

University of Southern Mississippi School of Library and Information Science

Master of Library and Information Science



Self-Study

Submitted to the Office for Accreditation American Library Association (ALA)

January 14, 2019

Required Information

Unit Organized and Maintained for the Purpose of Graduate Education in Library and Information Science

School of Library and Information Science

Degree Program Being Presented for Accreditation by the COA

Master of Library and Information Science (MLIS)

Name and Current Title of the Administrator of the School

Teresa S. Welsh, Professor and Director

Principle Administrators, College of Education and Human Sciences

Trenton Gould, Professor and Dean

Carol Connell, Professor and Associate Dean for Graduate Education and Research

Parent Institution

The University of Southern Mississippi

Classified as a Community Engagement University and Higher Research Activity University (Carnegie Classifications of Institutions, 2018)

Chief Executive Officer, The University of Southern Mississippi

Rodney D. Bennett, President

Chief Academic Officers, The University of Southern Mississippi

Steven Moser, Provost and Senior Vice President for Academic Affairs

Douglas Masterson, Senior Associate Provost for Institutional Effectiveness

Regional University Accrediting Agency and Status

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Reaffirmed: 2016; Next Reaffirmation 2026

Title and Version of the Standards Addressed in the Program Presentation

Standards for Accreditation of Master's Programs in Library and Information Studies (2015)

Contents

Glossary	iv
Figures, Tables	vii
Introduction	1
Standard I: Systematic Planning	8
Standard II: Curriculum	34
Standard III: Faculty	50
Standard IV: Students	68
Standard V: Administration, Finances, and Resources	86
Summary and Concluding Remarks	99

Glossary

Adobe Connect	Application used by SLIS for online virtualclassrooms
AMO	Accelerated Master's Option
Aquila	University Libraries Institutional Repository: aquila.usm.edu
BSP	British Studies Program offers LIS classes in London each June
Canvas	Learning management system used by USM for online courses
CAC	College Advisory Committee
CBF	Fay B. Kaigler Children's Book Festival, held each April, features noted children's and young adult authors and illustrators
CCC	College Curriculum Committee includes two representatives from each school and reviews, approves or rejects proposed changes in undergraduate and graduate curriculum.
CCLR	Council on Community Literacy and Reading
CEC	College Executive Council composed of Dean and School Directors
CSRW	Committee on Services and Resources for Women
Cook	Main University Libraries building with Starbucks on the ground floor, SLIS Offices on the second floor in LIB 206
de Grummond	de Grummond Children's Literature Collection, a leading research center for American and British children's literature, containing materials of 1,300+ authors and illustrators and 160,000+ books dating from 1530 to present
EHS	College of Education and Human Sciences
ERP	ALA External Review Panel
FS	Faculty Senate
GA	Graduate Assistant

GC	Graduate Council, composed of faculty representatives from each college, reviews, endorses or rejects proposed changes in graduate curriculum and admission policies
GCASC	Graduate Certificate in Archives and Special Collections
GCYSL	Graduate Certificate in Youth Services and Literature
IHL	Mississippi Institutions of Higher Learning
IR	Institutional Research
LEC	Learning Enhancement Center, now the Office of Online Learning
LISSA	Library and Information Science Student Association is an official ALA student group
McCain Library	McCain Library & Archives houses University Archives, Special Collections, Digitization Lab, Center for Oral History, and Graduate School
MDAH	Mississippi Department of Archives and History collects, preserves, and provides access to state archival resources, administers museums and historic sites, oversees programs for historic preservation, government records management, and publications
MLA	Mississippi Library Association
<i>Mississippi Libraries</i>	Mississippi Library Association e-journal, published 4 times a year
MLC	Mississippi Library Commission, Jackson, advises, supports, and provides services to public libraries, school libraries, bookmobiles, government agencies, and penal institutions
Ogletree House	Historic home of Southern Miss Alumni Association
OOL	Office of Online Learning
Power House	Casual restaurant across from Cook Library built in 1934 as the original power source for the campus
QM	Quality Matters certification of online courses

Rose Garden	Semicircular rose garden, consisting of 32 unique rose hybrids, has been an accredited All-American Rose Garden since 1975
SAA	Society of American Archivists
SAB	SLIS Advisory Board
SLIS	School of Library and Information Science
SLO	Student Learning Outcomes
SMA	Society of Mississippi Archivists
SMSA	Southern Miss Student Archivists group
TAs	Graduate Teaching Assistants
UAC	University Advisory Committee reviews tenure and promotion dossiers and sends recommendations for approval/disapproval to the Provost
USM	University of Southern Mississippi, Southern Miss
USM Medallion	University of Southern Mississippi Medallion, awarded for distinguished service in the field of children's literature.
WEAVE	Annual program assessment application

Figures

- 1.1. Relationship of SLIS and Supervising Authorities
- 1.2 SLIS Mission and Values
- 1.3 WEAVE Assessment/Planning
- 1.4 WEAVE Program Assessment
- 1.5 Educational Goals
- 2.1 Curriculum Approval Process Flowchart
- 2.2 LIS Course Evaluation Summary Data by Department
- 2.3 Sequence and Relationship of Core LIS Curriculum
- 2.4 MLIS Requirements and Electives per Career Interest
- 3.1 LIS Graduate and Undergraduate Enrollment, Fall 2014-2018
- 5.1 University/College/School/Program Hierarchy
- 5.2 SLIS Offices Floor Plan, Cook Library

Tables

- 1.1 USM/CoEHS/SLIS Mission, Values, Strategic Goals
- 1.2 Southern Miss SLIS Annual Planning and Assessment Timeline
- 1.3 Relation of SLIS Educational Goals, Objectives, SLOs to ALA Competencies, COA Standards
- 1.4 Communication of Planning Policies and Processes
- 1.5 Relation of Archival Certificate Course Objectives, SLOs to SAA Standards

- 1.6 Relation of Youth Service Certificate Course Objectives, SLOs to Professional Competencies
- 1.7 Relation of MLIS with Licensure Emphasis Course Objectives and SLOs to AASL Standards
- 1.8 Service-Learning Course Titles and Descriptions
- 1.9 SLIS Practicum Course Offerings
- 1.10 SLIS Independent Study Offerings
- 1.11 Graduate Council LIS Decisions, 2012-13 – 2017-18
- 2.1 LIS Technology Electives
- 2.2 Service-Learning, Practicum, Independent Study
- 2.3 Archival Course Title and Description Modifications
- 3.1 Nine SLIS Faculty Lines
- 3.2 Tenure-Track Faculty, Terminal Degree, and University (2012 – present)
- 3.3 Adjunct Faculty Name, Degrees, and Position
- 3.4 College of Education and Human Sciences Research Support Services
- 3.5 Faculty Specializations and Degrees
- 3.6 Faculty Professional Participation, 2012-19
- 3.7 Summary of SLIS Faculty Scholarly Productivity (2012-2018)
- 3.8 Faculty Work Specializations and Experience (non-teaching)
- 4.1 Enrollment by Ethnic Group, 2012-2018 (Institutional Research, 2018)
- 4.2 SLIS Graduate Faculty and Advising Area
- 4.3 Five-year Trend of MLIS Degrees Awarded (*USM Factbook*, 2017-2018)

Introduction

The mission of the University of Southern Miss School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities. Southern Miss has offered undergraduate classes in library science since 1926; the masters' program in library science developed by Dr. Warren Tracy was first offered in 1964. Since the first MLS graduating class of 1965, more than 1,800 students have earned an MLS or MLIS degree. Graduates are working as librarians, archivists, curators, and information specialists in 48 states and D.C., as well as sites around the globe such as the U.S. Virgin Islands, Canada, Germany, Honduras, India, Kenya, Kurdistan, and United Kingdom.

The MLIS program at Southern Miss has been accredited by the American Library Association (ALA) since 1980 and it is the only ALA-accredited program in the State. The Master of Library and Information Science (MLIS) degree program includes several options:

- **MLIS** for 40 credit hours: 25 credit hours of core courses, 15 credit hours of electives
- **MLIS with school licensure emphasis** requires school library-related electives
- Dual masters: **MLIS/Anthropology**, **MLIS/History**, **MLIS/Political Science**, and **MLIS/IT MS** degree, each requires 61 credit hours, 31 of which are LIS credit hours
- **Graduate Certificate in Archives and Special Collections**, which may be earned with or post an MLIS degree, requires 15 credit hours of archival courses, a 3 credit-hour archival practicum (150 practicum hours), and capstone archival paper
- **Graduate Certificate in Youth Services and Literature**, which may be earned with or post an MLIS degree, requires 15 credit hours and a capstone e-portfolio.

SLIS offers a LIS Bachelor of Science degree for 120 credit hours, which is not directly related to ALA-accreditation but has a synergistic relationship with and effect on the MLIS degree program. Both programs are online with classes meeting each week in virtual classrooms. In 2017, an Accelerated Master's Option (AMO) was approved by Graduate Council so that high-performing seniors may take up to 9 graduate hours that could count for both LIS BS degree and MLIS degree.

Special Area of Emphasis: Outreach and Recruitment

One special area of emphasis for SLIS faculty and staff is outreach/recruitment. SLIS uses free resources such as social media and listservs to communicate program updates and opportunities to our alumni, as well as supporters and potential applicants. A SLIS update including enrollment and graduation statistics, program ranking, program and curriculum changes, as well as accomplishments of students, alumni, and faculty, is presented each year at the Mississippi Library Association annual conference and is posted online (www.slideshare.net/drtwelsh/whats-new-at-slis-2018) and the link sent to Advisory Board and alumni listservs. The MLIS program at Southern Miss is unique and SLIS strives to communicate that via social media and listservs:

- no out-of-state fees - online students pay the same tuition as residents
- no required visits to campus
- British Studies each summer in London, where students may earn 6 credit hours of LIS elective credit
- opportunity to volunteer at the USM Children's Book Festival each April and get to know nationally recognized children's and YA authors and illustrators (www.usm.edu/childrens-book-festival/)
- opportunity to earn an archival certificate or certificate in youth services and literature with MLIS for only an extra class or two since 12 credit hours can count toward both if earned together (www.usm.edu/library-information-science/mlis-certificate-program).
- classes meet online each week in virtual classrooms where students may see, hear, and interact with the professors and peers.

