Standard III: Faculty

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

The MLS program has a faculty capable of accomplishing program objectives. Each of the nine MLS program objectives is met through one or more courses, and each course has a designated lead instructor. All eight full-time program faculty members have a PhD or an EdD degree. Table III.1 includes information about faculty personnel—their education, doctoral discipline, designated library pathway, significant work experiences, certifications, research interests, and courses taught. Also included is a link to faculty members’ departmental directory pages and curriculum vitae.

The broad range of faculty expertise, educational background, teaching and research interests represented by MLS faculty support the program in meeting program objectives effectively. Specific faculty research interests include:

- Assessment in academic libraries
- Graduate Library Science internships
- Healthy youth and libraries
- History of libraries
- Library human resource management and organization development
- Leadership
- Dispositions for librarianship
- Intellectual freedom
- K-12 student inquiry, creativity, and resilience
- Library services to diverse and special populations
- Storytelling

Faculty members are engaged in related professional associations that support their teaching and research and also contribute to leadership in the profession. The MLS program faculty is well represented in the following professional organizations.

National/International

- American Library Association (ALA)
- American Association of School Librarians (AASL)
• Association for College & Research Libraries (ACRL)
• American Educational Research Association (AERA)
• Library Leadership & Management Association (LLAMA)
• Association for Educational Communications and Technology (AECT)
• Association for Library and Information Science Education (ALISE)
• Society for Human Resource Management (SHRM)
• Beta Phi Mu International Honor Society (BPM)
• Delta Kappa Gamma International (DKG)
• Phi Kappa Phi (PKP)

State

• North Carolina Association of Educators (NCAE)
• North Carolina Library Association (NCLA)
• North Carolina School Library Media Association (NCSLMA)
• North Carolina Community College Library Association (NCCCLA)
• North Carolina Public Library Certificate Commission

Regional

• Cooperating Libraries of Nash and Edgecombe Counties (CLONE)
• Southeastern Library Association (SELA)

Faculty members have served ALA and affiliated organizations as program reviewers, conference presenters, and committee members and chairs. Dr. Jami Jones was appointed to serve on the Inaugural YALSA Nonfiction Award Committee, as a guest editor for two issues of Knowledge Quest, and chaired the ALA/AASL Task Force to revise the Toolkit for School Library Media Programs.

Dr. John B. Harer has served as member and chair of ALA/LLAMA Committees, as chair of the NCLA Intellectual Freedom Committee, and as an IMLS proposal reviewer. He is a current member of the Library and Information Technology Committee for Central Carolina Community College, the CLONE Advisory Board, and serves on the North Carolina Public Library Certificate Commission as the appointed representative for the state’s LIS programs.

Dr. Elaine Yontz served as Chair of the ALA-Association for Library Collections and Technical Services Outstanding Collaboration Citation Award Jury. She also served as Faculty and Staff Selection Committee Chair for the Honor Society of East Carolina’s Chapter of Phi Kappa Phi, and Chaired the ALISE Norman Horrocks Leadership Award Committee. In addition, she also served on the Board of Directors for Beta Phi Mu, the International Library & Information Studies Honor Society.

Dr. Kaye Dotson served AECT as a division board member, and currently serves as secretary of AECT’s School Media and Technology Division. She also
serves as Second Vice President for the Beta Upsilon Chapter of Delta Kappa Gamma, the International Society for Key Women Educators.

Dr. Barbara Marson has served as a member of the ALA Competencies and Education for a Career in Cataloging Interest Group, and as a member of the ALA Advisory Board for Support Staff National Certification. She has served NCLA on the Resources & Technical Services section and chaired both the Cataloging and Collection Development Sections. Along with Dr. Harer, she is a member of the Library and Information Technology Committee for Central Carolina Community College.

Dr. Al Jones is Past President of the NCLA, past member of the North Carolina State Library Commission, and is active in several ALA Roundtables.

... Full-time faculty members are qualified for appointment to the graduate faculty.

All full-time program faculty members have been appointed to the Graduate Faculty at East Carolina University (ECU). Requirements and regulations concerning graduate faculty status are described in the ECU Faculty Manual, Part II, Section IV. Nominations to the Graduate Faculty are made based on criteria developed by the College of Education (COE Graduate Faculty Recommendation) which have been approved by the ECU Graduate Council. Requirements include successful evaluation of research accomplishments, graduate teaching, and leadership. Full-time tenured and tenure-track faculty are appointed to the Graduate Faculty, and full-time fixed-term faculty may be appointed to full Graduate Faculty status, depending on expertise and experience, but are otherwise appointed with Graduate Teaching Faculty status after recommendation by the Department Chair. Graduate Faculty members are eligible to serve on the ECU Graduate Assembly and the ECU Graduate Council, to teach graduate courses, and to chair and serve on thesis/dissertations committees. Graduate Teaching Faculty are eligible to teach graduate and undergraduate courses and serve on, but not chair, thesis and dissertation committees.

Dr. Dotson served on the dissertation committee for Beth L. Strecker, *Academic librarians’ perception of teamwork and organization structure in a time of rapid technological change*, College of Education, Department of Educational Leadership, October 2010. Dr. Harer serves on the ECU Graduate Council, whose membership is reserved to members of the Graduate Faculty.

All full-time faculty members at ECU must meet explicit, rigorous, and published guidelines for faculty credentialing to establish their appropriate credentials and meet or exceed the minimum requirements of the Southern Association of Colleges and Schools, ECU's regional accrediting body.
are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required.

In Fall 2013, 177 students were enrolled in the MLS program and the ratio of full-time program faculty to enrolled MLS students was 1:24. The MLS program employs part-time faculty when demand for courses increases and additional sections of courses must be added to meet student need. Part-time faculty are hired on the basis of expertise and appointed on a semester/term basis. The number of course sections and section enrollments taught by full-time and part-time faculty during the past two academic years is documented in Table II.2.

