivist" and "Offering classes on servers and cloud-based OPACS would have been nice to take. I gained enough knowledge through our MLS program that I can problem-solve with our library's server. I believe you added a class on the topic recently." The third respondent who answered "yes" did not provide further information on what they would have liked to study more. Finally, respondents were asked to add any additional comments regarding the curriculum in the program. The comments are as follows, "As I high school library clerk, I came into the program with a great deal of anxiety; however, my professors (including the director) opened my

eyes to a great deal of new information and additional challenges that have and will continue to assist me in the real-world workplace.", "I noticed additional classes added to the curriculum. Having a separation of generalist (public/academic) and school librarian classes would assist in making connections in your area of focus. The online discussions would look different and might add more dept to them.", and "The only suggestion I have is with the digital library collections class. When I took this class, it was way too demanding, more so than the cataloging class I took in the beginning. The professor is great and very knowledgeable in the subject matter, but I think it could be toned back a bit to allow the enjoyment of other courses taken at the same time!"

Field Experience

In this section of the survey, respondents were asked about their overall field experience. Most of the respondents, 62.5%, stated that they either strongly agreed or agreed that their coursework adequately prepared them for their field experiences. Overall, it appears that most of the respondents had a positive experience with their field work. Please see the below table for more information.

#	Field	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	Coursework prepared me adequately for the field experiences	25.00%	2	37.50%	3	37.50%	3	0.00%	0	0.00%	0	8
2	Deadlines and procedures for the field experiences were logical and well-publicized	50.00%	4	25.00%	2	12.50%	1	0.00%	0	12.50%	1	8
3	My MLS field experience instructor/advisor was available when needed	25.00%	2	50.00%	4	0.00%	0	25.00%	2	0.00%	0	8
4	My MLS field experience instructor/advisor had the knowledge and skills needed to help me carry out my field experiences	25.00%	2	50.00%	4	12.50%	1	12.50%	1	0.00%	0	8
5	The field experiences were valuable practical experiences	62.50%	5	37.50%	3	0.00%	0	0.00%	0	0.00%	0	8
6	The field experiences enabled me to apply concepts covered in my coursework in a professional environment	62.50%	5	25.00%	2	12.50%	1	0.00%	0	0.00%	0	8

Showing rows 1 - 6 of 6

Next, respondents were asked to provide any additional comments on their field experience. Three respondents included additional comments which state, "I would like to have had more assignments on an archivist position. However, my MLS assignments and field experience time have helped me create some wonderful connections within our county. I have an invaluable understanding of how things trickle down and affect one another." The second comment states, "I loved the field experience classes because I love hands-on experience. The only thing I would change if I were to teach the FE courses would be to offer different experiences/assignments between both classes. There were some redundant assignments for both courses (philosophy, interviews with stakeholders, standards, etc.) when something different could have been added in. For instance, there is no need in teaching three different lessons for middle school placement. This is not what they do often like elementary librarians. I can see teaching one good lesson during your time there, but three were too many to plan for and teach when you get this in the elementary setting. This is what elementary librarians do all day, but not middle school librarians. Also, because I had a middle school placement, I was not able to observe the high school library, which is where I may end up. I had to go out to other libraries around town. I understand that we need to be well-versed in other library types, but I needed to see more of the libraries I will most likely end up serving." The final comment on field experience states, "I do think students should be contacted when entering the program about the requirements for the field experience. The field experience was beneficial and Professor Watson is readily available and willing to work with students."

Physical Facilities

In this section of the survey, respondents were asked about whether they had taken advantage of the physical facilities offered by MTSU such as classrooms, the library, computers or labs. All respondents to the survey indicated that they had not used any physical facilities offered by MTSU during their time in the program.

Administrative and Support Staff

For the next part of the survey, respondents were asked about their interactions with administrative and support staff at MTSU. Respondents were asked to rate several statements about support and administrative staff on a scale from "Strongly Agree" to "Strongly Disagree"; please see the below table for the responses.

#	Field	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	Support staff I encountered were friendly and willing to help me out	62.50%	5	25.00%	2	12.50%	1	0.00%	0	0.00%	0	8
2	Support staff were knowledgeable and able to help me	62.50%	5	25.00%	2	12.50%	1	0.00%	0	0.00%	0	8
3	My questions to support staff were answered completely and in a timely manner	50.00%	4	25.00%	2	25.00%	2	0.00%	0	0.00%	0	8
4	Systems specialists (computer-related: D2L, PipelineMT, etc.) were knowledgeable and able to help me out	100.00%	6	0.00%	0	0.00%	0	0.00%	0	0.00%	0	6
5	Computer lab assistants were knowledgeable and able to help me	60.00%	3	0.00%	0	40.00%	2	0.00%	0	0.00%	0	5
6	The Program Director or other designated representative was available and approachable	57.14%	4	28.57%	2	14.29%	1	0.00%	0	0.00%	0	7

Showing rows 1 - 6 of 6

Next, respondents were asked for any additional comments about the administrative and support staff. There was one comment which states, "I highly recommend the MTSU online MLS program. I think it was well organized and the professors encouraged me to develop a more professional communication and creation of partnerships through collaboration projects."

Overall Experience

The final section of the exit survey asks questions about respondent's overall experiences with the MLS program. Respondents were asked to rate three statements about their experience on a scale from "Strongly Agree" to "Strongly Disagree". The chart below shows their responses; it appears that the majority of the respondents have a positive opinion of the program overall.
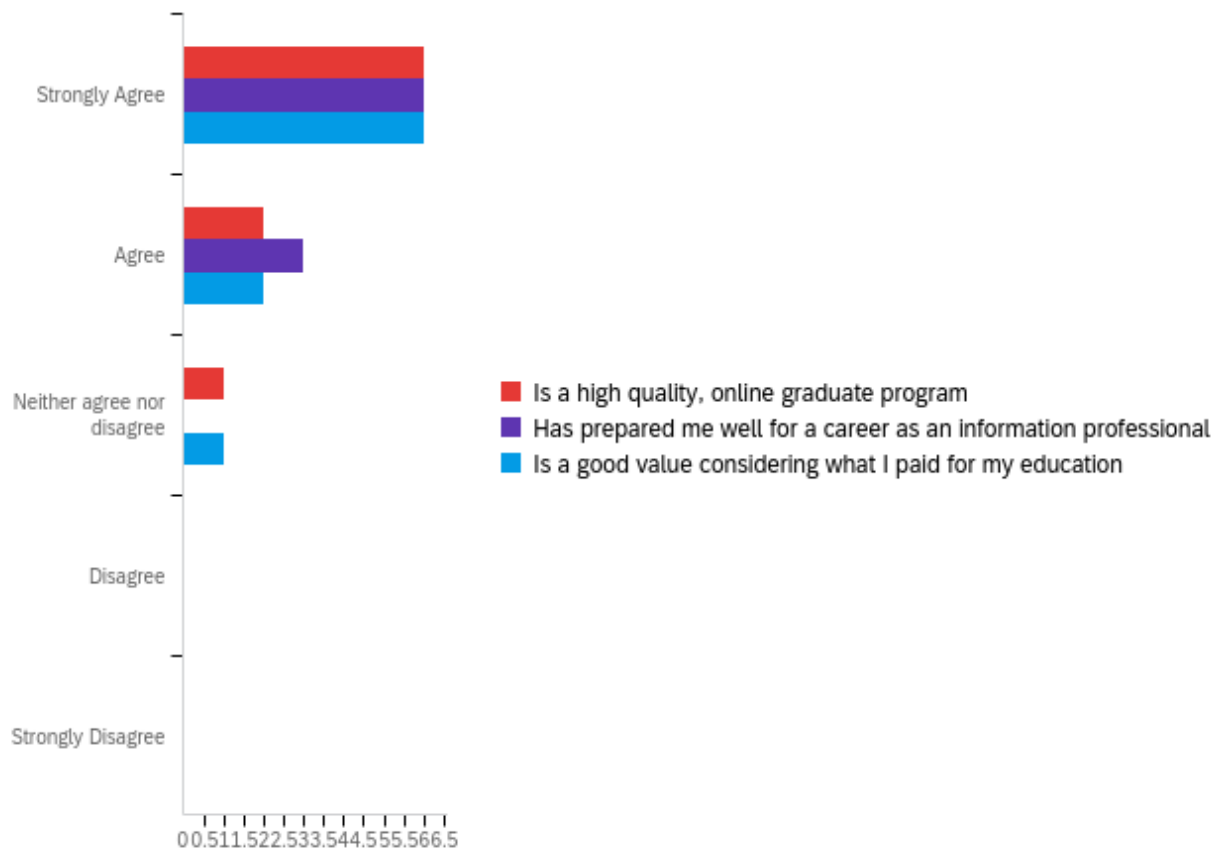
Next, respondents were asked what they thought the one best thing about the program was. Some examples of the comments are, "The convenience of the program is the best part. I was able to work full time and complete coursework.", "The knowledge that my professors have as well as the creativity displayed in each lesson makes me wish that I could continue the program as a post graduate.", "My professor, Holly Hebert, will always be someone I will keep in contact with. She

has been the rock throughout this process. I contacted her with questions even when she was not one of my professors.", and "The program was easy to navigate and all staff was helpful and care about student success."

The next question asks respondents to list one thing they would change about the MLS program. Some of the comments are, "The program did not include any details for edTPA and, as an LS licensure student, I was quite unaware of what would be required; however, my director has reached out to me and other licensure students to assist future LS teacher candidates.", "If separation of generalist and school librarian cannot be done, combining some classes to allow other subjects to be covered.", and "I would like a course that studied all possible careers for information professionals."

Finally, respondents were asked to provide any additional comments about the MLS program. Three respondents left comments that state, "I would not trade my experience during this program for anything!", "Thank you for allowing me to grow in the profession. I came into the program believing I understood most of the topics but walked away with more tools to continue my discoveries.", and "Loved it!! Even before I graduated I was able to put it to use to help other librarians."