British Studies LIS Class on British Libraries, Archives, and Special Collections

Southern Miss British Studies program celebrated its [40th anniversary](#) in 2015. An LIS class, British Libraries, Archives, and Special Collections, has been offered since 2007, and 212 students from 42 universities in the U.S. and Canada have earned six hours of study-abroad credit. The average class size is seventeen students; the largest class of 32 students in 2010 was treated as two sections with two faculty, and a graduate assistant (GA).

From 2007 through 2015, British Studies was headquartered in a King's College dorm near Waterloo during the month of July. In 2016, British Studies moved to the University of Westminster Marylebone Hall during the month of June, a time with fewer tourists in London than in the peak season of July/August.

Some new additions to the program for 2019:

- Inclusion of month-long Oyster Travelcard for unlimited transport via city bus or tube around London www.londonpass.com/london-transport/travelcard-validity.html
- Students make their own arrangements (or opt-in for program-arranged flights from designated cities), which gives them the option to arrive in London before British Studies begins or stay after (the best option since students know their way around London and the U.K. by the end of the course).

Some traditional features still in place:

- While USM faculty lead the course, the onsite lectures and behind-the-scenes guided tours are conducted by distinguished British librarians, archivists, and curators.
- The first two weeks have the heaviest schedule, but even then, students have time most afternoons and evenings to explore on their own. There are designated independent study days to gather information for the blog and research paper, to explore London, and take day trips or weekend excursions.

The best parts of the course are the relationships that are formed. Typically, students arrive in London not knowing anyone else, and this is true even for faculty and students from Southern Miss since our program is online. Each class is unique but each summer, strong friendships and professional relationships are formed during the month together in London through shared and memorable experiences.

Fay B. Kaigler Children's Book Festival

Southern Miss SLIS sponsors and coordinates the Kaigler Children's Book Festival, which celebrated its 50th anniversary in 2017. The vision of library science professor Dr. Lena de Grummond and Library Science Department Director Dr. Warren Tracy, the first Festival was held in 1968 and was called, the "Conference on the Writing, Illustrating, and Publishing of Children's Books." Its purpose was to showcase the McCain Library's collection of children's literature materials, founded by Dr. de Grummond in 1966 and known today as de Grummond Children's Literature Collection. The event was such a success that a second conference was held in 1969, at which time the Festival awarded the first University of Southern Mississippi Medallion to renowned children's author Lois Lenski.

Since then, the Festival, renamed The Fay B. Kaigler Children's Book Festival in 2001, has become an important part of the children's literature community in America. As part of the 50th Festival celebrations, our 2017, medallion winner Kate DiCamillo requested to do a literacy event for local children. For the event, she spoke to 500-600 local 4th graders assembled at USM Bennett Auditorium. The Kaigler Festival distributed over 1,000 copies of her book *The Tale of Despereaux* to Hattiesburg Public School 4th graders in advance of the presentation and teachers received a teaching guide as well as a special edition of the book.

The success of this initiative led to an invitation to 2018 medallion winner Dav Pilkey to speak to a student group as well. Mr. Pilkey not only agreed but waived his speaking fee, covered over half of the cost to purchase 3,000 copies of his newest title *Dog Man and Cat Kid*, and purchased a \$15 Books-a-Million gift card for each child in attendance of his session. Interest in his session was so great that a venue relocation to Reed Green Coliseum was necessary. Over 1,200 local children attended the event who were also given Captain Underpants capes provided by Scholastic. Extra books and gift cards were used to supply books to local schoolchildren as well as two elementary schools in the Virgin Islands devastated by hurricanes, local teachers and librarians, and an underserved school system in the Mississippi Delta. The literacy event planned for 2019 is a visit and presentation to local middle school children by author and illustrator Brian Floca. More information about keynote speaker for 2019 is available online at www.usm.edu/childrens-book-festival/2019-keynote-lineup.

The Children's Book Festival is a departmental effort coordinated by Karen Rowell, Assistant to the Director and Special Events/Outreach Coordinator. The festival depends on the volunteer efforts of SLIS faculty, staff, students, and alumni. It is an opportunity for students to meet and interact with award-winning children's and young adult authors and illustrators and SLIS faculty.

Conference Participation

SLIS strives to maintain a presence at state, regional, national, and international conferences.

Examples include annual (or biannual) participation at:

- American Library Association Annual Conference (national)
- American Library Association Midwinter (national)
- Qualitative and Quantitative Methods in Libraries (QQML) International Conference
- Mississippi Book Festival, Jackson (regional)
- Mississippi Library Association Annual Conference (state)
- Society of Mississippi Archivists (biannual, state).

SLIS occasionally participates in other conferences such as:

- Alaska Library Association Annual Conference, Fairbanks, 2016; Ketchikan, 2017
- Arkansas Library Association Annual Conference, Little Rock, 2016; Rogers, 2017
- Art Libraries Society of North America Annual Conference, New Orleans, 2017
- Association of Rural and Small Libraries Annual Conference, Little Rock, 2015; Fargo, 2016; St. George, Utah, 2017; Springfield, IL, 2018
- Black Caucus, American Library Association, Atlanta, 2017
- New England Library Association Annual Conference, Danvers, MA, 2016; South Burlington, VT, 2017
- New Mexico Library Association Conference, Albuquerque, 2016, 2017, 2018
- Society of American Archivists Annual Conference, Atlanta, 2016
- Southern Archivists Conference, Montgomery, 2018
- Southeastern Library Association Annual Conference, Athens, GA, 2016; White Springs, WV, 2017; Greenville, SC, 2018
- Tennessee Library Association Annual Conference, Memphis, 2018.

For more efficient use of resources, the School relies on SLIS Ambassadors (students or alumni who live near a conference venue or who plan to attend a conference) to represent the program when faculty or staff are unable to attend. In return for conference registration, SLIS Ambassadors set up and man exhibit tables with giveaways and recruitment materials shipped to them. In other instances, SLIS may buy a conference program ad or send promotional items for conference bags.

e-Publishing

In addition to publishing program updates and opportunities on social media (Facebook, Twitter, LinkedIn, and a YouTube channel), SLIS publishes:

- *SLIS Connecting* e-journal (<https://aquila.usm.edu/slisconnecting/>) is an open-access refereed journal published twice a year since 2012 and indexed in the *DOAJ* and *UlrichsWeb*. Co-managing editors Dr. Stacy Creel and Dr. Teresa Welsh, along with a Board of Advisors, review and select at least three nominated or submitted LIS student research papers. Each issue also includes columns such as the Director's Report; Spotlight Faculty, Alum, and Course; From the GA's, Congratulations, Publications, and Presentations; Student Groups and Events, and other items of interest such as essays.

SLIS Connecting articles and issues have been downloaded more than 70,000 times from locations around the world.

- Since winter 2017, a column authored by the SLIS Director with contributions from SLIS faculty, “SLIS Notes” is published in *Mississippi Libraries* (www.misslib.org/MLarchives), a refereed journal published quarterly by the Mississippi Library Association. The purpose of the column is educational and highlights useful, free resources for librarians and archivists.

Academic Program Rankings

The Southern Miss MLIS program has achieved increased national visibility in the past few years; in 2018, the program was listed in several best or top online MLIS program lists, and so far in 2019, has been listed on the following online academic program ranking sites:

- #1 Best Online Master’s in Library Science (www.affordablecollegesonline.org)
- #4 Great College Deals: MLIS Online Degree (www.greatcollegedeals.net)
- #7 Most Affordable MLIS Degree Online (www.online.org)
- #14 Most Affordable Top MLIS Programs (www.gradschoolhub.com)

Each of these lists uses a different rubric to rate academic programs.

Special Area of Emphasis: Student Research and Publishing

SLIS graduate students are required to do research in several core courses:

- LIS 651: Fundamentals of Information Science – students are required to complete a bibliometric research paper
- LIS 668: Research Methods in LIS – students learn about the most common types of research in LIS and they develop an original research proposal
- LIS 695: Master’s Research Project – students conduct original research that they proposed in 668 and they write a research report (capstone paper).

In addition, some elective courses require original research; examples include:

- LIS 587: British Studies – students are required to do a research paper on an approved

topic using primary-source materials in the U.K.

- LIS 631: History of Libraries and Librarianship – students are required to conduct an historical study of a library or archive.
- LIS 634: History of Children’s Literature - students are required to conduct an historical study on an approved topic related to children’s literature.
- LIS 656: Online Information Retrieval – students learn deep search techniques and complete a research paper comparing recall vs precision of search engines or databases.

MLIS students have presented their research at scholarly conferences and some published student papers in refereed journals and professional journals. A list of students’ publications is available at <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>.

Standards

The following section contains the ALA 2015 Standards in italics, followed by the School of Library and Information Science's statements addressing those standards. Webpages presented as evidence of SLIS commitment to the Standards and acts of compliance are available as links; tables and figures are included within the text if about a page or smaller or in an appendix; larger items of evidence are available in shared e-folders, and listed at the end of each section or available in print upon request.