The full-time graduate teaching load for tenured or tenure-track faculty in the COE is 3/3, or three course sections in regular academic semesters (Fall and Spring). The full-time graduate teaching load for fixed-term faculty is 4/4, or four course sections in regular academic semesters. Summer teaching opportunities, if available, are offered to full-time faculty who wish to teach during the summer term.

New tenure-track faculty members have been supported with course section releases. In the COE, new tenure-track faculty members receive a one course section release in each of the Fall and Spring semesters during their first two years. This ensures a smooth transition to ECU, as well as provides time and support to develop a research agenda and establish a record of scholarship.

Teaching load is capped at 20 students per course section to ensure course quality. After their first two years on tenure track, COE faculty may request a one course section reassignment for research in each Fall and Spring semester. Faculty members are compensated for approved reassigned time just as if they were teaching a full load. Summer teaching is voluntary, dependent on available course offerings and funds, and compensated separately from contracted salaries for the regular academic year.

Current faculty members have received reassigned time for research as follows

Dotson            Fall 2009, Spring 2010
Yontz             Spring 2014

Part-time faculty when appointed balance and complement the teaching competencies of the full-time faculty and enrich the quality and diversity of a program.
Due to declines in enrollment, only one of 120 course sections taught during the past two academic years has been taught by a part-time faculty member, but the program does have a pool of available part-time faculty who served during previous years and who remain available should the need arise. The pool includes Dr. Beth Strecker, Dr. Etta Baldwin, and Ms. Emily Blankenship, who were called upon in the past when demand required additional coverage of course sections. These part-time faculty members were well prepared for their instructional assignments and balanced and complemented the teaching competencies of the full-time faculty. In addition to these graduate instructors, Ms. Ellen Bryson taught an undergraduate service course in spring 2012 taken by students in other COE departments.

Dr. Beth Strecker is a former math and science teacher and served as a school media specialist for more than 10 years. She holds multiple North Carolina licenses as a math teacher, school media specialist, media coordinator, IT specialist, and is a National Board Certified teacher. This specialized knowledge and experience qualified her to supervise school library interns who took LIBS 6991 Internship: Seminar in Spring 2012.

Emily Blankenship, MSLS, brought expertise in online reference and Web 2.0 technologies. These areas of expertise enriched her teaching of LIBS 6012 Analyzing and Synthesizing Professional Library Information in Fall 2012. Dr. Etta Baldwin, currently Media Director of the Public Schools of Robeson County (Lumberton, NC), is an expert in school-public library partnerships, early literacy, and school libraries, and lent diversity to the faculty. Her interest in early literacy and experience in school libraries enriched her teaching of LIBS 6135 Materials for Children and LIBS 6137 Materials for Young Adults in Spring 2012.

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

... The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions.

Of eight full-time program faculty members, six are tenured, two as full Professor (Drs. A. Jones and Yontz) and four as Associate Professor (Drs. Dotson, Harer, J. Jones, and Munde). The remaining two faculty members are full-time fixed term faculty members (Drs. Marson and Sua) with rank as Teaching Assistant Professors. Dr. Marson is a full-time Teaching Assistant Professor (a non-tenure-track faculty position) and has had continuing appointment for more than ten years. Dr. Sua is also a full-time Teaching Assistant Professor and joined the faculty in Fall 2012.

Potential for sustained excellence in teaching, research, and service are priorities set at hire and influence individual work assignments and goals. These
priorities continue throughout annual evaluation cycles, culminate in recommendations for tenure and promotion, and follow into five-year post-tenure review cycles. ECU has rigorous standards for initial appointment, is hesitant to negotiate shortened probationary periods, and rarely awards tenure upon hire.

ECU provides encouragement of innovation in teaching, research, and service to equip faculty to innovate in their teaching, research, and service. The Office for Faculty Excellence (OFE) offers continuous programming for faculty who wish to improve their teaching and research skills. The mission of OFE is to “provide faculty (including tenured, tenure-track, adjunct, and emerging faculty) with resources and services that foster and support their success at the university in teaching, research, and service.” OFE sponsors programs including peer-taught workshops, professional learning communities, mentoring and individual consultation on research methods, design, and statistical analysis. Program faculty participate regularly in OFE training opportunities.

Training support through Information Technology and Computing Services (ITCS) is available through a regular schedule of online and face-to-face opportunities for faculty to explore familiar courseware applications, e.g., Blackboard and Moodle (another course management system), as well as Web 2.0 instructional tools. Full-time program faculty members participate in numerous ITCS training opportunities. COE requires that all faculty members who teach online courses document six contact hours of training designed to improve online instruction annually and ITCS training has been a popular venue through which the requirement has been met.

Within COE, new faculty are afforded monthly training and support sessions designed to introduce them to the resources and support available during the first two years of employment. In addition, informal opportunities are available for individual faculty research support. For example, Dr. Sua attended monthly COE New Faculty Orientation sessions on a variety of topics, including effective teaching, protection of human subjects, and management of scholarly productivity.

Further, the school demonstrates the high priority attached to teaching, research, and service through a number of award and incentive programs to recognize and reward excellence in teaching, research, and service. MLS program faculty have won recent awards, including the University Scholar-Teacher Award (J. Jones, 2011), College of Education Invited Faculty Lecture Award (Dotson, 2014), and have been inducted into the University Servire Society (Harer, 2008; A. Jones 2014), which recognizes students, faculty, and staff who have completed 100 or more hours of volunteer service to the community in the previous year.