Employment Survey Summary

This summary is comprised of data from the Employment Survey. This survey was given to previous students in the MLS program regarding their current employment. The employment survey was completed by ten alumna who all graduated from the Library Science program in 2019. Six respondents graduated in the Spring term, two in the Summer, and two more in the Fall; all ten respondents graduated with the MLS degree (36 hours).

Of the ten respondents, 60% answered that they are currently working in the library science field, and 40% of respondents selected that they are not currently working in the field. The four respondents who are not currently working in the field were taken to the end of the survey, and the rest of the survey pertains to the six respondents who are working the field. Most respondents who are working in the field are employed in an elementary/secondary school, 66.67%, and the other 33.33% of respondents work in an academic library. The respondents are employed in many various settings, as shown in the graph below.
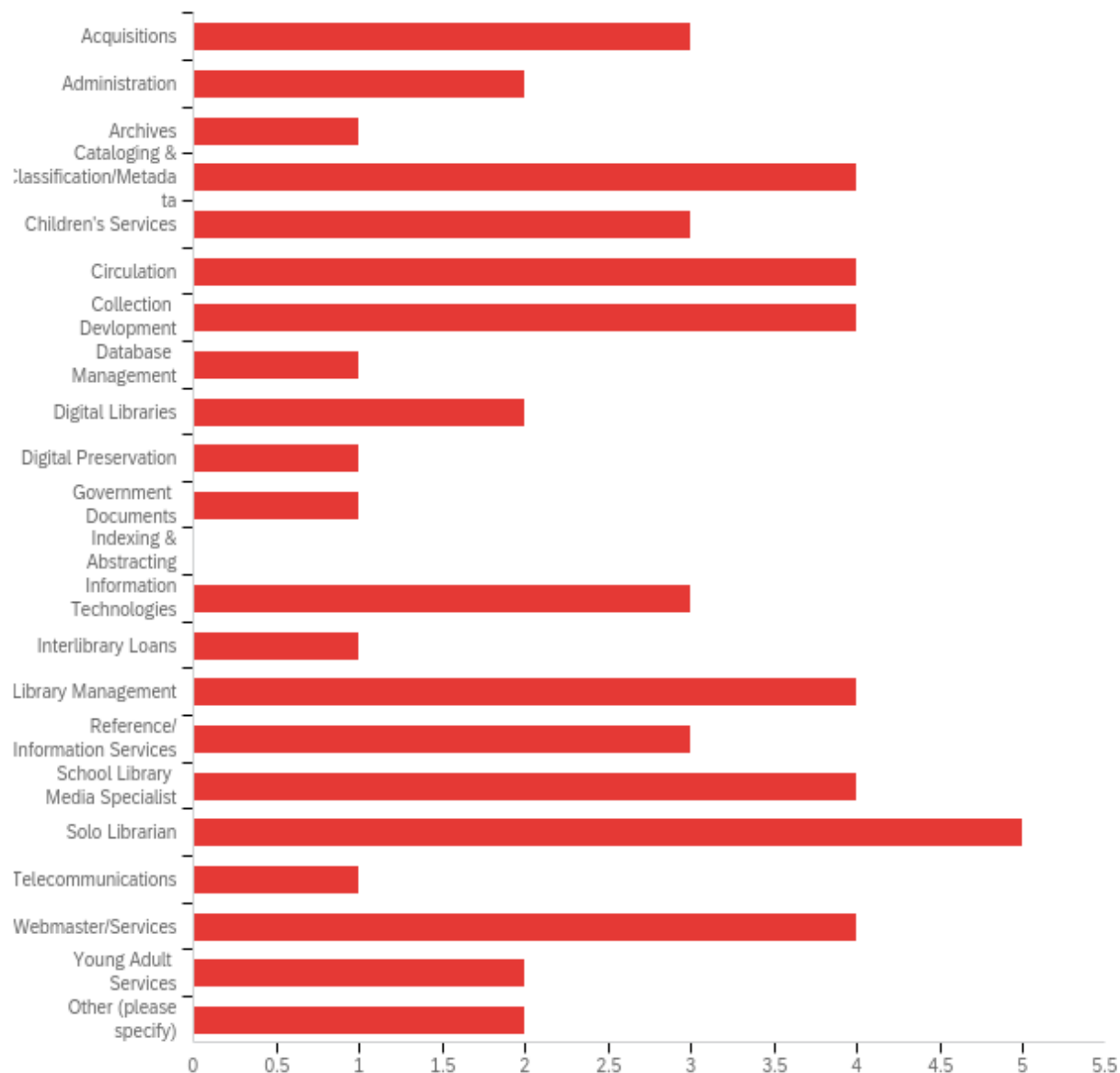
The graph above shows that 2019 alumna of the Library Science program work in almost every facet of librarianship. 83.33% of respondents say that they are employed in full-time professional work, and 16.67% are employed in part-time professional work. The one respondent who stated they are employed part-time works 12 hours per week. None of the respondents are employed in paraprofessional work, either full time or part time.

The respondents work at various institutions which are as follows; Friendship Christian School, The University of the South, New Providence Middle School, Wilson Central High School, Daymar College, and Midtown Montessori School. All the respondents currently work in the state of Tennessee in various locations, which are Lebanon, Sewanee, Murfreesboro, Memphis, and Clarksville. None of the respondents needed to relocate for their current positions. The respondents' professional titles are Elementary Librarian, Information Literacy Librarian, School Library Media Specialist, Library Media Specialist, and Librarian. The salary ranges for the respondents vary from less than $29,999 to $60,000-$64,499. Half of the respondents fall between the $35,000-$44,999 ranges. There was one respondent in each of the less than $29,999, $55,000-$59,999, and $60,000-$64,999 ranges.

The majority of respondents, 66.67%, obtained their position within one semester after graduating from the program. One respondent obtained their position while they were enrolled as an MLS student, and one respondent obtained their position more than six months after completing the program. Two of the respondents selected that they were currently employed where they ended up in their professional position. One respondent said they heard about the position from a friend/family member, and one found their position via a website. Two respondents selected "Other" and explained how they came across their positions. One respondent stated that they were touring a school for their child and was told that the librarian had recently retired and was hired on the spot. The other respondent stated that they had heard of the position through the school system. Two respondents stated that they have additional library or information science jobs other than the one they listed earlier. These two additional positions are "School Librarian- St. Andrew's-Sewanee School" and "Part-time Youth Services Library Assistant with Rutherford County Library System".

The next part of the survey asked the question, "Based on feedback and other pertinent information (like job performance reviews) I have received from my supervisor at my place of employment, I would say…" and then posed the following statements. Please see the table below that shows the respondent's answers.

#	Question	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly Disagree		Total
1	the skills I learned from my graduate studies in the MLS Program has made me an effective information professional	50.00%	3	50.00%	3	0.00%	0	0.00%	0	0.00%	0	6
2	what I learned in my graduate education in library science is helping me make a difference in serving the patrons in my work community	80.00%	4	20.00%	1	0.00%	0	0.00%	0	0.00%	0	5
3	what I learned in my graduate education in library science helps my colleagues succeed as a result of my own work efforts	60.00%	3	20.00%	1	20.00%	1	0.00%	0	0.00%	0	5

Survey respondents were asked to add any additional text "pertaining to your employer's or job interviewer's impression of your abilities as an information professional. Based on

feedback you received, are there any skills or abilities that your employer or a job interviewer identified that might be lacking based on your professional or interview performance that you feel could have been addressed by your studies in the MLS program? Conversely, are there any skills or abilities you learned via your studies for the MLS that your employer or a job interviewer identified that seems to set you apart from your peers?" Three respondents added additional comments; they said, "Highly impressed with knowledge of Library services as it pertains to student retention.", "I think a lot of this job is learned by experience. Each library/school library operates with different expectations so there are some things that can't be taught, only experienced. Even adding extra hours to the practicing might not be helpful if the student gets a job in a library that operates differently. I felt prepared, but you just have to get your hands dirty in your own library space to master some things. I think those pursuing elementary library (or any school library) positions need to understand how much teaching is required, classroom management, etc.", and "I've only been to work for one day, so I can't adequately answer this question!" Finally, respondents were asked if they are currently enrolled in a formal course of study for another degree, certificate, etc. One respondent said that they are currently enrolled at Austin Peay State University seeking a "Teaching Licensure (job embedded path)".

Appendix 2-Portion of MLS Program's CAEP Accreditation Contribution

MLS Program Narrative

CAEP Standard 1 –

Content and Pedagogical Knowledge

Standard A. 1. Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

• Applications of data literacy;
• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
• Employment of data analysis and evidence to develop supportive school environments;
• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
• Supporting appropriate applications of technology for their field of specialization; and
• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

The proficiency measures for the MLS Program include 1) Praxis licensure test scores for the Library Media Specialist test (5311) and content knowledge for 2) literature review for a research proposal, 3) a selection assignment, 4) lesson planning.

Praxis Licensure Test Scores

Using these data as a sole measure reveal that the MLS Program provides it graduates an excellent preparatory program which, in turn, provide schools across Tennessee and other state with outstanding school library media specialists. This occurs regardless whether the MLS Program graduate or completer is a degree-seeking student or a non-degree endorsement only seeking student who ends up completing fewer credit hours (24 hours required) than their degree-seeking counterpart (36 credit hours required for graduation). The mean Praxis 5311 test score for *all* MLS Program students (degree and non-degree seeking) who wrote the examination from 2017-2020 is 164.9 (passing score is 146). There is little difference in the Praxis test scores between those seeking the MLS degree (n=29, $\bar{x}$=164.2) and those seeking

the endorsement only (non-degree seeking, n=22, $\bar{x}$=165.6). There have been 63 students who have written the Praxis in the time period above, with 61 passing on their first attempt, a 97% success rate. Of the two students who failed the Praxis 5311 on their first attempt, one of them passed on their next attempt. The sole student we have had *not* pass the Praxis 5311 yet received numerous interventions from various MLS faculty in trying to assist her with her course work and exitPortfolio so she would be successful with the Praxis and ultimately as a library media specialist. Unfortunately, despite numerous interventions, this student never showed the motivation to be successful in her studies and reach her goal of earning her Library Media Specialist endorsement.