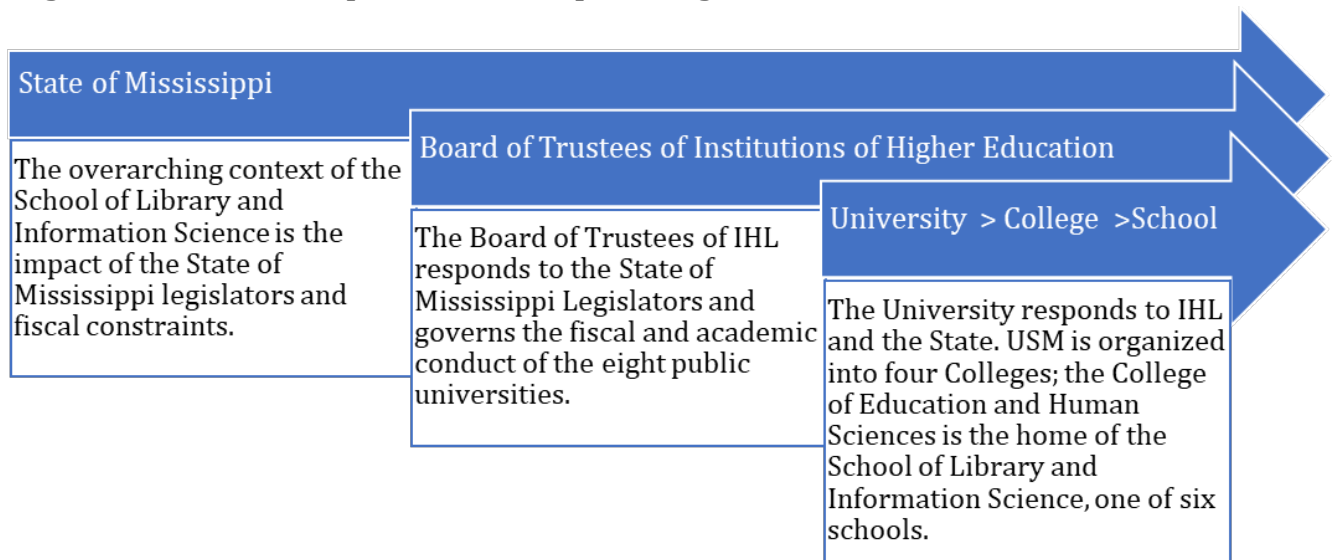
Standard I: Systematic Planning

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

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

As an academic unit within the University of Southern Mississippi, SLIS is sensitive to and involved in the strategic plans of our College and the larger institution, one of eight public universities in Mississippi. The Board of Trustees governs the Institutions of Higher Learning (IHL) and reports annually to the Mississippi State Legislature, which controls the fiscal operations of all state entities (Figure 1.1).

Figure 1.1. Relationship of SLIS and Supervising Authorities



University Planning Process: Southern Miss Vision 2020

Southern Miss began a reorganization initiative, Vision 2020, in 2017 with a University-wide request from the Provost's Office for innovative reorganization proposals, which would be reviewed by a Steering Committee of 50 faculty and staff. The purpose of the reorganization was to use resources more efficiently and effectively and to promote interdisciplinary initiatives and research.

SLIS Curriculum Committee developed a proposal that was reviewed by faculty then submitted to the Steering Committee. The SLIS proposal was to reorganize from six colleges to five by combining Colleges of Health and Nursing. This was similar to the final version recommended by the Steering Committee and approved by the Provost, President, and Board of the Mississippi Institutions of Higher Education (IHL) in 2018. The approved reorganization from six colleges (Arts & Letters, Science & Technology, Business, Nursing, Health, Education & Psychology) into four colleges (Arts & Sciences, Business & Economic Development, Education & Human Sciences, Nursing & Health Professions), would be organized into schools and programs within each school. Fortunately, SLIS was already organized into a school with four programs: three graduate programs, one with an emphasis area, and one undergraduate program (MLIS/MLIS with licensure emphasis, Graduate Certificate in Archives and Special Collections, Graduate Certificate in Youth Services and Literature, and Bachelor's Degree in LIS).

SLIS was fortunate to retain its basic structure during the first phase of the reorganization; currently, SLIS faculty and staff are involved with the planning process in that faculty review and contribute feedback for Vision 2020 initiatives submitted to University, college councils, and to the Dean. After final approval by the Provost and President Bennett, schools are expected to be aware of and comply with the new general policies and resources.

Some initiatives require specific information or document submission by the schools for approval at the college and university levels:

- #4 – Uniform College Documents defines college-level standing committees and faculty representation (see College-level planning process below)
- #6 – Aligning Faculty Governance and Representative Bodies with Vision 2020 requires each school to elect one faculty as representative to serve on the major university governance organizations, Faculty Senate, Graduate Council, and Academic Council, with the Director serving on the Council of Directors. Currently, Dr. Bomhold serves on Faculty Senate and on Academic Council. By 2020, Dr. Bomhold may continue to serve on one University organization, such as Faculty Senate, and other SLIS faculty will be elected to serve on Graduate Council and on Undergraduate Council (previously Academic Council).

- #7 – Developing School-Level Policies and Procedures for organizational structure, workload guidelines, annual evaluation guidelines, promotion/tenure guidelines:
 - SLIS organizational structure is illustrated in program and personnel organizational charts (I Planning e-folder).
 - SLIS workload guidelines have been submitted for approval: tenure-track faculty workload of 3/3 courses per semester each fall and spring, teaching optional in summer, and course releases negotiated with the Director justified in semester faculty workload reports approved by the Dean.
 - SLIS faculty voted on the type of evaluation governance they prefer, which is option 1) annual evaluations by the director, rather than 2) by faculty personnel committee or 3) by the director and faculty personnel committee.
 - University guidelines for Initiative 1) annual evaluation of faculty performance and for Initiative 2) faculty tenure and promotion are in the process of review and revision. Once approved, each school will revise their guidelines or develop new guidelines to be in alignment with the University.

Planning Process: College of Education and Human Sciences (EHS)

At the College level, faculty are actively involved in strategic planning:

- 1) Dean and school directors meet twice per month (Executive Council)
- 2) SLIS Director meets one-on-one with the Dean once per month
- 3) SLIS Director and faculty meet at least once a month
- 4) SLIS Administrative Team (Director and two Assistants to the Director) meets after each faculty meeting.

As part of Vision 2020 Initiative #4, SLIS representatives on College of Education and Human Sciences standing and ad hoc committees are:

- Executive Council (Dean and directors) – Dr. Welsh
- Advisory Council (to develop new EHS mission, values, vision)– Dr. Welsh, Dr. Yu
- Ad Hoc Committee for College Policies and Procedures – Dr. Griffis
- College Curriculum Committee – Dr. Creel
- College Committee for Promotion and Tenure – Dr. Norton
- College Scholarship and Awards Committee – Dr. Creel
- Professional Education Committee (PEC) – Dr. Bomhold.

The mission, values, and strategic administrative goals of SLIS relate to those of the University and College as indicated in [Table 1.1](#) (I Planning e-folder). While the mission, values, and goals of the University remain unchanged, the EHS Strategic Plan is in process of revision; once approved, SLIS will review/revise its mission, goals, and values to be consistent with EHS and develop a vision statement that is consistent with EHS and USM.

The program’s planning and assessment process follows an annual timeline (Table 1.2), which demonstrates not only the cyclical nature of the process but also indicates specific evaluations and reports required by the University, College, and School accrediting bodies. The University of Southern Mississippi is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); the College school licensure programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the School MLIS program is accredited by the American Library Association (ALA). SLIS planning and assessment processes, which comply with University, College, and School program accreditation requirements, are indicated in Table 1.2.

Strategic Plan Review and Development

The current Strategic Plan (“Plan”), including the School’s mission and values statements (Figure 1.2) as well as administrative goals and objectives, was formally adopted in Spring 2016 and reaffirmed in 2018 ([SLIS Strategic Plan, 2016-2018](#)). SLIS faculty and administrators consider the Plan one of the central organizing documents of the program and, as such, it serves as a guide for program planning and priorities, curricular revisions and additions, and the hiring of new faculty.

Table 1.2 Southern Miss SLIS Annual Planning and Assessment Timeline

January	Pre-semester faculty meeting	
	Review: a. comp exam questions* b. focus group data* c. enrollment statistics, trends	Actions: a. revise or create new comp questions b. Director’s report on focus group data c. faculty review/revision of spring, summer class schedules, course coverage by faculty, adjuncts, TAs
February	Spring semester comprehensive examination (comp exams began in 2003*)	
March	Annual faculty evaluations; annual program and director evaluation by college dean*	
April	Faculty review of University, College, SLIS strategic plans for alignment, relevance (annual review process began in 2017****) Assessment Showcase, USM Office of Institutional Effectiveness	
May	Spring semester graduate student exit survey (GSES) (revised survey began in 2013***)	
July	Summer semester comprehensive examination, graduate student exit survey (GSES)	
August	Pre-semester faculty meeting and planning session	

	Review:	Actions:
	a. comp exam questions b. enrollment statistics, trend c. GSES data d. WEAVE annual program assessment application (began in 2012**)	a. revise or create new comp questions b. faculty review/revision of fall class schedule, course coverage by faculty, adjuncts, TAs c. Curriculum Committee report on GSES data d. review SLIS educational goals, objectives, SLOs for revision or confirmation for WEAVE report
September	WEAVE program assessment reports due to USM Office of Institutional Effectiveness	
October	MLA Conference focus group; fall semester comprehensive examination	
December	ALISE /ALA COA Statistical Reports; fall semester graduate student exit survey (GSES)	

**Comprehensive exams have been administered each semester and results reported to the Graduate School since at least 2003; MLA Focus Groups have been conducted annually since at least 2003, as have monthly faculty meetings, fall/spring review/revision of class schedules and coverage.*

***WEAVE annual program assessment began in 2012 to meet SACSCOC accreditation requirements.*

****Revised GSES began in 2013.*

*****Annual SLIS Strategic Plan review for revision or confirmation began in 2017.*

The current Plan was the result of review, discussion, and revision over approximately eighteen months. Early work prompted the formation of an *ad-hoc* Strategic Goals Committee (“Committee”) tasked with the research and initial proposals for the draft Plan. The Committee reported on proposed changes and moderated discussions about the Plan at monthly faculty meetings. By April of 2014, SLIS formally adopted the revised mission and values statements (Figure 1.2).