... and through provision of a stimulating learning and research environment

In addition to awards recognizing faculty excellence in teaching, research, and service, ITCS presents an annual “Think-In” to showcase faculty who use
technologies to enhance teaching and publishes the Learning Technologies Digest to support faculty engagement with technology and encourage information sharing among faculty.

Each Spring semester, ECU celebrates and shares faculty and student accomplishments during Research and Creative Achievement Week, a series of events that include invited faculty lectures, seminars, awards presentations, and poster sessions. COE sponsors a refereed Invited Faculty Lecture each year during Research and Creative Achievement Week, and MLS program faculty have participated, both as event organizers and award winners.

COE faculty members are eligible to apply for and receive travel support up to $1,500 annually for travel to support professional service activities and/or to present research. Additional funds are made available to department chairs for distribution to faculty for administrative travel, i.e., when a faculty member travels to represent ECU or COE at conferences or meetings.

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

... The school has policies to recruit and retain faculty from diverse backgrounds.

ECU’s Equal Opportunity and Nondiscrimination Policies outline the commitment “to equality of educational opportunity and prohibits discrimination against students, applicants, employees, or visitors based on race, color, creed, genetic information, national origin, religion, sex, sexual orientation, age, disability, political affiliation, or veterans’ status.”

The ECU Office for Equity and Diversity (OED) encompasses institutional equity and diversity functions and involves education, intervention, compliance, consulting, programming, outreach, and assessment. Administrators in this office monitor institutional practices in support of the principles of diversity and equity so that these guiding principles are applied and assessed institutionally on administrative, academic, budgetary, and strategic fronts.

Employment policies and procedures are available on the OED policy page and cover all aspects of employment. ECU strives to comply with all federal and state laws and guidelines. In addition, ECU’s policies extend consideration beyond the present requirements of law, e.g., sexual orientation, harassment of persons not members of protected groups, improper relationships between students and employees, etc.

ECU’s diversity goal is “enriching the lives of students, faculty, and staff by providing a diverse academic community where the exchange of ideas, knowledge, and perspectives is an active part of living and learning. The university seeks to
create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration.” In order to achieve a diverse and inclusive faculty, ECU takes a number of measures to ensure non-discrimination in all aspects of faculty employment. Chairs, Assistant Chairs, Personnel Committee chairs, and search committee members participate in required EEO compliance search committee training prior to service.

Faculty and staff members also participate in required OED training on preventing workplace harassment and on preventing illegal discrimination. The OED offers a number of voluntary training opportunities, and program faculty members have participated in awareness training on LGBT community issues, a daylong seminar on improving institutional climate, a workshop on micro aggressions, and on facilitating difficult dialogues in the workplace.

The success or failure of identifying, attracting, and maintaining a pool of qualified candidates depends in part on the quality and variety of communication used to inform potential applicants and the placement of advertisements and other announcements. The program recruits widely by announcing vacancies to the academic community through advertisements in The Chronicle of Higher Education and HigherEdJobs.com, and announcements on the University of North Carolina System Job Board, the ECU Job Site, the ALISE Job List, the North Carolina State Library Jobs blog, and the jESSE listserv.

After an intensive week-long orientation to ECU, the COE continues to train and mentor new faculty during the first year by conducting monthly meetings for annual cohorts of new faculty. At the program level, new faculty members are encouraged to identify mentors and develop protégé relationships with faculty mentors, both internal and external to the program. Undertaking collaborative teaching and course design with senior faculty members has been a successful practice for mentoring new faculty. Senior faculty members have worked very closely with junior faculty members, and have co-authored articles and reports.

Currently, the program faculty consists of eight full-time members: two males and six females. The racial composition of the full-time faculty is seven Caucasians and one African American. Along these indicators, full-time program faculty are more diverse than the general ECU faculty. Of full-time faculty at ECU, 47% are females, and four percent are African American.

The faculty represents a variety of perspectives, experience, educational backgrounds and is confident in meeting the needs of their students as they train the next generation of librarians. Going forward, the faculty would like to broaden recruitment efforts for upcoming vacancies and continue to create a more diverse faculty body. Plans to broaden recruitment include

- Sending vacancy announcements to HBCUs and other institutions with diverse student bodies that have MLS/MLIS and LIS doctoral programs
• Consulting with ECUs Office of Equity and Diversity to assist in developing vacancy announcements and on-campus interview schedules
• Consulting with diverse faculty in COE about the types of outreach they consider most effective
• Requesting the Dean appoint a faculty member from an underrepresented group as the College of Education’s representative to the search committee. (The practice for all faculty search committees in the College has been to include a Dean’s appointee who is external to the department.)
• Using personal and professional contacts with members of underrepresented groups to invite applications, and ask them to share vacancy information with other potential applicants
• Providing opportunities for candidates to interact with diverse faculty while they are on campus

Explicit and equitable faculty personnel policies are encoded in the ECU Faculty Manual. The Faculty Manual includes extensive sections covering Personnel Policies and Procedures for Faculty (Part VIII), Tenure and Promotion Policies and Procedures and Performance Review of Tenured Faculty (Part IX), Personnel Action Dossier and Tenure and Promotion Schedule (Part X), and General Faculty Employment Guidelines and Benefits (Part XI). Chairs, Assistant Chairs, and unit Personnel Committee chairs attend annual workshops for those who administer tenure and promotion processes, and two workshops are offered each year for tenure-track and tenured faculty as refreshers on the tenure and promotion processes.

The ECU Office for Equity and Diversity reported at the March 2014 Faculty Senate meeting its plans to undertake a salary equity study in Fall 2014 in collaboration with University Counsel and ECU Institutional Planning, Assessment, and Research. This study will update the last comprehensive faculty salary equity study, performed in 2009-2010 by the ECU Faculty Senate Faculty Salary Study Committee. The Committee provided an extensive report and included the history and background of the study, a detailed salary analysis of faculty by College, program faculty by CIP code, gender, rank, highest degree, date hired, date promoted, and salary. The report also included a detailed exception report (salaries for individuals that were +/- 1 SD) and made a set of recommendations to the Chancellor.