Despite the very rare challenge of having a student unable to pass the Praxis 5311 test, we believe that any outside observer viewing this sole metric as a measure of an EPP's ability to prepare education professionals such as library media specialists particularly would rate the MLS Program as one that "…ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards."

Other Proficiency Measures

The MLS Program uses other proficiency measures that examine candidates' proficiencies in more specific aspects of librarianship and instructions. In particular, we have developed rubrics that assess student dispositions for the following assignments: 1) a literature review for a research proposal; and 2) a collection selection assignment. The MLS Program uses the TEAM rubric to assess students' proficiencies as it relates to 3) lesson planning.

Literature Review

For the literature review assessment, we present data and commentary on three rounds (three semesters) of CAEP rubric data. The literature review assignment is completed and submitted in our **LIBS 6060 - Understanding Research for Evaluation in Libraries** class (research methods). This assignment one of two parts of a research proposal that all MLS degree-seeking students need to complete in two parts: part 1 is the identification of the basic, applied, or action-based research problem, the associated research questions, and the literature found and analyzed by the student to help him/her situate her research problem in the literature; part 2 is the identification of appropriate data collection methods to resolve the research problem, answer the research questions, provide examples of the data collection instruments (e.g., a questionnaire, list of interview questions, etc.), any sampling that is needed, and other related issues (e.g., ethics if children are involved). Here is the assignment description for part 1:

> Students are required to develop the most substantive parts of a research proposal for an original action, basic, or applied research study. Of course, the research problem you hope to investigate can be anything within the purview of the library science discipline. Use Part 1 of the proposal to present to me the research problem you propose researching, the current state of the art of the library science literature that shows where there are gaps in knowledge pertaining to your research focus, and one to five well thought and written research questions or hypotheses that are feasible and supported by the research you have reviewed. The proposal assignment consists of two parts with part 2 due at the end of semester.

Initial research questions and literature review, (5 double-spaced pages) – 15%
Criteria for assessment include:
> Evidence of thorough and effective literature search
> Clear review of the literature identifying and demonstrating the significance of the research problem(s) by presenting roughly 8-10 information sources and describing patterns in the literature with a focus on:
>> what questions are addressed
>> what methods have been used
>> what gaps exist in the published literature
> Identification of one to five potentially researchable questions that would fill gaps in the literature: a clear demonstration of how the potential research questions could build on the existing literature.
> Quality and completeness of content;
> Logical, clear and coherent presentation;
> Professional presentation.

The primary reason why three rounds of data are discussed is that the prior literature review assignment designed by the previous instructor was unworkable for the majority of students. This assessment is based on the quality of the work students presented and graded for their academic grade. As the assignment itself needed significant revision, and time needed for designing the CAEP assessment rubric, we were able to collect data from Spring 2019, Fall 2019, and Spring 2020 semesters. As you will see in the tables below (Tables 4-6), the change in the assignment has yielded very positive outcomes based on the CAEP rubric. As you progress from Table 4 through Table 6, a definite improvement in outcomes as communicated by the rubric data begins to show itself immediately starting with Table 5. We believe part of the problem with the previous assignment was that there was a lot of "hand-holding" in that assignment's description. The new assignment description opens up a lot of discretion for students to approach their research problem as they see fit, but to do so within certain criteria. Additionally, the course instructor has included a number of artifacts to the course shell (as this course is 100% online) to help give students a "picture" of what a research proposal should look like generally, how a literature review is written, how sampling is explained, etc. The discretion in the assignment also allows students to design their proposal in the environment in which they are experienced and in which they hope to pursue their career in librarianship (public, academic, and school libraries). More work is required for student instruction in some of the more technical dispositions of the rubric; however, once students reach graduate studies, their writing habits, good and bad, are often difficult to change for the better. Regardless, the syllabus for the research methods class with which this assignment is associated provides a link to a fee-free online version of William Strunk's *The Elements of Style* as a handy reference tool for the mechanics of writing. Anecdotally, it should be noted that writing generally improves quite substantially as the assignments for this author's classes proceed since he places much emphasis on coherent and proper written expression of the student's thoughts.

Collection Selection Assignment

The collection selection assessment is completed and submitted in our **LIBS 6310 - Materials for Literacy of Children** class. While all degree seeking students complete LIBS 6060 (above), usually only students pursuing school librarianship complete LIBS 6310, although

students hoping to be a children's or youth librarian in public libraries would benefit definitely from this class too. Data for this assessment may be found below in Tables 7-9. The assignment may be described as follows:

Assignment: Resources

Using all five selection tools (at least one book from each source), identify the following items that are somehow related to your unit. Once you meet the requirement for one from each selection source you may use anything to find your other titles –your favorite selection source, awards lists, browsing the shelf, blog posts, word-of-mouth, etc.

They can be items used in your lesson, but that is not required. Think of books you could use for a display designed to tie into the unit but also to promote the love of reading!

Assignment: Items to find

1.a picture book (be sure it is relevant to your grade level)2.a graphic novel3.a fantasy book4.a poetry book5.a realistic fiction book6.a non-fiction book (a series counts as 1 book)7.another non-fiction book8.a free choice item – book of any type, media like a song or video, an online resource, etc.9.another free choice item

Be creative! The items don't have to be strictly about the topic, just relatedin some way. Example: For a unit on the water cycle, books about hurricanes are related. But books about volcanoes are not (your unit is not earth science).

Also note the items don't have to be exactly on grade level since you'll have a wide range of abilities in any group. But keep inmind that no 7thgrader, even if they're very low reading level, wants to read a book written for K-2 (check reviews for the recommended interest level, or the ATOS "Interest level" as opposed to the reading level).

Assignment: Item evaluations

Choose five of your items to review thoroughly. For each of these 5 books:

Must be chosen from the 5 selection sources listed in this assignment (all selection sources must be used at least once). List your source (cite the print bibliography you use). Cite the book/item in APA style. Copy and paste a Professional Review (must have this!!), and list the original source of the review (Booklist, a CLCD review, etc.). List the Lexile level, ATOS (arbookfind.com), or other reading level measure. Write a paragraph or two identifying the developmental, cultural, social, and linguistic needs each title could address. Apply what you have learned throughout the course to answer the question, "How will students benefit from reading this item?" Especially think about our Content on developmental stages, diversity, and reading cultivation. Note that you must address benefits that are broader than learning about the science or social studies topic you chose.

For the other four items:

Can be chosen from any source, own knowledge, etc. Cite the book/item in APA style☐Description or informal review (if you have the book/item in hand you can write your own). List the Lexile level, ATOS (arbookfind.com), or other reading level measure. Use the following template to complete the assignment. List the items in numerical order as given under "Items to find."

The performance in the Collection assignment is considerably more even that what is seen in literature review assignment. However, the course that presents the assignment has not gone through a complete rehaul compared to LIBS 6060, although it is updated every three years as stipulated by MTSU Online. The one trend of similarity I see between the two courses is issues pertaining to the technical aspects of written communications. Particularly, our students have not insignificant issues with that. While instructors do make comments in assignments up to the keystone literature review and collection assignments, the feedback appears to not be getting through to our students. This will have to continue to be an area of focus. However, disciplinary content knowledge as reflected through these CAEP assessments indicates generally good understanding and knowledge based on the analysis of the submitted assignments' data.

Lesson Planning

Lesson planning is assessed using the TEAM rubric administered twice during students' field experiences, one for each 100 hour session. From Fall 2018 to Summer 2020, 36 students were assessed using 57 TEAM rubrics. More often than not, these rubrics are generally complete; however, there are instances where N/A is given for certain categories, certain categories are not given a score, or some simply could not be completed (e.g., schools being closed due to the Covid-19 pandemic would not allow for in-library instruction). Regardless, this is an issue for the MLS Program to revisit and review with the course instructor and the sponsoring librarian who supervises our field experience students.

In general, students should receive an overall score of '57' on the TEAM rubric. This is where every disposition receives a score of '3' or 'Meets Expectations' on every single one of the 19 dispositions assessed by the TEAM rubric. Only 7 of the MLS Program's 36 students with a school librarianship concentration who completed their field experience(s) did not receive such scores. However, this is due to a variety of reasons such as "Evaluations were all narrative" (rather than quantitative) or "Lessons not evaluated", meaning that numeric scores were not applied on some of the TEAM rubrics. Also, some categories had no applicability for the current lesson begin given by the student at that particular time; thus, these categories would receive a 'N/A', which would affect the overall score. Not one of our students received a score less than '3' on any one of the 19 dispositions that comprise the TEAM rubric.

Despite some of these gaps in student TEAM rubrics, MTSU's MLS Program's students on field experiences still demonstrate very clearly that their application of related content and disciplinary knowledge comes through their lesson planning and delivery activities. On average, our students received a score of 73.2 on their TEAM rubrics (median of 79) out of a possible 97. Tables 1-3 below break down the mean and median scores for each disposition based on the three components that comprise the TEAM rubric: Instruction; Planning of Services; and, Environment. Table 2-Planning of Services deserves particular attention as it focuses on lesson

planning. As may be seen, on average, all MTSU MLS students demonstrate superior knowledge and application of the required dispositions.