The next phase involved review of the program’s strategic goals and objectives in context with institutional ([College](#) and [University](#)) strategic plans. SLIS faculty drafted administrative goal statements in Spring 2014 during a faculty development workshop, moderated by Dr. Tom O’Brien, Professor of Educational Studies and Research.

SLIS strategic goals and objectives were reviewed, discussed, and revised for greater consistency with goals and objectives of the University and College. This review and revision process was led by Dr. Griffis during faculty meetings in February and March 2016 and were approved on April 21, 2016. In Spring 2017, faculty voted to review the Plan annually for revision or confirmation at each April faculty meeting.

Figure 1.2 SLIS Mission and Values

Mission Statement: The mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Values: The School of Library and Information Science is committed to:

- **Student-centered learning:** We are committed to cultivating an active, student-centered learning community
- **Diversity:** We recognize and value the diversity of modern society and support inclusiveness in learning.
- **Intellectual freedom:** We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.
- **Service:** Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.
- **Community:** We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.
- **Research:** We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.

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

Assessment of student performance and the attainment of program goals, course objectives, and student learning outcomes (SLOs) is continuous (Table 1.2) and involves *multiple constituent groups* (WEAVE reports, survey data, Focus Group notes in I Planning e-folder):

- WEAVE assessment reports are an annual university assessment of *student academic performance* related to educational goals, course objectives, and student learning outcomes (SLOs).
- GSES (Graduate Student Exit Survey) data are a *student satisfaction and confidence* assessment related to course objectives and ALA competencies.
- Graduate School exit survey data through SOAR (Southern's Online Accessible Records) account are an assessment of *student satisfaction* with their program and overall educational experience.
- Employer survey data are an assessment of *employer satisfaction* with SLIS program graduates.

- MLA Focus Group qualitative data are an *alumni and employers* assessment related to programs' relevance and effectiveness as well as feedback related to program and curriculum planning and future development.

WEAVE Reports (Quantitative and Qualitative)

Multiple data and analysis components are pulled together to assist USM programs to improve recruitment and retention, to monitor student outcomes and program quality. As part of the University assessment system required by SACSCOC, SLIS employs WEAVE online software (Figure 1.3) to report on student learning outcomes/objectives, and related measures and findings (WEAVE reports 2012 – 2018 in I Planning e-folder).

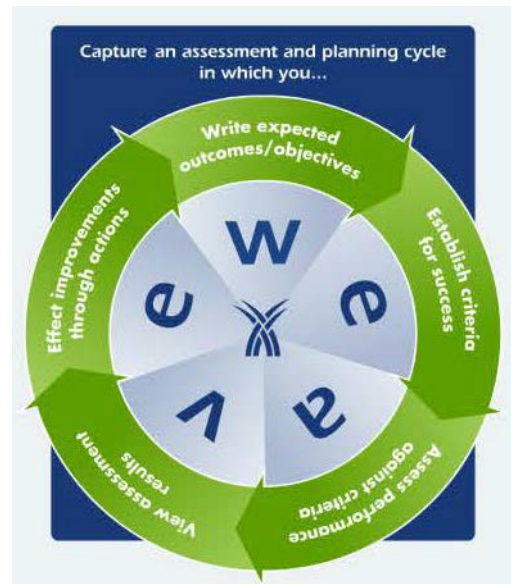
While SLIS develops its own plans of assessment for each program, the University Assessment Committee (www.usm.edu/institutional-effectiveness/UAC), with guidance from the Office of Institutional Effectiveness (www.usm.edu/institutional-effectiveness), reviews and assesses the documents annually and suggests potential areas of improvement in assessment plans or reporting. Feedback from the Assessment Committee on deficiencies in reporting and suggestions for improvement is given annually to each program. Outstanding programs are recognized each April with certificates of commendation in the Assessment Showcase (www.usm.edu/institutional-effectiveness/assessment-showcase and shared WEAVE e-folder).

WEAVE is an acronym for:

- **W**rite expected outcomes/objectives
 - **E**stablish criteria for success
 - **A**ssess performance original criteria
 - **V**iew assessment results
 - **E**ffect improvements through actions
- (Figure 1.4).

The School of Library and Information Science has received recognition for its WEAVE program assessment reports each year since the initiation of the WEAVE system. SLIS program assessment reports have been honored with at least one Award of Commendation each April at the USM WEAVE Assessment Showcase.

Figure 1.3 WEAVE Assessment/Planning



(Office of Institutional Effectiveness, 2018)

WEAVE requires assessment of student learning outcomes at the program level - each program must have a minimum of five outcomes, at least four of which must be student learning outcomes (SLOs) and at least one must be a program outcome such as enrollment and retention rates, graduation rate, certification. Each SLO must have two measures, one of which must be a direct measure (Figure 1.4). For example:

“SLO 1: Knowledge of and commitment to ethical practices – To foster and promote among master’s degree candidates a knowledge of and commitment to ethical practices on the part of library and information professionals”:

Target: 85% of students will achieve satisfactory ranking on the rubric for interpreting the Library Bill of Rights.

Findings (2017-2018) - Target: Met (WEAVE reports, shared WEAVE e-folder).

Figure 1.4 WEAVE Program Assessment Guidelines

WEAVE Academic Program-Level Assessment Report Guidelines

Programs offered at multiple teaching sites or by multiple delivery modes must report their findings by site and include all sites and/or modes in the findings analysis. The following components are required for a complete assessment report:

1. **Findings** (separated by site/mode if applicable)
2. **Action Plans** (required in year 2 of the assessment cycle; recommended in year 1 if applicable)
3. **Updated Implemented Action Plans**
4. **Analysis** (Two Fields: Strengths or Progress and Continued Attention)
5. **Program Summary** - Programs are asked to describe the program and summarize program highlights of the past year. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field.
6. **Continuous Improvement Initiatives/Additional Action Plans** - Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.
7. **Closing the Loop/Action Plan Tracking** – Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail.

A narrative of the results of the assessments is located under the Analysis. Questions and Analysis Answers section on page 7 of the 2017-2018 report. As an example, a section reports on “What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?”:

SLIS response: Student learning outcomes/objectives were revised to comply with new SACSCOC standards: knowledge of LIS literature, professional practice and training experiences, and engagement in research as well as previous outcomes/objectives such as knowledge of and commitment to ethical practices and technology competency. The program-level outcomes, retention rate, and graduation rate were met this cycle, which reflected the emphasis on student success and retention rates.

Revision of Educational Goals and Objectives

In 2015, SACSCOC added additional requirements for graduate program assessments:

“Graduate Program Student Learning Outcomes/Measures must demonstrate (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.”

These requirements mapped well to MLIS professional competencies, so SLIS faculty reviewed, revised, and on September 30, 2016, approved new Educational goals and objectives (Figure 1.5) developed for the WEAVE assessment to address new University SACSCOC accreditation standards. Educational goals, course objectives were mapped to ALA Competencies, COA Standards (Appendix, Table 1.3).

Figure 1.5 SLIS Educational Goals

<p>Educational Goals for Students Include:</p> <p>Goal 1. Knowledge of and commitment to ethical practices To foster and promote among master's degree candidates a knowledge of and commitment to ethical practices on the part of library and information professionals.</p> <p>Goal 2. Professional practice and training experiences To demonstrate knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises.</p> <p>Goal 3. Knowledge of the LIS literature To demonstrate knowledge of the body of literature related to the discipline of library and information science.</p> <p>Goal 4. Engagement in research To demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify and apply appropriate research methodology to specific problems in library and information science.</p> <p>Goal 5. Technical competency To develop an awareness of the use of technology in libraries and participate in technology applications to advance their skills and experiences.</p>
--

Graduate Student Exit Survey (Quantitative)

Student surveys provide another systematic means of collecting quantitative data on program goal attainment. SLIS implements an exit survey (GSES) for all graduating MLIS students every spring, summer, and fall term. The GSES was designed and is currently managed by Associate Professor Dr. Stacy Creel and Director Dr. Teresa Welsh. It includes fifteen Likert scale questions that assess student confidence in key areas of professional competency (aligned with the ALA's [*Core Competencies of Librarianship*](#)) as well as student satisfaction with key areas of program delivery, such as instructor availability and experience working in teams. Two summaries of GSES survey results have been published on SLIS [Program Assessment](#) page for sharing with constituents: 2013-15 (sample size of 135 surveys) and 2015-18 (sample size of 75 surveys) (I Planning e-folder).

Analysis of the latest data from 2016-18 GSES indicates an increase (ranging from 5% to 21%) in level of agreement for each of the statements from the levels in 2013-15.

The highest level of agreement (97%) in 2016-18 was for statements:

- Q8. I feel knowledgeable on the concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.
- Q11 - I feel knowledgeable of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
- Q16 - Faculty members were available for advising during the advising periods.
- Q18 - I was provided with opportunities to collaborate with fellow students.

The lowest level of agreement (84%) (although an increase of 14% from 2013-15 survey data) was for the statement:

- Q20 - There is a sense of community among the students.

One trend noted in the data was the relatively low score and low increase from 2013-15 to 2016-18 of the two technology-related statements:

- Q10 - I feel knowledgeable about the principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements (90% agreement, an increase of +6%).
- Q17 - My competence working with current and emerging technology was enhanced through coursework and the SLIS program (92% agreement, an increase of +5%).

Graduate School Survey of Graduating Students (Quantitative)

In addition to the GSES, the Graduate School also surveys graduating students at the end of each semester. Survey results of the 2015-16, 2016-17, and 2-17-18 are available online on the Institutional Research website (www.usm.edu/ir). Survey data each year for SLIS, the College, and University are available in Survey Data shared e-folder. SLIS scores are considerably higher than College and University scores each year in every category. Data across three years in each category were analyzed to determine which categories students rated highest and lowest.