ECU reports salary data for faculty by CIP code annually to the CUPA-HR Salary Study and to the annual AAUP Salary Study. ECU’s 2013-2014 CUPA-HR Salary report presents summary information on faculty salaries at rank compared to all UNC system schools, UNC system peer schools, all public research and doctoral schools, and all Carnegie doctoral/research universities (page 3 provides data for library science faculty).
2013-2014 salary data reported to AAUP is presented in a summary table on page 94 of the ECU Fact Book. Fact Books also publish separate tables of full and part-time faculty by gender, rank, and race/ethnicity.

**III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.**

... The qualifications of each faculty member include competence in designated teaching areas

MLS program faculty members’ teaching assignments are aligned to their qualifications, competences, and research interests within the field of librarianship. Faculty members teach in areas in which their education, work experiences, research interests, and service to professional associations combine to ensure quality instruction.

Drs. J. Jones, Dotson, and Sua teach courses leading to the North Carolina Department of Public Instruction’s (NCDPI) requirement for 076 School Library Media Coordinator (Grades K-12) licensure. Each has practiced school librarianship successfully (J. Jones and Dotson received certification in library media by the National Board for Professional Teaching Standards). Their research interests—leadership, internships, resilience, creativity, diversity, and supporting underserved populations—are relevant and pertinent to the courses each teaches.

Dr. Marson holds North Carolina 076 Methods Faculty licensure. This level of licensure is required by the NCDPI in order for the course, **LIBS 6042 Technology for Library Services**, which she regularly teaches, to qualify as an NCDPI approved program leading to licensure as a school library media coordinator.

Drs. A. Jones, Marson, Munde, and Yontz teach Tier I and Tier II required courses and Drs. Munde and Harer teach courses to prepare students for academic librarianship. Drs. Harer, A. Jones, and Yontz also teach elective courses useful to students in one or more career pathways.

Dr. Munde’s academic library career as department head, associate dean, and associate director of academic libraries qualifies her to teach **LIBS 6031 Library Administration and Management** and **LIBS 6810 Academic Libraries**. Dr. Marson’s experience as an academic cataloger at the community college and university levels qualifies her to teach **LIBS 6026 Organization of Information in Libraries**. Dr. Harer teaches **LIBS 6972 Research Methods in Library and Information Studies**, a required course for academic library students. Dr. A. Jones, who has extensive experience as a library director and reference librarian, teaches **LIBS 6012 Analyzing and Synthesizing Professional Library Information** and **LIBS 6014 Introduction to Reference**. Dr. Yontz has experience as an academic library cataloger and head of monographic cataloging, and served as Chair of the
former Department of Library Science during Spring 2010-Spring 2012. During that period, her teaching assignment was reduced from teaching three courses to teaching two courses, and she taught sections of LIBS 6010 Foundations of Library and Information Studies, LIBS 6031 Library Administration and Management, undergraduate library science service courses, and at the request of the Deans of COE and the School of Music, taught honors courses in the School of Music for a faculty member on an emergency leave of absence.

Dr. Sua has 20 years of public library experience and eight years of experience as a school librarian, and is qualified to teach LIBS 7050 Seminar on Public Libraries. In addition, she teaches LIBS 6135 Materials for Children, 6137 Materials for Young Adults and LIBS 6903, which are useful for students in both the school library and the public library pathways.

The proportion of faculty by pathway is not proportional to students’ career interests by pathway. When the program established the Tier structure in 2009, faculty were assigned to a Tier III pathway based on the primary type of library in which they had the most career experience. Four faculty members had worked primarily in academic libraries (community college and four year or higher institutions), so they were designated as academic library pathway faculty. When Dr. Yontz joined the faculty in 2011, she was also designated as an academic library pathway faculty member. Because only 3-4% of program students choose the academic library pathway, the number of faculty designated as academic pathway is disproportionate to students’ career interests. The five faculty members (Harer, Marson, Munde, Yontz, and Al Jones) teach Tier I and Tier II courses that all students must take, and Tier III required and elective courses in their areas of expertise and interest. Drs. Harer and Yontz also teach undergraduate service courses. During Fall 2012, Dr. Marson also taught two sections of an undergraduate service course in addition to two sections of a graduate course (As a fixed-term faculty member, Dr. Marson teaches a 4/4 schedule).

The qualifications of each faculty member include … technological awareness,

ECU provides faculty with many formal and informal opportunities to increase their technological awareness and refine online teaching skills. As mentioned earlier in Standard III.2, COE requires all faculty members who teach online to document six contact hours in Distance Education professional development annually, and frequent training opportunities are provided by ITCS and OFE and more recently through webinars sponsored by the University of North Carolina system.

Faculty new hires are introduced to university technology resources during a required one-week OFE-sponsored workshop. OFE’s Technology Café introduces new faculty to Blackboard, Saba Meeting web conferencing, Tegrity Lecture Capture, iWebfolio, Lync, Yammer, Second Life, and Global Academic web conferencing. Dr. Sua, the newest member of the faculty, participated in OFE’s one-
week program in summer 2012, and has subsequently used some of these technologies in her courses.

MLS program faculty use Blackboard as their primary learning management system. The Saba Meeting web-based conferencing system is used by faculty to simulate classroom environments for lecture, discussion, and presentation, but Skype is often a preferred tool for small group discussion. Dr. Harer uses Skype to coach students on the fundamentals of storytelling, and Dr. Munde uses it to hold small-group discussion meetings to help students hone the topics of their term paper projects in LIBS 6010 Foundations of Library and Information Studies and hold class meetings and discussion for students in LIBS 6810 Academic Libraries.