While we are proud of our students' performances on TEAM rubrics, the MLS Program needs to ensure that all TEAM rubrics are completed properly and fully by our sponsoring librarians to avoid data gaps. The MLS Program does not have student intake based on cohorts; it has student intake three times per calendar year (August, January, and May), and students progress at their own pace, with some completing their studies sooner than others. For this reason alone, the fewer the gaps in our assessment data, the better. Communicating this issue to those professionals who assess our students on their field experiences as well as to our students will be a priority in the immediate future, during our next data collection period.

Provider Responsibilities*:*

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

The MLS Program provides its school librarianship students ample opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. According to the *TENNESSEE LICENSURE STANDARDS AND INDUCTION GUIDELINES*, "Candidates for additional endorsement will acquire the knowledge and skills specified for the school library information specialist and instructional technology in the professional education core. They will complete a practicum of at least 200 clock hours in a school library setting." (Tennessee Department of Education, p. 38-4) This is why we rely on the Tennessee Educator Acceleration Model (TEAM) rubric to assess our students while they practice the application of their content and discipline knowledge while they are on their field experiences. MLS students may complete their field experiences by completing one 100-hour field experience in one semester, the other in a subsequent semester, or by completing all 200 hours in one semester if their schedule allows. As a result, students are evaluated twice using the TEAM rubric, once in each 100-hour field experience.

Table 1 – Instruction

TEAM Dispositions	Standards & Objectives	Motivating Students	Presenting Instructional Content	Lesson Structure & Pacing	Activities & Materials	Questioning	Academic Feedback	Monitoring Student Understanding	LMS/LIS Content Knowledge	LMS/LIS Knowledge of Students	Thinking	Problem Solving
Mean	4.6	4.6	4.6	4.4	4.6	4.2	4.3	4.5	4.6	4.2	4.2	4.3
Median	5	5	5	5	5	4	4	5	5	4	4	4.5

Table 2 – Planning of Services

TEAM Dispositions	Media Center Management	Media Center Resources	Media Center Collaboration
Mean	4.6	4.5	4.6
Median	5	5	5

Table 3 – Environment

TEAM Dispositions	Expectations	Managing Student Behavior	Environment	Respectful Culture
Mean	4.6	4.4	4.7	4.9
Median	5	4	5	5

Table 4 – Literature Review Data for Spring, 2019

Rubric View: Research Problem, Research Questions, Literature Review-LIBS 6060

	1 Unacceptable (1 pts)	2 Emerging (2 pts)	3 Meets Expectations (3 pts)	4 Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Research Proposal	0	1	1	0	2.500	2.000	0.500
Problem	0	0	2	0	3.000	3.000	0.000
Research Questions	0	1	1	0	2.500	2.000	0.500
Sources	0	0	1	1	3.500	3.000	0.500
Length	0	0	1	1	3.500	3.000	0.500
Relevancy	0	0	2	0	3.000	3.000	0.000
Organization	1	0	1	0	2.000	1.000	1.000
Analyses	1	0	1	0	2.000	1.000	1.000
Clarity	0	0	2	0	3.000	3.000	0.000
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	0	0	2	0	3.000	3.000	0.000

Research Proposal	1 (50.00%)	1 (50.00%)
Problem	2 (100.00%)	
Research Questions	1 (50.00%)	1 (50.00%)
Sources	1 (50.00%)	1 (50.00%)
Length	1 (50.00%)	1 (50.00%)
Relevancy	2 (100.00%)	
Organization	1 (50.00%)	1 (50.00%)
Analyses	1 (50.00%)	1 (50.00%)
Clarity	2 (100.00%)	
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	2 (100.00%)	

■ 1 Unacceptable   ■ 2 Emerging   ■ 3 Meets Expectations   ■ 4 Exceeds Expectations

Roster View: Research Problem, Research Questions, Literature Review-LIBS 6060

Student	Assessor	Research Proposal	Problem	Research Questions	Sources	Length	Relevancy	Organization	Analyses	Clarity	Technical (Mechanics of writing at a level needed for a formal graduate research proposal)
Amber Capps	Frank Lambert	2 Emerging	3 Meets Expectations	2 Emerging	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	1 Unacceptable	1 Unacceptable	3 Meets Expectations	3 Meets Expectations
Andrea George											
Joshua Ledford											
Lucy Longworth	Frank Lambert	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations

Table 5 – Literature Review Data for Fall, 2019

Rubric View: Research Problem, Research Questions, Literature Review-LIBS 6060

	1 Unacceptable (1 pts)	2 Emerging (2 pts)	3 Meets Expectations (3 pts)	4 Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Research Proposal	0	0	2	4	3.667	4.000	0.471
Problem	0	1	1	4	3.500	4.000	0.764
Research Questions	0	2	3	1	2.833	3.000	0.687
Sources	0	0	3	3	3.500	3.000	0.500
Length	0	1	0	5	3.667	4.000	0.745
Relevancy	0	0	4	2	3.333	3.000	0.471
Organization	1	0	3	2	3.000	3.000	1.000
Analyses	0	1	4	1	3.000	3.000	0.577
Clarity	0	1	4	1	3.000	3.000	0.577
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	1	1	3	1	2.667	3.000	0.943

Category	Distribution
Research Proposal	2 (33.33%) / 4 (66.67%)
Problem	1 (16.67%) / 1 (16.67%) / 4 (66.67%)
Research Questions	2 (33.33%) / 3 (50.00%) / 1 (16.67%)
Sources	3 (50.00%) / 3 (50.00%)
Length	1 (16.67%) / 5 (83.33%)
Relevancy	4 (66.67%) / 2 (33.33%)
Organization	1 (16.67%) / 3 (50.00%) / 2 (33.33%)
Analyses	1 (16.67%) / 4 (66.67%) / 1 (16.67%)
Clarity	1 (16.67%) / 4 (66.67%) / 1 (16.67%)
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	1 (16.67%) / 1 (16.67%) / 3 (50.00%) / 1 (16.67%)

■ 1 Unacceptable ■ 2 Emerging ■ 3 Meets Expectations ■ 4 Exceeds Expectations

Roster View: Research Problem, Research Questions, Literature Review-LIBS 6060

Student	Assessor	Research Proposal	Problem	Research Questions	Sources	Length	Relevancy	Organization	Analyses	Clarity	Technical (Mechanics of writing at a level needed for a formal graduate research proposal)
Tara Farlett											
Terri Gibson	Frank Lambert	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	1 Unacceptable
Sarah Rains	Frank Lambert	3 Meets Expectations	4 Exceeds Expectations	2 Emerging	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Heather Schnepp	Frank Lambert	3 Meets Expectations	2 Emerging	2 Emerging	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	1 Unacceptable	3 Meets Expectations	3 Meets Expectations	2 Emerging
Ashley Sloniecki	Frank Lambert	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations
Shelia Stewart	Frank Lambert	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	2 Emerging	3 Meets Expectations	3 Meets Expectations	2 Emerging	2 Emerging	3 Meets Expectations
Susan Walden	Frank Lambert	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations

Table 6 – Literature Review Data for Spring, 2020

Rubric View: Research Problem, Research Questions, Literature Review-LIBS 6060

	1 Unacceptable (1 pts)	2 Emerging (2 pts)	3 Meets Expectations (3 pts)	4 Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Research Proposal	0	1	3	2	3.167	3.000	0.687
Problem	1	0	4	1	2.833	3.000	0.898
Research Questions	1	0	2	3	3.167	4.000	1.067
Sources	0	1	4	1	3.000	3.000	0.577
Length	1	2	0	3	2.833	4.000	1.213
Relevancy	0	2	3	1	2.833	3.000	0.687
Organization	2	1	2	1	2.333	1.000	1.106
Analyses	0	3	2	1	2.667	2.000	0.745
Clarity	1	3	1	1	2.333	2.000	0.943
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	2	1	2	1	2.333	1.000	1.106

Research Proposal	1 (16.67%)	3 (50.00%)	2 (33.33%)
Problem	1 (16.67%)	4 (66.67%)	1 (16.67%)
Research Questions	1 (16.67%)	2 (33.33%)	3 (50.00%)
Sources	1 (16.67%)	4 (66.67%)	1 (16.67%)
Length	1 (16.67%)	2 (33.33%)	3 (50.00%)
Relevancy	2 (33.33%)	3 (50.00%)	1 (16.67%)
Organization	2 (33.33%)	1 (16.67%)	2 (33.33%) 1 (16.67%)
Analyses	3 (50.00%)	2 (33.33%)	1 (16.67%)
Clarity	1 (16.67%)	3 (50.00%)	1 (16.67%) 1 (16.67%)
Technical (Mechanics of writing at a level needed for a formal graduate research proposal)	2 (33.33%)	1 (16.67%)	2 (33.33%) 1 (16.67%)

■ 1 Unacceptable ■ 2 Emerging ■ 3 Meets Expectations ■ 4 Exceeds Expectations

Roster View: Research Problem, Research Questions, Literature Review-LIBS 6060

Student	Assessor	Research Proposal	Problem	Research Questions	Sources	Length	Relevancy	Organization	Analyses	Clarity	Technical (Mechanics of writing at a level needed for a formal graduate research proposal)
Robin Alexander	Frank Lambert	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	2 Emerging	2 Emerging
Tyler Cross	Frank Lambert	3 Meets Expectations	1 Unacceptable	1 Unacceptable	2 Emerging	2 Emerging	2 Emerging	1 Unacceptable	2 Emerging	1 Unacceptable	1 Unacceptable
Amber Guy											
Michelle Kilkenny											
Mary Lineberger	Frank Lambert	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations
Bailey Oldham	Frank Lambert	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	3 Meets Expectations	2 Emerging	2 Emerging	1 Unacceptable
Elizabeth Proctor	Frank Lambert	2 Emerging	3 Meets Expectations	4 Exceeds Expectations	3 Meets Expectations	1 Unacceptable	2 Emerging	1 Unacceptable	2 Emerging	2 Emerging	3 Meets Expectations
Janet Rose											
Christy Schwab	Frank Lambert	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	3 Meets Expectations	2 Emerging	3 Meets Expectations	2 Emerging	3 Meets Expectations	3 Meets Expectations	4 Exceeds Expectations