Categories that scored highest in agreement were:

- I received quality mentorship as I pursued my degree (93.5%)
- I was challenged academically (92%)
- I believe I am adequately prepared for employment in my field (91.9%).

Categories that scored lowest in agreement were:

- Speaking effectively (73.4%)
- Working cooperatively in a group (77.4%)
- Preparing for life-long learning (80.4%)
- Improving computer skills (84%).

One trend that was noted between the two survey data sets was the relatively low score related to technology and computer skills.

Employer Survey

A 2014 online survey by Dr. Creel and Dr. Brenton Stewart of employers of Southern Miss MLIS students and graduates resulted in a sample size of 31 surveys. These data would be useful as a benchmark for another, more recent survey.

- Top three types of library in which the student or graduate worked: public library (30%), academic library (27%), school library (20%)
- Activities of students or graduates in the library (could choose more than one): reference (74%), cataloging, Internet searching (48% each), administration, children's services (45% each)
- Likert-type ratings of satisfaction with students or graduates: satisfied or very satisfied, 29 (93.5%), 2 neutral (06.5%)
- Likert-type ratings on preparedness for library employment: prepared or well prepared, 28 (90.4%), neutral, 2 (06.5%), unprepared, 1 (03.1%)
- Exceptionally well-prepared areas: basic reference, 25 (89.3%), online reference, 21 (75%), Internet issues 17 (60.7%), database searching, 16 (57.1%)
- Areas needing more preparation: basic management, 6 (37.5%)

- Asked whether they would hire Southern Miss SLIS graduates, 31 (96.8%) said yes and 1 (03.2%) maybe.

Annual Focus Group (Qualitative)

Another method of qualitative program assessment is the focus group session conducted each fall with about 15 to 25 MLIS graduates and employers at the [Mississippi Library Association Annual Conference](#). The hour-long session, conducted by the SLIS Director, begins with a brief summary of recent program revisions and additions, particularly those that originated or were enriched by focus group data, then asks some guided, open-ended questions related to SLIS programs.

The focus groups are particularly useful to gather more detailed qualitative data about proposed curriculum revisions and noted trends in survey data. Typically, there are several guided questions and notes are made of the responses such as:

1. We are thinking of offering LIS 629: Studies in Children’s Literature, which formerly included work done at the Children’s Book Festival, as an independent study with some assignments related to the CBF. Karen suggested a CBF newsletter with each student assigned an author or other aspect to write about. What are your thoughts on that?

- Good idea – could include distant students to do equivalent assignments
- Should involve de Grummond Collection as it is such a rich resource
- Yes, could include write-ups of individual authors
- Could also include video podcasts by students for multimedia newsletter.

One question that is always included is some version of “What can we do better?” or “What do we need to be teaching students?” Later, the notes are typed, data anonymized and distributed to the SLISboard and SLISalum listservs for further feedback. The final [focus group results](#) are reported by the Director at the next faculty meeting (Table 1.2) and used to inform and guide decisions on program planning as well as to justify modifications and additions to the program or to courses in the curriculum approval process (Table 1.11).

The Director also reports informal interactions with graduates and employers at conferences such as MLA 2015 in which two separate employers spoke to the Director about the need for instruction on how to dress for a professional interview. This led to some additions in course content related to professionalism:

- inclusion of a lecture and class discussion on professionalism in LIS 500: LIS Orientation
- inclusion of a lecture, class discussion, and required discussion board post on professionalism in the capstone LIS 695: Master’s Research Project.

1.1.3 Improvements to the program based on analysis of assessment data.

SLIS Curriculum Committee and faculty look for recurring patterns in both quantitative and qualitative data, such as what course content is rated highest/most useful and what is lowest/least useful or redundant across courses; what would they like to see more in course content, SLOs, or graduate competencies (I Planning e-folder).

Examples of How Research Data were Used to Improve MLIS Program

- Based on a pattern of focus group feedback from graduates and employers as well feedback from SLIS faculty, who noted that there was a noticeable gap among entry-level students' technical competence, experience and knowledge of the field, LIS 500, a one-credit hour orientation course was approved as a required course effective fall 2012. This increased the program credit hour requirements from 39 to 40 credit hours.
- Based on a pattern of student requests and focus group feedback from graduates and employers on the need for a class on educational theory and practice, LIS 590: Library Instruction was developed and approved in 2013. This class, which was developed by Dr. Creel and approved by the School, College, and Graduate Council, focuses on educational theory and information literacy instruction. LIS 590 is an elective for the MLIS program, for the Certificate in Youth Services and Literature, and for the MLIS with licensure emphasis (additional details about this process are in Standard II. Curriculum).

The most recent 2016-18 GSES data as well as focus group notes indicated the need for 1) more community-building activities and 2) more technology.

1) Drs. Creel and Welsh (2014) identified community-building activities within the curriculum, then surveyed students to determine which community-building activities were rated highest (presented in 2015, not yet published). One result of the survey, that students gave a high rating to required discussion board interactivity, led faculty to increase the requirement of not only posting but responding to other students' posts in online discussion boards.

2a) Based on survey data and focus group notes, as well as increasing emphasis on technical competency and proficiency from SACSCOC and ALA professional competencies, SLIS reviewed and updated LIS 516: Technology in the School Library, 557: Information Technology and Libraries, 558: Web Design and Evaluation titles and descriptions and added a program requirement that students must take at least one technology course as one of their five electives, effective fall 2016. The common technology requirement for the three tech courses, an e-portfolio assignment, requires a variety of digital artifacts such as images and links to blogs, glogs, podcasts and/or vodcasts, links to digital multimedia instructional projects, and class papers.

2b) Data from the most recent 2016-18 survey were similar to the focus group notes in that the graduates and employers in attendance voiced the need for more technology in the curriculum. This trend was noted by faculty and influenced the job description and requirements for a new tenure-track assistant professor position:

- Minimum Qualifications

Completed doctorate in library and information science or closely allied discipline; master's degree in library and information science with work experience in a library or repository setting; *demonstrated skills with current information technology*; and demonstrated potential as a researcher and instructor.

- Knowledge, Skills & Abilities

The successful candidate will be competent with *information and communications technologies*, have the ability to work with multicultural populations, and comfortable with interdisciplinary approaches to information problems.

- Preferred Qualifications

The preferred candidate has demonstrated expertise and ability to teach in one or more of traditional library and information science core areas as well as *information science, library technology, and emergent technologies*. Preference will be given to those with a year or more of experience in libraries, archives or cultural repositories.

More details and other examples of program changes made as a result of qualitative focus group data and quantitative survey data are reviewed in Standard II. Curriculum. Ongoing long-range strategic planning is also evidenced throughout the Biannual Report (BNR) 2012 and its update, 2014 Biennial Report (BNR), and 2016 BNR.

1.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

The communication and sharing of information related to planning activities, processes and outcomes uses a variety of channels/methods and reaches multiple constituent groups (Table 1.4).

Table 1.4 Communication of Planning Policies and Processes

Constituent Group	Channel/Method
<i>SLIS Faculty and Administration</i>	<ul style="list-style-type: none"> • Southern Miss Faculty Handbook • SLIS faculty meetings, minutes; EHS director meetings, minutes (fall, spring semesters) • School and College retreats (ad hoc) • University WEAVE assessment reports (annual) • School website, social media, listservs (ongoing) • <i>SLIS Connecting</i> e-journal (fall/winter, spring/summer)
<i>Current SLIS students (graduate and non-degree)</i>	<ul style="list-style-type: none"> • Graduate Student Handbook • University email, lisnews listserv (ongoing) • Class announcements, email in Canvas cloud-based learning management system, SOAR (Southern’s Online Accessible Records for student records) • Student group meetings (LISSA, SMSA) (fall/spring semesters) • School website, social media (ongoing) • Local, state, regional, national conferences (annual) • <i>SLIS Connecting</i> e-journal (fall/winter, spring/summer)
<i>LIS Alumni</i>	<ul style="list-style-type: none"> • Alumni listserv (ad hoc) • MLA Focus Groups, MLA Alumni Breakfast presentations (annual) • School website, social media (ongoing) • Local, state, regional, national conferences (annual) • “SLIS Notes” column, <i>Mississippi Libraries</i> journal (quarterly) • <i>SLIS Connecting</i> (fall/winter, spring/summer)
<i>SLIS Advisory Board</i> (12 members including alumni and non-alumni)	<ul style="list-style-type: none"> • Advisory board listserv (ad hoc) • Advisory board retreats (occasional) • School website, social media (ongoing) • “SLIS Notes” column, <i>Mississippi Libraries</i> journal (quarterly) • <i>SLIS Connecting</i> e-journal (fall/winter, spring/summer)
<i>Employers</i>	<ul style="list-style-type: none"> • School website, social media (ongoing) • Local, state, regional, national conferences (annual) • “SLIS Notes” column, <i>Mississippi Libraries</i> journal (quarterly) • <i>SLIS Connecting</i> e-journal (fall/winter, spring/summer)

The SLIS Strategic Plan is published [online](http://www.usm.edu/library-information-science/slis-planning-documents) and is publicly available. The Plan must be compatible with and relate to College and University mission, values, and strategic goals (www.usm.edu/library-information-science/slis-planning-documents). SLIS faculty voted in April 2017 to review the Plan annually each April and confirm or revise; if revised, then notice would be sent to the Advisory Board listserv, alumni listserve, and graduate student listserv.

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

Student learning outcomes address:

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

- LIS 501: Reference and Information Sources – students learn the essential character of LIS through reference source evaluation, reference interview role-playing, reader’s advisory role-playing, reference research hunts, annotated bibliography pathfinder.

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

- LIS 636: Foundations of LIS - students learn the philosophy, principles, and ethics of LIS through a paper on "Library Mission and the Library Bill of Rights" and a paper on "Censorship and Intellectual Freedom"

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

- LIS 500: Orientation to LIS – students learn principles of specialization in policies and documents professional organizations through a report on a specific type of librarianship, related professional organizations, scholarly journals, and competencies.