Dr. Munde uses Audacity to provide assignment feedback as mp3 files to students (unless a student requests written comments). Drs. Dotson, J. Jones, Marson, and Sua use Voicethread and Google Hangout for collaborative projects that require students to demonstrate knowledge about specific topics, to debate issues, and to voice opinions. Drs. Harer, Dotson, Munde and Marson use Camtasia and Tegrity to explain difficult concepts and enhance the learning experience through lecture capture. In addition, MLS program faculty members use a variety of other technologies such as WordPress blogs, Wikis, and listservs.

The qualifications of each faculty member include … effectiveness in teaching,

Teaching effectiveness has been evaluated each Fall and Spring semester using the Student Opinion of Instruction Survey (SOIS) and by the faculty annual review process, peer observation, and post-tenure review of tenured faculty. These formative and summative evaluations are used by faculty members for course development purposes and by administrators for assessment purposes. Beginning Spring 2013, the Student Perception of Teaching Survey (SPOTS) replaced the SOIS.

In SOIS, students assigned scores to 17 criteria of effective teaching using a scale of 1-7 (1 being the lowest rating and 7 being the highest rating). Table III.2 aggregates the SOIS scores for program faculty and compares their scores to other ECU faculties teaching graduate courses between Fall 2009 and Fall 2012. During this period, program faculty consistently scored higher than other graduate faculties at ECU. When SPOTS replaced SOIS as ECU’s student evaluation of teaching system, the Likert-type response scale was replaced by a dichotomous scale (yes/no) and institution-wide comparisons were no longer available. Access to management views of SPOTS reports for faculty will be available for examination on-site.

Additional evaluation methods used to determine faculty teaching effectiveness are the annual performance review, peer observation of teaching, and review of tenured faculty. These evaluation methods are later described in detail in Standard III.8.
A final student assessment of instruction is made by the ECU Graduate School, which sponsors the Graduate Student Exit Survey. This survey is administered at the time a student applies for graduation, and students are asked to evaluate faculty contributions to their overall educational experience in eight areas (set high expectations; respect diverse talents and ways of learning; encourage student to be an actively involved learner; encourage student-faculty interaction; provide frequent and prompt feedback; encourage student to devote sufficient time and energy to coursework; develop opportunities to learn cooperatively with fellow students; and care about your academic success and welfare). Mean overall ratings on these eight questions for MLS program faculty compiled across the past two years are provided in Appendix I.H.

Graduate Exit Survey results for the most recent year available (2012-2013) indicate the MLS program faculty received its highest ratings on “set high expectations for learning” and “encourage students to be actively involved learners.” The lowest ratings were for “give prompt and useful feedback” and “encourage student-faculty interaction.” Although even our lowest ratings were higher than the ECU norm for graduate students in all programs, ratings on these items may have to do with nature of online study. Students in online programs may feel more isolated and depend more heavily on the instructor for advice and information than on their classmates. Faculty have made a concerted effort to encourage student-to-student communication by increasing the number of collaborative assignments in courses, increasing opportunities for students and faculty to communicate through blogs, and creating assignments that require students to critique one another’s work prior to final submission.

The last two items on the survey are

- All things considered, how would you evaluate the quality of instruction in your program?
- If you could start over again, would you still choose to enroll in this program?

As indicated below, MLS students responded favorably to these questions across a four-year period, but fewer students rated the quality of instruction as “excellent” and fewer said they would still choose to enroll in the program during the 2011-2012 academic year. Faculty cannot account for the dip during 2011-2012; it may have been an anomaly, or it may have had to do with a depressed job market.

Results of the 2012-2013 administration of the survey reported that 96% of MLS students rated the quality of instruction as “good” or “excellent” compared to 92% of students in all ECU graduate programs. Ninety-seven percent of MLS students responded affirmatively to the question “If you could start over again, would you still choose to enroll in this program,” while only 80% of students in all ECU graduate programs responded affirmatively.
All things considered, how would you rate the quality of instruction in your program?

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Average rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>76</td>
<td>63 (82.9%)</td>
<td>13 (17.1%)</td>
<td>0</td>
<td>0</td>
<td>3.8</td>
</tr>
<tr>
<td>2010-2011</td>
<td>91</td>
<td>77 (84.6%)</td>
<td>13 (14.3%)</td>
<td>1 (1.1%)</td>
<td>0</td>
<td>3.8</td>
</tr>
<tr>
<td>2011-2012</td>
<td>55</td>
<td>34 (61.8%)</td>
<td>20 (36.4%)</td>
<td>1 (1.8%)</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>2012-2013</td>
<td>38</td>
<td>32 (84.2%)</td>
<td>5 (13.2%)</td>
<td>1 (2.6%)</td>
<td>0</td>
<td>3.8</td>
</tr>
</tbody>
</table>

If you could start over again, would you still choose to enroll in this program?

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Yes</th>
<th>Not Sure</th>
<th>No</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>76</td>
<td>66 (89.2%)</td>
<td>6 (8.1%)</td>
<td>2 (2.7%)</td>
<td>2 (2.7%)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>91</td>
<td>83 (92.2%)</td>
<td>5 (5.6%)</td>
<td>2 (2.2%)</td>
<td>1 (1.1%)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>55</td>
<td>47 (85.5%)</td>
<td>5 (9.1%)</td>
<td>3 (5.5%)</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>38</td>
<td>37 (97.4%)</td>
<td>1 (2.6%)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The qualifications of each faculty member include … active participation in appropriate organizations.