Table 7 – Selection Assignment Data for Spring, 2019

Rubric View: Selection Assignment Rubric

	Unacceptable (1 pts)	Emerging (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	0	0	5	6	3.545	4.000	0.498
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	1	3	2	5	3.000	4.000	1.044
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	2	1	1	7	3.182	4.000	1.192
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	0	2	2	7	3.455	4.000	0.782
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	0	0	3	8	3.727	4.000	0.445
Technical Aspects – grammar, punctuation, spelling, citations, APA style	0	1	0	10	3.818	4.000	0.575

Criterion	Distribution
Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	5 (45.45%) Meets Expectations; 6 (54.55%) Exceeds Expectations
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	1 (9.09%) Unacceptable; 3 (27.27%) Emerging; 2 (18.18%) Meets Expectations; 5 (45.45%) Exceeds Expectations
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	2 (18.18%) Unacceptable; 1 (9.09%) Emerging; 1 (9.09%) Meets Expectations; 7 (63.64%) Exceeds Expectations
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	2 (18.18%) Emerging; 2 (18.18%) Meets Expectations; 7 (63.64%) Exceeds Expectations
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	3 (27.27%) Meets Expectations; 8 (72.73%) Exceeds Expectations
Technical Aspects – grammar, punctuation, spelling, citations, APA style	1 (9.09%) Emerging; 10 (90.91%) Exceeds Expectations

Legend: Unacceptable | Emerging | Meets Expectations | Exceeds Expectations

Roster View: Selection Assignment Rubric

Student	Assessor	Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	Technical Aspects – grammar, punctuation, spelling, citations, APA style
Katy Biggs	DeAnne Luck	Exceeds Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Joannie Duncan	DeAnne Luck	Meets Expectations	Emerging	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations
Natalia Fallon	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Andrea George	DeAnne Luck	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Alicia James	DeAnne Luck	Meets Expectations	Unacceptable	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations
Diane Kennedy	DeAnne Luck	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Brennan Kuster	DeAnne Luck	Exceeds Expectations	Emerging	Emerging	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Mary LeDoux	DeAnne Luck	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Julie Pyrdum	DeAnne Luck	Exceeds Expectations	Emerging	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Tyler Sainato	DeAnne Luck	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Rose Wooten	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Emerging

Table 8 – Selection Assignment Data for Fall, 2019

Rubric View: Selection Assignment Rubric

	Unacceptable (1 pts)	Emerging (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	0	0	2	6	3.750	4.000	0.433
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	0	0	2	6	3.750	4.000	0.433
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	0	1	2	5	3.500	4.000	0.707
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	0	0	3	5	3.625	4.000	0.484
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	0	0	1	7	3.875	4.000	0.331
Technical Aspects – grammar, punctuation, spelling, citations, APA style	0	0	4	4	3.500	3.000	0.500

Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	2 (25.00%) 6 (75.00%)
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	2 (25.00%) 6 (75.00%)
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	1 (12.50%) 2 (25.00%) 5 (62.50%)
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	3 (37.50%) 5 (62.50%)
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	1 (12.50%) 7 (87.50%)
Technical Aspects – grammar, punctuation, spelling, citations, APA style	4 (50.00%) 4 (50.00%)

| Unacceptable | Emerging | Meets Expectations | Exceeds Expectations |

Roster View: Selection Assignment Rubric

Student	Assessor	Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	Technical Aspects – grammar, punctuation, spelling, citations, APA style
Robin Alexander	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations
Nichole Bush	Holly Hebert	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Tyler Cross	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations
Mary Dunbar	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Kelli Earhart	Holly Hebert	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Kelli England	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations
Christinia Grisham	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Emerging	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Amber Guy	Holly Hebert	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Janet Rose							

Table 9 – Selection Assignment Data for Spring, 2020

Rubric View: Selection Assignment Rubric

	Unacceptable (1 pts)	Emerging (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	Mean	Mode	Stdev
Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	0	0	3	7	3.700	4.000	0.458
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	0	3	1	6	3.300	4.000	0.900
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	0	2	1	7	3.500	4.000	0.806
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	0	0	5	5	3.500	3.000	0.500
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	0	0	1	9	3.900	4.000	0.300
Technical Aspects – grammar, punctuation, spelling, citations, APA style	0	0	0	10	4.000	4.000	0.000

Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	3 (30.00%)	7 (70.00%)
Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	3 (30.00%)	1 (10.00%) 6 (60.00%)
Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	2 (20.00%)	1 (10.00%) 7 (70.00%)
Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	5 (50.00%)	5 (50.00%)
Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	1 (10.00%)	9 (90.00%)
Technical Aspects – grammar, punctuation, spelling, citations, APA style	10 (100.00%)	

Legend: ▌Unacceptable ▌Emerging ▌Meets Expectations ▌Exceeds Expectations

Roster View: Selection Assignment Rubric

Student	Assessor	Needs Analysis – the ages and subject needs of the students. CAEP A.1.1, inTASC 1,10, AASL 1.4, 3.1, ALA 1i	Library Users Needs Addressed – students' developmental and social needs applied and justification shown CAEP A.1.1., inTASC 4 & 5, 10 AASL 2.1, 2.2, 2.3, ALA 1i, 2b	Selection Tools – effective use of a variety of tools shown CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b, 5d, 5e, 5f, 5g	Relevance and Scope – the relevance, levels, and type of materials, CAEP A.1.1., inTASC 4 & 5 AASL 2.1, 2.2, 2.3, ALA 1i, 2b programs	Presentation – the written presentation of the plan CAEP A.1.1., inTASC ? AASL 2.1, 2.2, 2.3, ALA 1i, 1j 2b	Technical Aspects – grammar, punctuation, spelling, citations, APA style
Heather Anderson	DeAnne Luck	Exceeds Expectations	Emerging	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
sarah bice	DeAnne Luck	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Kimberly Dye	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Kim Hooper	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Christy Schwab	DeAnne Luck	Meets Expectations	Emerging	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Sophia Segebart	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Kathleen Smith	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Shelia Stewart	DeAnne Luck	Exceeds Expectations	Emerging	Emerging	Meets Expectations	Meets Expectations	Exceeds Expectations
Elizabeth Walker	DeAnne Luck	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
Heather Weerasekera	DeAnne Luck	Meets Expectations	Meets Expectations	Emerging	Meets Expectations	Exceeds Expectations	Exceeds Expectations

References

Tennessee Department of Education, *TENNESSEE LICENSURE STANDARDS AND INDUCTION GUIDELINES*, retrieved from http://www.tennessee.gov/education/lic/doc/accttchlicstds.pdf.

Appendix 3-

Proposal for Formation of the

MLS Program Advisory Council

Nov. 16, 2020

The Middle Tennessee State University (MTSU) MLS Program needs to establish a formal advisory council or board that will guide its future development as it progresses towards American Library Association (ALA) accreditation. As may be discerned, this is required to help the MLS Program reach its ultimate goal of accreditation. However, and *more importantly*, receiving feedback from our professional, disciplinary peers through an advisory council is required to help the MLS Program realize its respective mission and vision:

To meet the information society's current and future needs pertaining to the discovery, acquisition, organization, provision, and ethical and effective use of information regardless of media format.

And

To prepare the next generation of 21st century information professionals through impactful research, creative entrepreneurship, learner-centered teaching, and innovative professional practice.

Related closely to the mission and vision of the MLS Program is the more practical, business-oriented purpose of maintaining and growing student enrollment to increase tuition revenues for the Program and Educational Leadership Department, the College of Education, and MTSU. Thus, the establishment of an advisory council can help the MLS Program always improve its curriculum, become ALA accredited, and help ensure it financial viability in the near and more distant feature.

What is an advisory board? The following definition describes it succinctly and appropriately for the needs of the MLS Program:

"An advisory board is comprised of a group of university and community stakeholders from various local or regional institutions. In general, boards tend to have multiple labels, flexible structures and different foci. However, a well-selected board will align around common interests in active participation, shared mission, and direct influence with students, faculty, and other board members." (Taylor, Marino, Greenhalgh, & Hudak, 2010)

To help secure the participants needed for the MLS Program Advisory Council, we will communicate with our prospective members the MLS Program's vision and mission and ask for their participation so long as they are in agreement that the vision and mission align with their own common interests as residents and/or professionals in the middle Tennessee region.

The following is text from the American Library Association's (ALA's) standards for accreditation that is relevant for the MLS Program's formation of the MLS Program Advisory Council:

"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."

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

"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." (ALA, 2015).

Below are two goals of several communicated to the ALA Committee on Accreditation (COA) that the MLS Program has identified that relate to an advisory council. This document you are reading, the regular meeting (at least annually) of this council and its associated recorded minutes of these meetings, and the implementation of suggestions from this council where applicable and possible will go a long way towards helping us attain candidacy and then accreditation from ALA.

Standard	Systematic Planning
Goal	I.2 The MLS faculty will increase engagement of constituencies in systematic planning.
Actions	MLS faculty will hold bi-annual MLS Program Advisory Council Meetings.
Sources of Measurable Data	MLS faculty will mine meeting agendas, minutes, and recordings of the MLS Program Advisory Council Meetings for data.
Schedule	The first MLS Program Advisory Council meeting will take place in August 2020 to coincide with the University President's Annual State of the University Address and the College of Education and Educational Leadership Departments' Annual Retreats/Meetings. MLS faculty will align discussions with the priorities articulated by the President, the College and the Department.