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

- LIS 651: Fundamentals of Information Science - students learn the importance of research to the LIS knowledge base through an annotated bibliography of resources related to an IS research topic and a bibliometric study based on the characteristics of a set of scholarly, peer-reviewed articles.

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

- LIS 636: Foundations of Librarianship - students learn about the symbiotic relationship of LIS with other fields class in a class discussion on the importance of professional development and role(s) of professional organizations.

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

- LIS 511: Collection Development and Management – students learn the role of library services in a diverse global society, and in serving the needs underserved groups through a community analysis report on information needs of a service

community and a collection development policy group project to identify and apply criteria appropriate for evaluating and selecting resources for a variety of patrons.

1.2.7 The role of library and information services in a rapidly changing technological society;

- LIS 501: Reference and Information Sources – students learn about the role of LIS in a rapidly changing technological society through creation of a multimedia vodcast or podcast of a bibliographic instruction, evaluation of online resources and tutorials, and in LIS 505: Cataloging and Classification, through a research paper on current developments in the field of cataloging and classification.

1.2.8 The needs of the constituencies that the program seeks to serve.

- LIS 605: Library Management – students learn of the needs of the constituencies the program seeks to serve through location and evaluation of articles on issues such as managing change, managing people, technology, HR issues, getting and managing grants, and in LIS 511: Collection Development and Management, through a collection development policy group project to identify, evaluate, select resources for a variety of patrons' informational needs.

The results of systematic planning activities, in conjunction with curriculum review activities (see Standard II), have ensured a broad coverage of ALA's Core Competencies and the above standards (I.2.1. – I.2.8.). Evidence of this planning is illustrated in a summary table mapping SLIS's educational goals and course SLOs to these eight standards (Appendix, Table 1.3). Additional tables map course SLOs from our two graduate certificate programs to professional standards ([Table 1.5](#), [Table 1.6](#)) and a table that maps MLIS with licensure emphasis courses to AASL Standards ([Table 1.7](#)) (also available in I Planning e-folder).

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

SLIS has drafted program goals with these aspects in mind. However, several goal statements address them specifically:

From our Values statements:

- *Student-centered learning:* We are committed to cultivating an active, student-centered learning community.
- *Diversity:* We recognize and value the diversity of modern society and support inclusiveness in learning.
- *Service:* Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.
- *Community:* We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.

And from our Strategic Administrative Goals:

- Goal 1, Objective 1: Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching.
- Goal 2, Objective 3: Faculty members maintain active memberships in appropriate professional and academic organizations.
- Goal 5, Objective 1: Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).
- Goal 5, Objective 2: Faculty members participate in professional development activities (as resources permit).
- Goal 5, Objective 3: Enhance student education with opportunities for professional development and training.
- Goal 7, Objective 1: Seek opportunities to mentor student research activities.
- Goal 7, Objective 2: Seek opportunities to collaborate with students on research.

Service-Learning Courses

SLIS offers two service-learning courses: LIS 545: Sources of Information for Multicultural Populations and LIS 641: Public Libraries, both of which incorporate student service into their student learning outcomes (Table 1.8) and require students to reflect on their service experiences in class discussions, reflective essays, case study assessments, and creation of practical objects (e.g., programming documentation, bibliographic tools) or planning of programs customized to the needs of specific user groups. Course syllabi are available in a shared Course Syllabi e-folder.

Table 1.8 Service-Learning Course Titles and Descriptions

545SL. Sources of Information for a Multicultural Society	3 hrs. Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.
641SL. Public Libraries	3 hrs. The development and administration of the public library. Problems in public library services.

Student Practica and Internships

SLIS offers three practicum or pathway courses in which students gain valuable experience working in a library, archive, or special collection and they perform a valuable service to the community and the patrons they serve while participating in the practicum (Table 1.9).

A practicum requires 100 practicum hours for 2 credit hours, 150 practicum hours for three credit hours, and 200 practicum hours for 4 credit hours. Students are encouraged to apply for regional and national internship opportunities, which may count as practicum credit hours (www.usm.edu/library-information-science/notable-internships-practica).

Table 1.9 SLIS Practicum Course Offerings

LIS 589. School Library Practicum	1-3 hrs. Prerequisite: LIS 508 and LIS 516 or consent of the advisor. Provides an opportunity for supervised practice in school libraries and required for licensure.
LIS 648. Archival Practicum	2-4 hrs. Prerequisite: LIS 647 or the consent of the advisor. Provides an opportunity for supervised practice in special collections and archival operations. Required for the Graduate Certificate in Archives and Special Collections
LIS 689. Library Practicum	2-4 hrs. Prerequisite: Permission of the practicum coordinator. Provides an opportunity for supervised practice in a library. Not required, but strongly recommended for students with little or no library experience.

SLIS Student Groups

SLIS’s student groups, the Library and Information Science Student Association (LISSA), an official ALA student group, and the Southern Miss Student Archivists (SMSA), founded at the request of the Society of Mississippi Archivists Education Committee, engage and work together each school year on campus and community service projects.

While SLIS officers and GAs coordinate the community service activities, online students participate by collecting and sending books to SLIS for book drives or by collecting and sending directly to where there is a need. Student group meeting are in the SLIS conference room and live on Adobe Connect so that online students can participate and contribute their ideas and suggestions.

Recent examples of group activities (2015-18) include

- coordinating book drives for flooded libraries in Louisiana and shelters in Texas
- collecting and shipping new children’s books to St. Thomas Virgin Islands elementary schools that were destroyed by hurricanes
- developing displays on the history and values of library and archives professions
- co-sponsoring, helping organize training workshops for students and others
- sponsoring students’ professional development (e.g., ALA’s Student-to-Staff Program, or Digi-Day Workshops at McCain Digital Laboratory).

Online students have not been able to attend some activities such as the hands-on Digi-Day workshop but every online student is encouraged to apply for the ALA Student-to-Staff program or apply to be a Children’s Book Festival Ambassador and have lodging, registration, and some meals provided in return for working at the festival. The new LISSA faculty advisor for 2018-19, Ms. Jessica Whipple, is planning activities such as a fun-run that students can do locally no matter where their location.

Student Research and Publication, Special Problems Courses

Faculty encourage and mentor student research activity in courses and independent studies and occasionally collaborate with current and former students on scholarly research projects—an activity that bridges the value of teaching, mentorship, and research (Table 1.10). A list of student papers published in refereed journals as well as professional journals is available online at <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>.

SLIS offers students the option of independent studies mentored by faculty that may address a special problem or research topic of interest to the student.

Table 1.10 SLIS Independent Study/Independent Research Offerings

LIS 691. Research in Library Science	1-6 hrs. Prerequisite: Permission of the director. Independent research on an approved topic.
LIS 692. Special Problems	1-3 hrs. An independent problem study to be approved by the director.
LIS 694. Field Problems	3 hrs. Prerequisite: Permission of the director. Practical experiences with problem situations in the field.

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

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

Information on program updates, revisions, and annual assessments are publicly available and distributed to SLIS constituencies and their feedback is solicited:

- SLIS Website and Listservs

Table 1.4 lists the various ways in which SLIS communicates information (about program updates, revisions and additions based on planning and evaluation processes) to various constituent groups. Program strategic administrative goals and objectives, as well as educational goals and objectives, are published on SLIS's publicly available website and sent via listservs to students, alumni and members of the Advisory Board. SLIS Director and faculty welcome and invite feedback from these constituent groups via email and social media.

- MLA Focus Groups and Alumni Breakfasts

SLIS conducts an annual research focus group each October at the Mississippi Library Association conference for the purpose of collecting quantitative data from alumni and employers. Focus group notes are available in a shared e-folder.

SLIS also sponsors a more informal buffet breakfast event at the MLA conference for alumni, students, Advisory Board members, and other supporters, where the Director and faculty interact socially with attendees. During the breakfast, the Director introduces each faculty, presents a program update ("What's New at SLIS: MLA 2018"), and answers questions posed by the attendees. MLIS program rack cards are provided at each place setting, and blank forms and pens are provided at each table as a way to collect information about SLIS alumni such as updated contact information, current work position, title, and location.

- SLIS Advisory Board Retreat

SLIS organized and conducted a day-long retreat August 3, 2018, for members of the SLIS Advisory Board as part of the preparation for re-accreditation. The Director presented a report on program statistics, rankings, student/alum highlights, program/curriculum revisions, student group activities, SLIS events. After an informal buffet lunch, the Director, SLIS faculty, and Board members participated in a discussion on the program direction, assessment of goal attainment, and proposals for future plans (see shared Advisory Board e-folder).

Advisory Board

SLIS communicates with the Board at least once a semester via a dedicated listserv (SLISboard@usm.edu) for updates on news, events, and changes to school policies, faculty, and curriculum. Board members are invited to the annual MLA Alumni Breakfast, the presentation posted on SlideShare, and a link included on a listserv email. They are also invited to the annual Focus Group held at MLA and sent focus group notes on the listserv.

SLIS 12-member Advisory Board is composed of a variety of practitioners including academic librarians, library administrators, public librarians, school librarians, and special librarians/archivists. Ten of the twelve are alumni of the program; ten have mentored practicum students, and eight have hired SLIS graduates.