MLS program faculty members value involvement with organizations and associations. Their involvement in professional organizations and associations is evaluated annually and for tenure and promotion. The MLS program faculty is actively involved with the American Library Association (ALA), the Association for Educational Communications and Technology (AECT), the Association of Library and Information Science Education (ALISE), and the American Education Research Association (AERA). Closer to home, faculty is active in the North Carolina Library Association (NCLA) and the North Carolina School Library Media Association (NCSLMA). Examples of service activities are detailed in Standard III.1 and comprehensive service accomplishments are documented in individual faculty curriculum vitae through links included in Table III.1.

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.
Each full-time faculty member has a sustained record of accomplishment in research or other appropriate scholarship. A continuous record of faculty research and scholarship, including books, refereed articles, book chapters, proceedings, presentations, grant activities, and dissertations for the most recent seven years (2007-2014), is documented in Appendix III.A. Faculty have published peer-reviewed articles in top-tier journals; authored, co-authored and edited well-reviewed books, have presented their research at local and national conferences, and have national reputations in their specialized fields.

Administrative responsibilities decrease the amount of time available for research and scholarship, as do individual faculty job assignments. Because of their increased teaching and program service responsibilities, full-time fixed-term faculty are not subject to the same expectations for research and scholarship as are tenured and tenure-track faculty. Faculty who have held administrative positions (A. Jones, Harer, and Yontz) have served as vital links between ECU and the COE administrators and program faculty, and these demands may have taken precedence over research during their years of administrative service.

Perceived deficiencies in scholarly production are addressed with individual faculty members during an annual performance review, and benchmarks for future productivity are agreed upon during the performance review.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurtures an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

... The faculty hold advanced degrees from a variety of academic institutions.

Table III.1 provides the highest degree held, the granting institution, and the doctoral discipline of the faculty member. Faculty members have received their highest degrees from a variety of regionally accredited universities in North Carolina, Texas, and Florida, with only two sharing the same alma mater (University of North Carolina, Chapel Hill). Four of eight full-time faculty members have second master’s degrees (MPA, public administration; MA, human development; MEd, educational media and technology; and MFA, music).

... The faculty evidence diversity of backgrounds,
Each faculty member had a successful career as a practitioner before becoming a professor, and these careers were in K-12 schools, public libraries, community college and university libraries, and state libraries. Faculty have had multiple and diverse work experiences during their careers and have held the following positions in:

**Academic Libraries**
- Library Director
- Associate Dean or Associate Director of Libraries
- Head Librarian
- Department Head (various departments)
- Catalog Librarian
- Head, Monograph Cataloging

**Community College Libraries**
- Library/LRC Director
- Librarian
- Librarian for Technical and Distance Services

**Public and State Libraries**
- Library Director
- Consultant for Continuing Education
- Consultant, Library for the Blind
- Branch Librarian
- Children’s Librarian
- Young Adult Services Librarian
- Family Literacy Coordinator

**K-12 School Libraries**
- School library media specialist, elementary school
- School library media specialist, middle school
- School library media specialist, high school
- District materials specialist

...ability to conduct research in the field,

Faculty members’ ability to conduct research is demonstrated by the volume and quality of their scholarly publications listed in Appendix III.A and in their individual curriculum vitae posted at the department directory. Faculty members have well-developed research agendas that include dispositions for librarianship, particularly the disposition of creativity; human resource management and
organization development in academic libraries; leadership development and the internship experience; library quality assessment; storytelling, and historic perspectives on libraries, immigrant populations and multiculturalism.

... and specialized knowledge covering program content

MLS program faculty has extensive practical and theoretical knowledge of program content described earlier in Standards III.1 and III.4.

In addition, they demonstrate skill in academic planning and assessment,

MLS program faculty plan, implement, and assess the curriculum and, within existing ECU and COE policies, determine the academic requirements of the program. Faculty plan course offerings, select textbooks, and manage a course rotation plan to provide students with a predictable course of study and project time to graduation. They set pathway required and elective courses, follow a consistent grading scale across all program courses, publish scoring rubrics for course artifacts, and ensure compliance with NCDPI licensure requirements for school library media coordinators. Faculty develop new courses and shepherd them through approval processes required by the program’s Curriculum Committee, the department’s Curriculum Committee, the COE Curriculum Committee, and the ECU Graduate Curriculum Committee.

MLS program faculty meet once a month to hold general business meetings, attend monthly Department meetings, and hold periodic planning meetings. The program Curriculum Committee meets monthly, sponsors two day-long curriculum planning workshops during the academic year, holds a student forum in summers, and administers annual surveys to alumni and employers to solicit feedback on how well they believe the program has met its stated objectives. The program Curriculum Committee makes reports to the MLS Program Advisory Board at two biannual meetings.

As a result of these planning activities, numerous changes have been made to the substance and delivery of existing program courses, and two new courses are in development. In response to stakeholder feedback, recent course improvements have been made to LIBS 6010 Foundations of Library and Information Studies, LIBS 6012 Analyzing and Synthesizing Professional Library Information, LIBS 6018 Collection Development, LIBS 6026 Organization of Information in Libraries, LIBS 6031 Library Administration and Management, LIBS 6135 Materials for Children, LIBS 6137 Materials for Young Adults, and LIBS 6810 Academic Libraries. New courses in development, which are piloted as special topics courses prior to beginning the formal approval processes, are LIBS 6903 Special Topics: Library Service to Diverse and Special Populations (taught in Spring 2013) and LIBS 6903 Special Topics: Electronic Resources (taught in Summer 2013).
Overall student progress and assessment has been documented by the use of a portfolio review system. Successful portfolio review has been a requirement for graduation from the MLS program since 2001, but the enterprise system for portfolio maintenance and storage has changed over time. During the academic years 2008-2012, a system developed in-house, the Student Evidence Tracking System (SETS), was used, but in Fall 2011, a new portfolio system, Taskstream, was adopted for new students entering the program. Taskstream was selected because it provides integrated assessment functionality and flexible management reporting capability. Access to student and faculty materials the Taskstream portfolio systems and to individual student portfolios will be provided on-site.