Standard	Systematic Planning
Goal	1.2.1 The MLS faculty will engage MLS students in robust community dialogue.
Actions	The MLS faculty will hold the Annual Town Hall Meeting for MLS students. Data from the Annual Town Hall Meeting will feed into the MLS Program Advisory Council processes.

Sources of Measurable Data	The MLS faculty will mine minutes from the Annual Town Hall Meeting to identify themes. The Town Hall Meeting will take place on a webinar platform and will be recorded.
Schedule	The MLS faculty will hold the Annual Town Hall Meeting in September each academic year.

As a result of the desire to organize an effective working MLS Program Advisory Council, I would like to recommend the following candidates to make up this council:

Rita Shacklett Director of Libraries, Rutherford County Library System, rshacklett@rclstn.org, 615-962-7424 ext 3904. (**Public Libraries**)

Dr. Kathleen Schmand, Dean, James E. Walker Library, MTSU, jason.martin@mtsu.edu 615-904-8378. (**Academic Libraries**)

Stephanie Bandel-Koroll, Librarian, Center For Popular Music, Stephanie.Bandel-Koroll@mtsu.edu, 615-898-5511. (**Special Libraries**)

Kate Huddleston, Assistant Director, Stones River Regional Library, Kate.Huddleston@tn.gov 615-849-0794. (**Public Libraries**)

Valerie Hotchkiss, University Librarian; Interim Director of Central Library, Vanderbilt Libraries, valerie.hotchkiss@vanderbilt.edu, 615-322-4782. (**Academic Libraries**)

Dr. Brandon Owens, Director of Library Services, Fisk University, bao2x@mtmail.mtsu.edu, bowens@fisk.edu, 615-329-8734. (**Academic Libraries, HBCU**)

Beth Reinker, Collection Development Librarian, Ingram, beth.reinker@ingramcontent.com. (**Industry**)

Marcie Leeman, Library Media Specialist Supervisor, Rutherford County Schools LeemanM@rcschools.net, 615-893-5815 ext 22069 (**School Libraries**)

Sheri Arnette, Director of Curriculum & Instruction, Murfreesboro City Schools, Sheri.Arnette@cityschools.net. (**School Libraries**)

Two CURRENT MLS students who will rotate off of the Council as they graduate.

Two MLS Program graduates/alumni so they can provide more recent contextual feedback in relation to the MLS Program and their current employment experience.

That is a total of thirteen potential members for the Advisory Council who would represent the major sectors of librarianship as well as our student body. I would appreciate any additional recommendations if you think it can widen the expertise of our Council and for alternate members in case any of the persons mentioned above are unable to be members.

References

American Library Association (ALA), (2015). Standards for Accreditation of Master's Programs in Library and Information Studies. Retrieved Nov. 9, 2020, from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/Standards_2019_ALA_Council-adopted_01-28-2019.pdf.

Taylor, E., Marino, D. Rasor-Greenhalgh, S & Hudak, S. (2010). Navigating practice and academic change in collaborative partnership with a community advisory board. *Journal of Allied Health*, 39(3), 103-110. Cited in McElroy, J. and Dove, L (n.d.). Types and functions of advisory boards. *National Council on Family Relations*, retrieved Nov. 9, 2020, from https://www.ncfr.org/sites/default/files/2017-01/ncfr_symposium_proposal_example_-_function_and_value_of_advisory_boards_for_academic_programs_0.pdf.

Appendix 4 – LIBS 6030 Student Course Evaluation

LIBS 6030 (D01): INFORMATION TECHNOLOGY FOR INFORMATION PROFESSIONALS
Fall 2020 | Frank Lambert

QUANTITATIVE

Factor/Questions	AVERAGES			Instructor Average	Instructor Median	Selection Frequencies						
	Department	College	University	|	|	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree		
The instructor created an environment that helped students learn.	4.49	4.48	4.32	4.43	4	0	0	0	4	3		
The course material was delivered in a clear and organized manner.	4.4	4.35	4.29	4.71	5	0	0	0	2	5		
The instructor gave assignments related to the goals of the course.	4.61	4.6	4.53	4.71	5	0	0	1	0	6		
The evaluation methods adequately assessed student academic performance.	4.46	4.44	4.29	4.71	5	0	0	0	2	5		

					1- Not at all Descriptive	2	3	4	5- Very Descriptive		
The instructor was knowledgeable about the subject.	4.71	4.69	4.62	4.86	5	0	0	0	1	6		
The course enhanced students' ability to think critically about the subject.	4.51	4.47	4.33	4.43	5	0	0	1	2	4		
The instructor engaged the class and provided opportunities for student participation/contributions appropriate for class size/type.	4.51	4.5	4.31	4	4	0	1	0	4	2		
The instructor cared about student learning.	4.65	4.64	4.44	4.71	5	0	0	0	2	5		
The instructor was willing to answer questions during or outside of class.	4.64	4.63	4.5	4.57	5	0	0	0	3	4		
In general, the instructor was an effective teacher.	4.53	4.5	4.35	4.57	5	0	0	0	3	4		
						1- Not at all Descriptive	2	3	4	5- Very Descriptive		
The course was easy to navigate.	4.55	4.57	4.43	4.29	4	0	0	1	3	3		

						Very Poor	Poor	Average	Good	Very Good		
The course was well organized.	4.67	4.68	4.49	4.86	5	0	0	0	1	6		
The instructor responded to questions in a timely manner (within 48 hours on weekdays).	4.79	4.77	4.51	4.71	5	0	0	0	2	5		
The course learning materials and resources were effective in helping me learn the course content.	4.61	4.61	4.34	4.43	4	0	0	0	4	3		
I would recommend to other students that they take this class from this instructor.	4.48	4.5	4.25	4.57	5	0	0	0	3	4		
The instructor interacted with students using course tools such as chat, discussion board, email, announcements, etc.	4.62	4.63	4.36	4.43	5	0	0	1	2	4		
						Very Poor	Poor	Average	Good	Very Good		

Factor/Questions	Department	College	University	Instructor Average	Instructor Median	7	6	5	4	3	2	1
Please rate the quality of your experience with the learning management system (Desire2Learn).	4.5	4.52	4.36	4.57	5	0	0	0	3	4		
AVERAGES												
On average, how many days per week did you log in to this course?						2	1	0	2	2	0	0

Qualitative:

Please identify what you consider to be the strengths of the course and/or instructor:

- The instructor has a solid knowledge base about the occupation and he is very knowledgeable about many aspects of the subject.
- The organization of the course content. The breadth and depth in which the instructor elaborated on topics within the PowerPoint slideshow. The fairness the instructor showed and his willingness to make changes to the course syllabi schedule due to unforeseen circumstances. The instructor's tough, but fair feedback on graded assignments. Parsons' New Perspectives on Computer Concepts 2018 was well-written for it being a technical topic.
- I liked that he had the lectures in the modules so that we weren't just reading the materials but also got to learn more about the subject from him directly telling us about it and it allowed us to take notes. I also liked that we were allowed to use any notes or the book for the big test we had on the 7 modules in the computer book that was very helpful.
- The book was good if you were unfamiliar with this type of material.
- Patience and understanding

Please identify the area(s) where you think the course could be improved:

- none
- For those comfortable with this type of material or background, I would like to see the ability to test out of this core class. My time may have been better spent in another one of the classes offered in this program that I was not as familiar with.
- Maybe engage in virtual classroom discussions through Zoom or Microsoft Teams. There was one project where all class members had to develop a Web page. I would have liked to have seen the other Web pages my classmates created so I could garner ideas. For the PowerPoint presentations, maybe have more slides and no more than six bullet points per slide with no more than 100 characters per bullet item. This will make it easier to grasp the information in small, manageable chunks, plus force the student to pay attention on what is being said for that particular slide or bullet item. An alternative is to use animation where only one bullet appears at a time. When the instructor is finished talking about that bulleted topic, he can click his mouse, display the next bullet and repeat the process. I think this will help students follow the transitions better.
- I would have preferred more discussion assignments. As an online asynchronous course, it is limited in the opportunities to interact with other students.

How many distance education courses have you taken? (Please enter a whole number only):

- 10
- 1
- 6
- Just 2 both from this semester
- 2
- 2
- 20

General comments about your experience with this distance learning instructor/course:

- I am very pleased with this program. I wish I would have taken my BA here.
- This class is good if you have no background in basic technology. But for others who have a strong background it was less effective or needed. I only took because it was a core course. Also, some assignments gave lots of feedback and others had none so it was hard to judge my performance along the way.

- No comments.
- Enjoyed the course and felt that there was a lot of information presented in a manner that kept it relevant and applicable to the real world.

**Appendix 5 – MLS Program Coordinator's Participation
On MTSU-wide Committees as Listed on
Outline of Faculty Data to Demonstrate
"same opportunities for representation on the institution's advisory or
policy-making bodies as do those of comparable units throughout the institution"**

University Service-Committee Member, Library Committee. (August 17, 2020 - August 16, 2022).

Committee Member, Teaching with Technology Committee. (August 17, 2020 - August 16, 2022).

Committee Member, New Search Committee for new Dean of James Walker Library. (December 17, 2019 -September 30, 2020).

Committee Member, MTSU Online-New Search Committee for New Chief Online Learning Officer Position.(March 1, 2020 - August 13, 2020).

Committee Member, Library Committee. (August 2018 - July 31, 2020).

Committee Member and Chair, Public Service Committee. (August 1, 2018 - July 31, 2020). Serving as Chair for committee for 2019-2020 academic year.

Committee Member, MTSU Learning Management System (LMS) Review Committee. (April 10, 2019 - May7, 2020).

Department-Committee Member, Departmental Effectiveness Committee, Educational Leadership Department. (August 1,2018 - Present).

Committee Member, Graduate Curriculum Committee, Educational Leadership Department. (August 1, 2017 - Present).

Program Coordinator, MLS Program, Application for Pre-Candidacy towards Accreditation by the American Library Association of the MLS Program. (January 1, 2019 - June 27, 2020).