1. Sheila A. Cork, MLIS, Special Librarian, New Orleans Museum of Art
2. Sharon Davis, MLIS, Head Librarian, Biloxi Public Library
3. John Eye, MLIS, Ed.D., Professor and Dean, USM University Libraries
4. Mantra Henderson, MLIS, Ph.D., Library Director, Mississippi Valley State University
5. Jeannie Jones Damiano, MLIS, Branch Manager, Vancleave Public Library
6. Christina Keiper, MLIS, Associate Director, The Library of Hattiesburg, Petal, and Forrest County
7. Otha Keys, MLIS, School Librarian, South Jones High School, Ellisville
8. Sarah Mangrum, MLIS, ABD, Access Services Librarian, USM University Libraries
9. Natalie Mitchell, MLIS, School Librarian, Jackson Elementary, Pascagoula, MS
10. Tamara Nelson, MLIS, Reference & Instruction Librarian, University of Mississippi Medical Center Library
11. Yvonne Parton, MLIS, Branch Manager, Ocean Springs Municipal Library
12. Lorraine Stuart, MLIS, Head of Special Collections, Curator, Historical Manuscripts & Archives, USM University Libraries

As both practitioners and employers, the Advisory Board is a valuable resource to review and advise SLIS on proposed changes as well as needed updates and revisions. For example, Board members reviewed the draft of this accreditation self-study and offered valuable suggestions and feedback (for additional information, see 4.1.1). In addition, they have served as practicum supervisors and mentors, and since they are members of a variety of professional organizations, they send the Director and faculty information on scholarships, fellowships, and internships to post to the student listserv.

Alumni

SLIS maintains an Excel file of more than 1,800 MLIS graduates dating from the first graduate class in 1965, including their name, email address, work title, organization, work city, state, zip code, website, and additional graduate degrees. The list is updated annually with new graduate information. A listserv for alumni, SLISalum@usm.edu, with a membership of more than 1,700 is used to keep alums updated on news, events, and changes to school policies, faculty, and curriculum. Alumni are invited to the annual MLA Alumni Breakfast, the presentation is posted on SlideShare, and a [link](#) included on a listserv email. They are also invited to the annual Focus Group held at MLA and focus group notes are posted on the listserv.

Capstone Paper, Comprehensive Exam, and e-Portfolio (Quantitative and Qualitative)

MLIS students, for example, are assessed not just on a course-by-course basis but more broadly at the end of their 40 credit-hour MLIS program using several methods.

- Original research paper, the proposal of which is developed in LIS 668 research methods course, then the research completed in the LIS 695 capstone course with supervision

and feedback by the Director and a second faculty reader. Student research papers published in refereed and professional journal articles can be [accessed online](#); unpublished student research examples will be available on request.

- Comprehensive exam of questions developed by faculty from topics covered in core courses, e.g. reference, collection development, and management. Exams are collected from Canvas by staff, identifying information removed, a number assigned, then each exam is distributed to two faculty members for pass/fail evaluation. If faculty differ in their evaluations, then the exam is sent to a third faculty for evaluation.
 - Creation of an e-portfolio, the common assignment across the three technical courses that students are required to choose as one of their electives: LIS 516, 557 or 558, which includes examples of student papers and multimedia projects. Student e-portfolio examples are published and [available online](#).
-

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals, and objectives.

Documentation of our planning activities, including the archiving of relevant documentation, is ongoing and takes many forms. Examples include:

Faculty Meetings:

- monthly faculty meeting agendas, approved minutes (I Planning e-folder).

Strategic Planning and Curriculum Development: (I Planning e-folder)

- notes or minutes of relevant committee meetings (e.g., SLIS Curriculum Committee)
- documents submitted for approval at the College and University levels (e.g., tenure/promotion guidelines)
- relevant minutes for meetings of related committees and councils (e.g., USM Graduate Council, Professional Education Committee)
- former and current versions of important program policies (e.g., SLIS Strategic Plan)
- current syllabi for core and elective courses
- previous accreditation reports including BNRs.

Program Goal Attainment and Review:

- comprehensive exams (2012-18) (II Curriculum e-folder)
- examples of student work (e.g., student [e-portfolios](#), published [student research](#))
- annual WEAVE assessment reports, 2012-13 to 2017-18
- GSES survey data and summary reports, 2015-17, 2016-18
- Graduate School survey of graduating students, 2015-18
- MLA Focus Group notes, 2013-18, SLIS Alumni Breakfast presentations (2015-18)

- agenda, notes, and presentation for SLIS Advisory Board retreat, 2018
- Advisory Board and Alumni listserv emails. (previous six items in I Planning e-folder)

Faculty Productivity and Development (tenure-track):

- current CVs, annual performance evaluation; (III Faculty e-folder)
- promotion and tenure dossier examples available in SLIS Conference Room
- former and current versions of tenure and promotion guidelines (III Faculty e-folder)
- teaching e-portfolios ([online](#), updated annually).

SLIS archives these and other forms of documentation for multiple purposes, including planning, program assessment, faculty evaluations, and accreditation reports. Documents not available online are available in shared e-folders or on request in hard copies in the SLIS Conference Room.

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

The program’s planning and assessment process follows an annual timeline (Table 1.2). This timeline demonstrates not only the process’s cyclical nature but lists the tasks and sources of information the program uses in its analysis of assessment data.

- Pass/fail status of comprehensive exams reported each semester to the Graduate School since at least 2003
 - Comp exams are pass/fail but faculty have high expectations of the quality of the answers of graduating students; grammatical, punctuation, and capitalization errors in some of the exams led to the required use of Grammarly in 2017-18 in LIS 500: LIS Orientation and in LIS 695: Master’s Research Project to allow students to check and correct errors in their work before submitting.
- GSES, distributed to graduating students each semester, revised by Drs. Creel and Welsh in 2013 (2013-18); Graduate School exit survey data (2015-16, 2016-17, 2017-18)
 - Survey data are useful in identifying gaps or trends such as the need for more technology in the curriculum or the need for more community-building activities online. Survey data have been used to increase the level of interactivity; for example, faculty have increased the requirement that students not only post information on a discussion board but respond to at least one other student’s post; this requires them to read each other’s posts and to respond to a post of interest, which helps to build online relationships.
- MLA Focus Groups conducted annually since at least 2003
 - Focus groups are particularly useful for getting more specific information about issues or trends noted in the survey data; for example, the high cost of providing e-resources is one problem that highlights the need to focus on finding free or

low-cost resources and applications that are useful to librarians and archivists.

- WEAVE annual program assessment began in 2007 for SACSCOC accreditation.
 - WEAVE annual assessment data are used to identify and address deficiencies in achievement level of SLOS linked to SLIS educational goals and to course objectives. Appropriate targets are set by faculty and reviewed each year during the WEAVE assessment review; in 2015-16, faculty adjusted the level of expected achievement targets so that they rise with the course level; for example, the 500-level courses have a typical target of 85% for satisfactory or greater achievement of SLOs but the target for LIS 695 capstone master's research project is 95%. The WEAVE reports are annual and if a SLO target is not met, an action plan must be submitted to address and improve future achievement of the SLO target for the next year.
 - The SLOs include not only mastery of content but format, such as correct grammar, spelling, and citation, so SLIS faculty have increased the course instruction related to grammar, punctuation, and citation formatting as well as the feedback given to students, which has increased the level of student achievement as reflected in the WEAVE assessments (I Planning e-folder/WEAVE assessment)
- SLIS Strategic Plan annual review for revision or confirmation began in April 2017.
 - Annual review of the SLIS mission, values, administrative goals and educational goals helps remind faculty and staff of the purpose of teaching, research, and service, and that is to produce competent and accomplished LIS professionals who have a positive impact on their community and contribute to the body of knowledge in our field. This is useful to motivate faculty to strive for continuous improvement of the program and course content.

Evaluation research results are reviewed annually and used to modify the program and enrich course content. and course modifications and additions, which are developed and approved by SLIS Curriculum Committee, then approved by SLIS Faculty, College Curriculum Committee, Professional Education Council, if a licensure course, and USM Graduate Council (Appendix, Table 1.11).

Future Plans

In spring 2019, SLIS faculty plans to review/compare SLIS mission and values to new College mission and values (now in process) and existing University mission and values, and revise as needed for alignment. SLIS faculty will also develop a vision statement consistent with the new College vision statement (now in process) and existing University [vision statement](#).

Selected Evidence:

I Planning e-folder

- SLIS Advisory Board e-folder
- SLIS BNR e-folder
- SLIS Faculty Meeting Minutes, 2012-18 e-folder
- SLIS Focus Group Notes e-folder
- SLIS Relational Tables e-folder
- SLIS Survey Data e-folder
- SLIS WEAVE Assessment e-folder
- SLIS Organization Chart
- SLIS Strategic Plan, 2012
- SLIS Strategic Plan, 2016-18
- Southern Miss Vision 2020

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The University and SLIS have established processes in place to involve constituencies at all levels and to provide students with a variety of learning experiences to meet the foundations of the profession. Planning the curriculum is linked to correspondence with constituencies via focus groups and surveys, review of comparable programs and professional competencies, and observations of trends in the fields of education and librarianship.

Relation of the Curriculum to Educational Goals and Objectives

The SLIS curriculum is based on educational goals, course objectives, and SLOs, which are mapped to ALA Core Competencies and COA Standards (Appendix, Table.1.3). As noted in Standard I, SLIS educational goals were revised in 2015 in response to new, additional WEAVE requirements for graduate program assessments in which students must demonstrate (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences” (Figure 1.5).

Curriculum Development Process: Research

The curriculum development process begins with annual and semester collection of research data (Figure 2.1) that involves a variety of SLIS constituents:

- Qualitative data are collected in the annual focus group at the Mississippi Library Conference held each October. Although students are invited, attendees are primarily *alumni and employers* (about 90-95%), perhaps because they are motivated to give feedback from a practitioner and employer’s viewpoint. A brief summary of curriculum changes since the previous year is presented by the Director, open-ended questions are asked about various topics and curriculum proposals, then feedback and ideas are solicited related to knowledge and skills needed by graduates, suggested program and course content development or revision. The focus group questions and notes are sent to the alumni and Advisory Board listservs for additional feedback from those not able to attend the conference.