Each year, the program prepares a Unit Assessment Report to address designated outcome areas selected by faculty and specified by the ECU Office of Institutional Planning, Assessment and Research (IPAR) as part of the institution’s documentation for its regional accrediting body (SACS). In the report, assignments are selected that meet specified outcomes. For each assignment, a means of assessment and criterion for success are determined by the MLS faculty. At the end of the academic year, results are reported and analyzed to assess how the assignment affected student learning and if the criterion were met. Actions planned for the next reporting year are determined based on the analysis.

... have a substantial and pertinent body of relevant experience

MLS program faculty members have a substantial and pertinent body of relevant experience identified earlier in Standard III.6.

... interact with faculty of other disciplines,

MLS program faculty are involved through research with faculty of other disciplines and write and/or present with faculty in COE and other ECU programs. Notable examples are the following:

Dr. J. Jones has coauthored books and articles with Dr. Alana Zambone (Chair, COE Department of Special Education, Foundations and Research) to define the role of school librarians to strengthen at-risk students. Their scholarship has been published in school library literature as well as Teaching Exceptional Children, a journal read by educators of special needs children. Dr. Jones recently co-edited the book The creative imperative: School librarians and teachers cultivating curiosity together (ABC-CLIO, forthcoming) with Dr. Lori Flint (Assistant Professor, COE Department of Special Education, Foundations and Research). Dr. Flint’s academic specialty is gifted and talented education. Their scholarship resulted in collaborations with faculty members in education, psychology, and engineering throughout the United States (Teachers College, NY; Wellesley College, MA; Temple University, PA; University of Georgia; and Ashland College, OH) and Australia.
Dr. Dotson conducts, publishes and presents research with faculty in other COE Departments—Mathematics, Science and Instructional Technology; Literacy Studies, English and History Education, and Counselor Education.

Dr. Harer is conducting content analysis and survey research with Dr. Lora Lee Cantor-Smith (Associate Professor, COE Department of Special Education, Foundations and Research) to identify the appeal of graphic novels to children with disabilities.

Dr. Marson has collaborated with Dr. Steve Marson, Professor, Department of Sociology and Criminal Justice at the University of North Carolina-Pembroke. They found evidence to suggest that in an online course, students may have difficulty in applying abstract ethical concepts to practical situations.

Dr. Munde collaborates with Bryna Coonin, Professor of Research & Instructional Services at ECU Joyner Library to study generational perspectives of academic library personnel. Their forthcoming article, Cross-generational valuing among peer academic librarians, will appear in *College & Research Libraries*. A follow-up study is in progress.

MLS program faculty invite faculty and professional staff from other campus units to meet and share their perspectives and knowledge. During past academic years, Dr. Ravi Paul (Associate Professor, College of Business, Department of Management Information Systems) described and explained a recent curriculum redesign in the Department of Management Information Systems. Dr. Paul’s knowledge of curriculum planning was very useful. Dr. Lori Flint presented the findings of her research on beneficial dispositions of teachers during the same day-long workshop. Mr. John Southworth (Information Technology and Computing Services) met with faculty to present upgrades to web conferencing tools used by the faculty. Dr. Abbie Brown (Professor, Mathematics, Science and Instructional Technology Education) met with faculty to discuss the results of a program self-study of instructional quality.

and maintain close and continuing liaison with the field.

As a result of their practitioner experience, program faculty members have established and open lines of communication with library practitioners in the North Carolina and maintain continuing relationships with those in the field and in other disciplines. Dr. Harer advises CLONE, the Cooperating Libraries of Nash Wilson and Edgecombe Counties, which includes all public, college, and community college libraries in these three North Carolina counties. Drs. Harer and Marson are members of the Advisory Board to the Central Carolina Community College Library Technology program, a two-year paraprofessional program. Dr. Munde is a former evaluator for the Northwest Commission on Colleges and Universities. Drs. Dotson and J. Jones served on the NCDPI Task Forces to study graduate MLS program requirements for school media coordinators, the performance appraisal tool, and local guidelines for the AASL *Standards for the 21st Century Student*. Dr. Lou Sua
has been named the University and College Liaison for the Executive Board of North Carolina School Library Media Association, keeping lines of communication open for the five library science schools in North Carolina.

Members of the MLS Program Advisory Board are largely practitioners and represent libraries of all types throughout North Carolina. The Board meets twice a year for a program general report, and to provide feedback and advice from the perspectives of librarians working in the field.

... The faculty nurtures an intellectual environment that enhances the accomplishment of program objectives.

The faculty encourages students to be actively involved learners, sets high expectations, and cares about their students’ success and welfare. This has been evidenced consistently on SOIS and SPOTS evaluation reports and in Graduate Exit Surveys discussed earlier in Standard III.4.

Program faculty members are collegial and foster an environment of respect that encourages open-mindedness and curiosity for both students and faculty. This is accomplished through communications with students, with a curriculum that is challenging yet flexible, and by inviting faculty of other library programs, leaders, and well-respected practitioners to meet with MLS students via Saba Meeting, ECU’s web conferencing system.

The program was the first AASL/NCATE recognized program without ALA accreditation to establish an ALA Student Chapter. Each year the faculty selects a student to participate in ALA’s Student-to-Staff program, an invaluable opportunity for these students to meet ALA leaders and students from other MLS programs that have established ALA Student Chapters. Several students participating in ALA’s Student-to-Staff program have become leaders in North Carolina and nationally.