Appendix 6-Meeting Minutes Exemplifying

Systematic Planning and Execution

Course Audit Meeting Agenda

MTSU MLS Program

April 25, 2018

10:00 am- ?

1. Audit courses for duplication in:
    1. Assignments
    2. Course lecture content
    3. ExitPortfolio requirements and inconsistencies
    4. Identification of assignments for CAEP assessment.
    5. Use of *Information Services Today-* 2nd ed.? New text?
2. Discuss course progression grade for all courses using D2L's class progress metrics
3. New name for experPortfolio? 1 suggestion-fieldPortfolio

Meeting notes

1. There is little duplication except in 6900. Its contents may be absorbed by other courses. It will be deleted from the catalogue as a capstone course
2. Rename 6015-will get suggestions from MLS faculty
3. New name for experPortfolio; rename fe1Portfolio and fe2Portfolio for each FE students much take
4. Hirsch text-continue with it, phase in the new edition starting with Summer 2018.
5. Course progression grade. Up to individual instructors to monitor student progression in D2L. Each instructor will decide whether to use a "carrot" or a "stick" to enforce student progression in course, actually accessing resources in respective course site. At program quarterly meetings, Frank will bring this up as a regular agenda topic of discussion for all faculty members to report and discuss.

Appendix 7-MTSU Salary Market Adjustment Notification

Dear Campus Community:

During our Faculty Convocation, I noted that the Middle Tennessee State University Board of Trustees had taken formal action on my salary enhancement recommendations. Based on those recommendations, the Board approved a 1.5% across-the-board (ATB) salary increase or $500, whichever is greater, for all full-time MTSU employees on the payroll as of June 30, 2018.

For administrative and clerical staff, this increase was effective July 1, 2018, and reflected in the July 31, 2018, payroll. Faculty increases were effective August 1, 2018, and reflected in the August 31, 2018, payroll. Unfortunately, due to limited funds available, these increases did not apply to adjunct faculty, temporary employees, graduate assistants, or student workers. It is my sincere hope that as resources become available we will be in a position to address these very important groups of employees.

In addition, the Trustees approved using the remaining funds from the state-mandated salary pool, along with an additional $2 million, in support of the University's compensation plan. What does this mean for University employees? Their approval allows the University to utilize a total of $3.7 million to begin addressing the gap between actual employee salaries and market salaries as reported by CUPA for 2014-15, along with covering any benefits associated with these salary increases. These adjustments will apply to employees on the payroll as of June 30, 2018, and will be effective October 1, 2018 and reflected in the October 31, 2018 payroll.

This funding allows the University to provide an increase to all full-time employees with an actual salary below the 2014-15 CUPA reported salary. This adjustment is designed to provide an increase of 37% of an employee's calculated difference. It is important to note the ATB salary increases were applied prior to calculating market adjustments. In the past, market adjustment calculations were performed first and any ATB increase was considered part of the adjustment. This

year, ATB increases were given with market adjustments being on top of the ATB increase.

The methodology used for the market adjustment calculations has been posted to the University's website. Click on the following links to access the information based on your employee classification:

[Faculty](#)

[Administrative/Classified Staff](#)

Market adjustments, along with the new salary for each employee, will be provided to Deans and Department Chairs in mid-October once all calculations have been completed and verified for accuracy.

This action is a major, but only the first, step to addressing this long-standing priority for the University. Please know how much I value each of you and appreciate your good work. I am pleased that our Board was in agreement and that we are able to give these salary increases to our employees.

Sincerely
Sidney A. McPhee
President

Middle Tennessee State University
Cope Administration Building, Room 204
1301 East Main Street
Murfreesboro, Tennessee   37132
Sidney.McPhee@mtsu.edu

Appendix 8-Notification of Permission to
Fill Open Faculty Line in MLS Program

From: Rick Vanosdall
Sent: Monday, October 26, 2020 12:10 PM
To: Donald Snead <Donald.Snead@mtsu.edu>
Cc: Jamie Morgan <Jamie.Morgan@mtsu.edu>
Subject: FW: Tenure-Track Position Searches Approved for FY 21-22

Hi Dr. Snead,
Circling back to make sure I accurately presented the faculty line that is approved to search.
This is the position for the Master in Library Science position. However, in my conversation with Provost Byrnes, he informed me that he would support our decision re: moving this one position to the Counseling Program.
You have substantive needs in both programs. However, only one position was approved for the entire College of Education.
I'm happy to meet with you to serve as a "thought partner", however, I believe the decision should be your's as the department chair.

Please know that your assistant, Diana Hill, has supported the previous department chair with many of these processes.
However, if you need to "fact check" what you're being told about any aspect of the process, please Jamie know (please cc: me on emails related to this).

Peace,
Rick

From: Rick Vanosdall <Rick.Vanosdall@mtsu.edu>
Date: Monday, October 26, 2020 at 12:04 PM
To: Jamie Morgan <Jamie.Morgan@mtsu.edu>
Cc: Robyn Ridgley <Robyn.Ridgley@mtsu.edu>
Subject: FW: Tenure-Track Position Searches Approved for FY 21-22

Hi Jamie,
Please note that Dr. Snead may call on you for information, to make sure he knows what he needs to know about the steps his staff will need to follow in this process.
Thank you,
Rick
From: Becky Cole <Becky.Cole@mtsu.edu>
Date: Tuesday, October 20, 2020 at 4:14 PM
To: Rick Vanosdall <Rick.Vanosdall@mtsu.edu>
Cc: Robyn Ridgley <Robyn.Ridgley@mtsu.edu>, Mark Byrnes <Mark.Byrnes@mtsu.edu>, Lisa Thayer <Lisa.Thayer@mtsu.edu>
Subject: Tenure-Track Position Searches Approved for FY 21-22

President McPhee has approved for COE to search for the following replacement position for FY 21-22. Please begin working on the ad copy which will be posted on our new applicant tracking system in early

December. The ad copy may be sent as a Word file to Lisa Thayer as they are completed. The postings will be ready for review of applicants by your faculty when they return from the Christmas holiday. Let me know if you have any questions.

Ed Leadership	MLS	1	115020

The following vacant position was not recommended to replace at this time: Ed Ldrship 120380.

Becky

From: Frank Lambert
Sent: Tuesday, February 9, 2021 10:49 AM
To: REDACTED
Subject: RE: Advising Question

Hi REDACTED. I reviewed your schedule below, and it all looks good! You have your five core courses (15 credits), four electives (12 credits), one management class (3 credits), and your student teaching (9 credits). The semesters in which your upcoming classes occur are accurate. I think you are good to go.

Re. student teaching, please contact Mr. Quinton Goodman (quinton.goodman@mtsu.edu) to let him know of your plans. He is the placement coordinator for student teaching, and he needs some lead time to find you a suitable site and supervisor. It may be too early now for him to do this, but it will help him to have you on his list of students needing to complete student teaching.

If you have any other questions, please let me know.

Dr. Lambert

From: REDACTED
Sent: Tuesday, February 9, 2021 9:45 AM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: Advising Question

Hello Dr. Lambert,

I'm in the Master of Library Science program currently. I began in the Summer 2020 semester. I'm looking ahead to completing the MLS program and just wanted to verify the classes I will be taking will be the most appropriate for my career goal. I'm looking to becoming a school librarian. I also want to make sure I am not missing any courses that I do not have on my projection list.

Completed: Lib Sci 6000, Lib Sci 6015, Lib Sci 6030, Lib Sci 6310

In Progress: Lib Sci 6340 and Lib Sci 6060

***Summer 2021**-Lib Sci 6020 and Lib Sci 6311*

***Fall 2021**-Lib Sci 6320 and Lib Sci 6105*

***Spring 2022**-YOED 5110*

Thank you,

REDACTED

From: Frank Lambert
Sent: Tuesday, February 9, 2021 10:49 AM
To: Megan Alden <ma2iq@mtmail.mtsu.edu>
Subject: RE: Advising Question

Hi REDACTED. I reviewed your schedule below, and it all looks good! You have your five core courses (15 credits), four electives (12 credits), one management class (3 credits), and your student teaching (9 credits). The semesters in which your upcoming classes occur are accurate. I think you are good to go.

Re. student teaching, please contact Mr. Quinton Goodman (quinton.goodman@mtsu.edu) to let him know of your plans. He is the placement coordinator for student teaching, and he needs some lead time to find you a suitable site and supervisor. It may be too early now for him to do this, but it will help him to have you on his list of students needing to complete student teaching.

If you have any other questions, please let me know.

Dr. Lambert

From: Megan Alden
Sent: Tuesday, February 9, 2021 9:45 AM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: Advising Question

Hello Dr. Lambert,

I'm in the Master of Library Science program currently. I began in the Summer 2020 semester. I'm looking ahead to completing the MLS program and just wanted to verify the classes I will be taking will be the most appropriate for my career goal. I'm looking to becoming a school librarian. I also want to make sure I am not missing any courses that I do not have on my projection list.

Completed: Lib Sci 6000, Lib Sci 6015, Lib Sci 6030, Lib Sci 6310

In Progress: Lib Sci 6340 and Lib Sci 6060

***Summer 2021**-Lib Sci 6020 and Lib Sci 6311*

***Fall 2021**-Lib Sci 6320 and Lib Sci 6105*

***Spring 2022**-YOED 5110*

Thank you,
REDACTED

From: Stephanie M. Bandel-Koroll
Sent: Thursday, November 5, 2020 3:45 PM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: RE: Potential for teaching

Frank,

Oh certainly I'd be glad to focus in on special libraries, it's the area I have the most experience in!
Looking forward to meeting and discussing this course!

Thank you,

Stephanie Bandel, MLIS
Librarian
Center For Popular Music
mtsu.edu/popmusic
615.898.5511

I AM *true*BLUE.