III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

MLS program faculty members’ teaching assignments are aligned to their competence within the field of librarianship as demonstrated in Table III.1 (faculty capability) and Table II.2 (courses taught). During the 2010-2011 academic year, program faculty participated in an initiative by the COE to clarify work load expectations in teaching, research, and service for all full-time faculty in the COE. One result was the MLS program faculty’s decision to cap sections of graduate courses at 20, with expansion to 22 only with consent of the instructor. This policy
provides the flexibility to serve low-enrollment courses by building up student enrollment “credit” to average out productivity measures.

The MLS program also takes responsibility for the instruction of two undergraduate service courses, **LIBS 3200 The Art of Storytelling** and **LIBS 4950 Materials for Children**. These courses are most often taken by undergraduate COE students as electives. Because of his personal interest and expertise in the topic, Dr. Harer teaches all sections of **LIBS 3200 The Art of Storytelling**. This course meets on campus. **LIBS 4950 Materials for Children** is an online course, and teaching is rotated between Drs. Marson and Yontz. When their teaching schedules for MLS program courses are filled, a part-time faculty member, Ms. Ellen Bryson, is contracted to teach one or more sections of the course.

In addition to teaching load, each faculty member advises approximately 25 MLS program students. Presently, the majority of current students enter the program intending to receive NCDPI licensure as a school library media coordinator. The program’s school library curriculum is highly structured to meet the requirements for the preparation of these professionals. Students are matched with an advisor who has experience and expertise in those library settings, when possible.

To ensure that faculty members’ teaching responsibilities are not overwhelmed by their advising duties, Dr. Sua serves as the MLS Program Advising Coordinator, for which she receives a .25 reassignment from teaching. Full-time fixed-term faculty teach a 4/4 load, and Dr. Sua normally teaches a 3/3 load. When necessary for students to graduate, she has taught a 3/4 load (once in Fall 2013 and scheduled for Fall 2014). Counseling at pre-admission and first semester enrollment is managed by Dr. Sua. Her responsibilities include, but are not limited to, assigning faculty advisors to new students, clarifying program requirements, maintaining student records, proactively addressing student problems and issues, maintaining appropriate files and notes on student progress, filing graduation summary documents, and making appropriate referrals to other ECU resources and offices when necessary to assist students. These responsibilities are further detailed in the ECU Faculty Manual Part VI (p. 5) and the Graduate Program Directors’ Handbook (pp. 10-16).

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

At ECU, faculty, students, and administrators are involved in the evaluation of faculty. The COE has established procedures for systematic evaluation of faculty and in the COE Unit Code of Operations, Section V. These procedures comply with ECU policies for faculty evaluation set forth in the ECU Faculty Manual, Part VIII (pp.9-10).
The evaluation process begins early in the academic year with a department meeting to review the overall evaluation process, the criteria for evaluation (teaching, research, service), and departmental goals. In September, faculty members meet with the Chair individually to present goals for their teaching, research, and service activities for the year and, based on these goals, set weights for each criterion. In March, each faculty member submits a Faculty Annual Report to the Chair to document their success along each criterion. The Faculty Annual Report is compiled using Sedona, a database for storing evidence of accomplishments, the ECU official tool for developing the Faculty Annual Report. The Chair prepares an evaluation using the ECU’s approved evaluation form. Based on evidence contained in the Faculty Annual Report, the Chair assigns a numeric rating for each of the three criteria, writes a narrative justification, and prepares the evaluation form for signature. The annual evaluation score is determined by multiplying the rubric score by the weights faculty self-determined at the beginning of the academic year. The evaluation results in a metric score between 1.0 and 5.0. In April, the Chair meets with each faculty member to present and discuss the written evaluation report.

The Faculty Annual Report must include a list of courses taught during the year, courses developed during the year, special advising activities undertaken, research and creative activities, service activities, and professional development activities. In a process separate from the annual evaluation process, the Chair and the Tenure Committee jointly write an annual progress-toward-tenure letter for each tenure-track faculty member.

In addition to the annual evaluation process, tenure-track faculty members submit a Personnel Action Dossier (PAD) for review during the second and fourth years of the probationary period. The PAD is a compilation of evidence demonstrating progress towards tenure. Contents and construction of the PAD is specified in the ECU Faculty Manual, Part X. Full-time fixed-term teaching faculty members are evaluated in a similar manner. According to the ECU Faculty Manual, Part IX

Any faculty member employed in a fixed term position shall be evaluated annually in accordance with the provisions of the employment contract. A fixed-term faculty member should submit a portfolio to the Personnel Committee and the unit administrator prior to the unit administrator and the Personnel Committee recommending a new appointment. The portfolio should contain information that demonstrates the effectiveness of the fixed-term faculty member in carrying out the duties specified in the contract. The specific contents of the portfolio shall be determined by the unit (p. 8).

Requirements for tenure and for promotion in rank are set at the COE level and are provided in the COE Unit Code of Operations, Section V.
Peer observation is a fourth systematic method of faculty evaluation. The peer observation process consists of class observation by faculty colleagues trained in the peer review process. Upon completion of class observation, peer reviewers meet with the faculty member being observed to discuss strengths of their teaching and opportunities for improvement. Tenure-track faculty must present peer observation of teaching reports from eight trained observers in order to be eligible for tenure consideration (two courses observed by two reviewers in the faculty member’s first and fourth years).

ECU has established a rigorous policy for five-year reviews of tenured faculty, a process described in detail in the ECU Faculty Manual, Part IX. The five-year review covers all aspects of the tenured faculty members’ professional performance. Although informed by annual reports and faculty evaluations, this review is a comprehensive assessment of the faculty member’s teaching, research, service and other duties, including contributions to the departmental college/school and university goals, contributions to the academic programs in which the faculty member teaches and any other professional activities bearing on a faculty member’s performance of his or her duties during the period under review (p. 45).