MIDDLE TENNESSEE STATE UNIVERSITY

From: Frank Lambert <Frank.Lambert@mtsu.edu>
Sent: Thursday, November 5, 2020 3:42 PM
To: Stephanie M. Bandel-Koroll <Stephanie.Bandel-Koroll@mtsu.edu>
Subject: RE: Potential for teaching

Hi again. That sounds good Stephanie. One thing I will ask you to consider though please: would you
mind focusing particularly on special libraries? As I wrote in my initial response to you, we have courses
focusing particularly on public and academic libraries, but we have a glaring hole for special
libraries. Would you be okay designing a course that focuses on the issue that these institutions
face? That would be super helpful for the MLS Program.

I will contact you either the last week of November or first week of December to arrange a date and
time to meet with you. And please, call me Frank. We are colleagues! 😉 Take care and see you soon.

Frank

From: Stephanie M. Bandel-Koroll
Sent: Thursday, November 5, 2020 1:19 PM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: RE: Potential for teaching

Dr. Lambert,

Thank you so much for this plethora of excellent information! I am so excited to begin this process, and appreciate you giving me this opportunity and all of the valuable assistance you are providing to me. Meeting in person (as you mentioned distanced) would be very beneficial to me and I am available that first week of December any day from 8:00 am – 4:30 pm or later if that fits better with your schedule.

I also completely agree that the focus does need to be broadened to all types of information professionals, so possibly calling the course "Issuing facing information professionals" would lend itself to more inclusivity. I will reach out to Vandy, Belmont, and Duke where I know some peers that work in libraries such as your alma mater (which sounds incredible) and have them point me in the directions of places to find information about their hot button issues, and of course reach out to the ALA network.

I am very excited about this opportunity and truly enjoy sharing the passion of librarianship with others, and honestly wish I had a course that discussed issues we all face and the ways we deal with them. I started in a public library and it was akin to be thrown into a trial by fire situation with issues that I had no depth of understanding that I had to deal with as one of the only two people that worked in the evenings.

Please let me know if you need any more information from me about anything and we can schedule that meeting for whenever is most convenient for you.

Have an excellent day,

Stephanie Bandel, MLIS
Librarian
Center For Popular Music
mtsu.edu/popmusic
615.898.5511
I AM *trueBLUE*
MIDDLE TENNESSEE STATE UNIVERSITY

From: Frank Lambert <Frank.Lambert@mtsu.edu>
Sent: Thursday, November 5, 2020 9:32 AM
To: Stephanie M. Bandel-Koroll <Stephanie.Bandel-Koroll@mtsu.edu>
Subject: RE: Potential for teaching

You know what Stephanie, that is an outstanding idea. I would encourage you to review our Library Science Handbook we have available for our students online. In it is our complete repertoire of courses. As you will see there, we have *nothing* for special libraries. So I think that "issues in Special Libraries" would be an excellent course for us to make available for our students. The only thing I would add is that corporate special libraries be included somehow (e.g., law libraries, medical libraries, etc.) along with focused academic libraries, such as yours in particular. My alma mater had a social sciences and humanities library, a science/medical/dentistry and engineering library, a business library, law library, education library, music library, a library for the MLIS and Journalism program, and a map and data centre/library. ALL of these were in separate buildings and had their own staff and together comprised Western Libraries at the University of Western Ontario. Each one of these libraries or information centres had their own unique issues. Additionally, my hometown of London, Ontario, was the original home of Labatt Breweries, and there is a large brewery there still. In the building attached to the brewery was a significant library or information centre that focused on brewing and distilling

through chemistry. The point I am trying to make is that there are more libraries and information centres out there than I think most people are aware of, and the type of course you are proposing would be a terrific addition to our curriculum.

I have attached to this email a new course proposal I created to get its development started. You may use it as a template to help you start thinking about developing this course. All new course proposals are submitted first via Curriculog so that the various curriculum committees at different levels from the department level through to the Provost may review the proposal. Since we submit via Curriculog, if you use the attached file to start putting down ideas, you need not worry about formatting as we would just copy and paste your text on the template into Curriculog. Once the proposed course is approved, you would contact MTSU Online for a contract and to get a new course development shell created in D2L. Then, you would start building content in the shell. There should be about 12-13 weeks worth of content including assignments, discussion topics, exercises, even quizzes if you wish (although we use quizzes/exams very sparingly). Once the course content is complete, MTSU online arranges to have a peer review the design and format of your course and provide feedback accordingly for any relevant changes to improve the course if needed.

How does all of this sound? I am always available for consultation and I could give you access to one of my courses so you have a model to work with. Maybe after my courses are over I can visit you at the Centre for Popular Music and we can sit down (properly distanced, of course) and I can give you a more informative and informal presentation of what goes into this exercise. My courses will be done the week of or after November 22, so perhaps I could come by the first week of December if you are free.

I am really glad you contacted me Stephanie. I know I had to come by your library soon, but I now have added urgency to get there. Please let me know how all of this sounds, and if it sounds good to you, perhaps we can set a data and time for me to come by that first week of December. Take care, and thanks in advance for your interest in the MLS Program. See you soon!

Frank

From: Stephanie M. Bandel-Koroll
Sent: Thursday, November 5, 2020 9:03 AM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: RE: Potential for teaching

Dr. Lambert,

Thank you so much for all the information and congratulations on the enrollment numbers for fall 2020 that's awesome! I love to know there are so many people excited about the library profession. I would certainly like to develop a course that's something I have never done before, but am very interested in. I would enjoy teaching something like a "Issues in Special Libraries" course that analyzes current topics that effect special libraries or information centers. Topics such as staffing, funding, COVID, downsizing, just anything that has an effect on these institutions and how to navigate these situations based on institutional histories (or even how not to navigate these situations). I would also enjoy discussing how to plot a career path and the importance of networking in this career field, how to move from one library type to another (public to academic, or public to school etc.).

If these sound like topics of interest please let me know and I would love to get started on developing a course, and if you need adjuncts in the future of course I would be happy to teach. I truly appreciate all of your assistance and information.

Have an excellent day,

Stephanie Bandel, MLIS
Librarian
Center For Popular Music
mtsu.edu/popmusic
615.898.5511

I AM *trueBLUE*

MIDDLE TENNESSEE STATE UNIVERSITY

Hello Stephanie. It is nice to hear from you! I appreciate you communicating to me your interest in teaching in the MLS Program. At this immediate moment in time, I do not have any need for an additional adjunct instructor. However, the MLS Program is growing very nicely (we had 23 new admits for Fall 2020) as we have achieved precandidacy for ALA accreditation. We also are starting a search for a new, full time tenure track faculty member for the MLS Program because of our growth (we had a new faculty line approved!). With all of this going on, I really hope that this will open up more opportunities for adjunct instructors. I would be very happy to consider you for one of those positions in either the immediate or more distant future.

I also am looking for new ideas for our curriculum. Have you considered designing and constructing a new course in LIS? If have an idea that you think would benefit the MLS Program, I would be happy to guide you through the process so you could create such a course. On top of that, MTSU Online would pay you $4,000 for creating such a course. If that is something that appeals to you, please let me know and we can discuss it more. In addition to this opportunity, I would ask that you teach the course you designed as it goes forward (Jason Martin and Rachel Kirk co-designed and built an Academic Libraries and Librarianship course, and they will teach it going forward, swapping semesters as the instructor).

I will keep an eye on the course loads for Spring 2021, and if it appears we will have multiple sections for our courses, then I will contact you. Okay? In the meantime, keep well, and I hope that we will be communicating again soon. Take care.

Frank

Dr. Lambert,

I am reaching out to you today to see if there is potential for me to teach a course in the MLIS program here at MTSU. I have obtained my Master's from Valdosta State University, and have varied library experience working in public libraries, academic libraries, and archives. I am looking to expand my current knowledge and have a passion for teaching. In my current position at the Center for Popular Music, I engage with and instruct students regularly. I have recently given up some committee commitments and am prioritizing my passion for being an educator. I would love to help others learn about librarianship and be a guide post for them along their educational and career paths. If you have any questions for me please let me know and I will be glad to answer them. I appreciate your time, and look forward to hearing from you.

Have an excellent day,

Stephanie Bandel, MLIS
Librarian
Center For Popular Music
mtsu.edu/popmusic
615.898.5511

From: Brandon Owens
Sent: Sunday, January 10, 2021 12:45 PM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: Re: MLS Degree and Program Decision Letter

Sure, I would be happy to assist. I usually talk to students interested in graduate school for history and library science. I will keep you in mind and posted when we have an upcoming event.

From: Frank Lambert <Frank.Lambert@mtsu.edu>
Sent: Sunday, January 10, 2021 12:36 PM
To: Brandon Owens <bao2x@mtmail.mtsu.edu>
Subject: RE: MLS Degree and Program Decision Letter

I am definitely seeking ways to increase our instructional collaboration with Public History, especially with the courses in archives and museum studies. Right now I am focusing on something a little more practical, a combined MSW/MLS degree. However, you are quite correct that what you suggest would be very helpful to the MLS Program too.

Another step I am very interested in following through on is attending any sort of graduate fair that Fisk University holds. Is this something you might like to work with me on when it comes time for it in the next academic year at Fisk? Your influence might help Fisk students consider the MTSU MLS Program more seriously. Please think about it and let me know at your leisure.

Frank

From: Brandon Owens
Sent: Sunday, January 10, 2021 12:32 PM
To: Frank Lambert <Frank.Lambert@mtsu.edu>
Subject: Re: MLS Degree and Program Decision Letter

I was thinking you and Dr. West or someone in the Public History department should team up to offer opportunities to complete both a Master of Arts in Public History and the MLS. Several schools are offering this type of opportunity. Here's one example: https://www.stjohns.edu/academics/programs/public-historylibrary-and-information-science