- Quantitative data are collected via exit surveys of *graduating students* at the end of each semester. The exit survey was re-developed in 2013 by Dr. Creel and Dr. Welsh based on student satisfaction and confidence levels related to ALA Core Competencies as measured using a Likert Scale.
- Quantitative and qualitative data are collected in course evaluations completed by *students* at the end of each semester, which are used primarily for annual evaluation of faculty. As an incentive, students who complete the evaluations get early access to their grades. See Figure 2.2 for an example of SLIS evaluation summary data for spring 2018. Evaluation data for faculty will be available in shared e-folders and on request, in hard copies in the SLIS Conference Room.
- Ad hoc survey data are collected for specific curricular research topics such as the 2015 survey of *students, alumni, and practitioners* (via the MLA listserv) on proposed changes to the MLIS with licensure requirements, and the 2014-15 survey of *students and alumni* by Dr. Creel and Dr. Welsh related to online community-building (I Planning e-folder). Faculty who wish to do a survey must first have their research design approved by the Director and the [Institutional Review Board](#) (Dr. Yu serves on the IRB). Once approved, faculty may use [Qualtrics](#) survey tool or [REDCap](#) (Research Electronic Data Capture) furnished by the College of EHS.

Figure 2.1 Curriculum Approval Process Flowchart



Figure 2.2 LIS Course Evaluation Summary Data by Department

Course Evaluation - Department Summary - Spring 2018		Institutional Research			
Response Averages by Campus and Combined					
		Response Averages (Standard deviation)			
		HBG	USMGC	ONLNE	Combined
Library & Information Sciences					
	# Surveyed	68	0	693	761
	# Responses	47	0	482	529
	Response Rate	69%		70%	70%
1.	The instructor is considerate of the students.	4.36 (0.96)		4.76 (0.51)	4.73 (0.57)
2.	The subject matter is delivered in a clear and organized manner.	4.38 (0.89)		4.64 (0.66)	4.62 (0.69)
3.	Tests and other requirements cover the course description in the syllabus.	4.35 (0.90)		4.73 (0.50)	4.70 (0.56)
4.	The instructor sets high academic standards.	4.28 (0.83)		4.71 (0.55)	4.67 (0.59)
5.	The instructor follows the grading system outlined in the syllabus.	4.26 (0.91)		4.77 (0.47)	4.72 (0.54)
6.	The instructor is available for individual consultation and assistance.	4.22 (0.99)		4.71 (0.56)	4.67 (0.63)
7.	Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus.	4.41 (0.80)		4.72 (0.50)	4.69 (0.54)
8.	The results of tests and assignments are returned in a reasonable amount of time.	4.28 (0.89)		4.59 (0.72)	4.56 (0.74)
9.	The textbook(s) and/or other required materials support the course objectives.	4.28 (0.91)		4.63 (0.62)	4.60 (0.66)
10.	The instructor takes time to answer questions.	4.35 (0.90)		4.76 (0.52)	4.72 (0.57)
11.	The instructor attempts to involve students in course discussions/activities.	4.24 (0.90)		4.73 (0.54)	4.69 (0.59)
12.	The instructor communicates the importance of the subject matter.	4.38 (0.75)		4.76 (0.51)	4.72 (0.55)
13.	The instructor uses examples to help students understand.	4.24 (0.97)		4.71 (0.53)	4.67 (0.60)
14.	Overall rating of the instructor.	4.19 (1.14)		4.67 (0.61)	4.63 (0.68)
15.	Overall rating of the course.	3.96 (1.22)		4.56 (0.64)	4.51 (0.73)
16.	Estimate of how much you learned in the course.	3.96 (1.16)		4.50 (0.71)	4.46 (0.77)
17.	Effectiveness of the instructor in stimulating your interest in the subject.	3.94 (1.22)		4.52 (0.76)	4.47 (0.82)
18.	Effectiveness of this course in challenging you intellectually.	3.85 (1.27)		4.51 (0.76)	4.46 (0.83)

Curriculum Development and Approval

The curriculum approval process typically involves six steps (Figure 2.1)

1. First, qualitative (annual focus groups) and quantitative research (GSES each semester) are conducted and the results compiled.
2. Second, the Curriculum Committee reviews the research, then based on needs or gaps in the curriculum indicated by the research results, develops proposals for program or course modification or addition.
3. Third, SLIS faculty review, discuss, revise the proposals as needed, and vote to approve at the following faculty meeting.
4. Fourth, the Director prepares the memo and curriculum proposal forms that are submitted to the College Curriculum Council, who reviews the proposals, discusses, recommends revisions if needed, and votes to approve.
5. The fifth step involves the proposals being submitted to the Graduate Council for review, discussion and approval (see Table 1.11 Graduate Council Decisions, 2012-13 to 2017-18).
6. The final six step involves the Provost approving the curricular revisions and additions, which are then sent to the Graduate Bulletin and SOAR registration system. Program-level modifications or additions may require approval by IHL (Figure 2.3).

Course Objectives and SLOs

To ensure a variety of educational experiences and a firm foundation in the principles and practices of librarianship, course objectives and student learning outcomes (SLOs) are mapped to SLIS Educational Goals as well as ALA Competencies and COA Standards (Appendix, Table 1.3).

Example from Table 1.3

SLIS Educational Goal	ALA Core Competencies	Course Objectives	SLOs	COA 1.2, II.2
1. Knowledge of and commitment to ethical practices. Master's degree candidates foster and promote a knowledge of and commitment to ethical practices on the part of library and information professionals.	1. Foundations of the Profession A. The ethics, values, and foundational principles of the library and information profession. B. The role of library and information professionals in promotion of democratic principles and intellectual freedom.	<i>LIS 636. Foundations of Librarianship.</i> Demonstrate an understanding of the importance of Library Bill of Rights and its significance to the past, present, and future of LIS.	Paper on "Library Mission and Library Bill of Rights"; paper on "Censorship and Intellectual Freedom"	I.2.2, I.2.6, II.2.1

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

II.1.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

LIS 511. Collection Development and Management. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs. (Collection Development Policy Group Project)

II.1.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

LIS 651. Fundamentals of Information Science. Create an annotated bibliography of IS research. (Annotated bibliography of 20 resources related to an IS research topic)

II.1.3 Integrates technology and the theories that underpin its design, application, use;

LIS 501. Reference and Information Sources. Evaluate online resources and tutorials. (Evaluation of online resources and tutorials)

II.1.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

LIS 511. Collection Development and Management. Gather and analyze data relating to the information needs of a service community. (Community Analysis Report)

II.1.5 Provides direction for future development of a rapidly changing field;

LIS 605. Library Management. Locate and evaluate library management articles. (Evaluation of articles on library management issues such as managing change, managing people, technology, HR issues, getting and managing grants)

II.1.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

LIS 636. Foundations of Librarianship. Understand importance of professional development and role(s) of professional and related organizations. (Class discussions and related discussion post activity)

Core Curriculum

Students are advised to take 500-level courses before 600-level courses, as a background in reference, cataloging and collection development aids in understanding higher-level course concepts (Figure 2.3) such as in LIS 605 and 636, and provide a foundation for conducting original research required by 651, 668, and 695.

Required MLIS courses are offered each spring and fall and many in summer. Elective courses are offered on a rotation, with practicum and independent study courses available each semester. Core course objectives and SLOs are mapped to [SLIS educational goals, ALA Competencies, and COA Standards II.1.1 – II.1.6](#) (Table 1.3). MLIS core courses build students' knowledge of information resources and services as well as technology skills as they progress through the program.

Figure 2.3 Sequence and Relationship of Core LIS Curriculum

LIS 500. Library and Information Science Orientation. 1 hr. An orientation to the School of Library and Information Science MLIS program and to librarianship in general. (taken during first semester)

LIS 501. Reference and Information Sources. 3 hrs. An introduction to reference materials, services, activities, and functions, as well as methods for locating information.

LIS 505. Cataloging and Classification. 3 hrs. Principles and methods of cataloging and classifying library materials. Provides practice in bibliographical description and subject analysis.

LIS 511. Collection Development and Management. 3 hrs. Philosophy and principles governing the selection and procurement of all types of library materials, including the use of selection aids and bibliographic sources for developing both print and nonprint collections.

LIS 605. Library Management. 3 hrs. Analysis of administrative theory and principles of management in libraries.

LIS 636. Foundations of Librarianship. 3 hrs. Examines the history and present state of librarianship and the ethics, values, and issues of the profession.

LIS 651. Fundamentals of Information Science. 3 hrs. **Prerequisites:** LIS 501, LIS 505, LIS 511 with "B" or better, or permission of instructor. Examines the evolution of information science, communication and information theory, information organization and retrieval, and bibliometrics. **Recommended that it not be taken concurrently with LIS 668.**

LIS 668. Research Methods in Library and Information Science. 3 hrs. **Prerequisite:** LIS 501, LIS 505, LIS 511 with "B" or better. Survey of scientific research methods and their application to the field of library and information science. **Cannot enroll in LIS 668 and LIS 695 during the same semester.**

LIS 695. Master's Research Project. 3 hrs. **Prerequisite:** Completed all required courses LIS 501, 505, 511, 605, 636, 651, 668 with minimum B, no Incompletes on transcript, completed at least three approved LIS electives prior to enrollment. Original research project and paper dealing with a specific problem or issue in the field of library and information science under faculty supervision.

Technology in the Curriculum

In response to an increased emphasis on technology in ALA Core Competencies and in the feedback from constituents in surveys and focus groups (www.usm.edu/library-information-science/about), the MLIS degree now requires students to take at least one of the three basic technology electives (Table 2.1). The common assignment across all three courses is an e-portfolio.

Table 2.1 LIS Basic Technology Electives

LIS 516. Technology in the School Library	3 hrs. A survey of technology utilized in elementary and secondary school libraries.
LIS 557. Information Technology and Libraries	3 hrs. Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries.
LIS 558. Web Design and Evaluation	3 hrs. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites.

The School of Library and Information Science conducted a faculty [survey](#) of technology coverage in the curriculum in spring 2018 to compare with a previous survey in spring 2009 to determine the degree of integration of technology into LIS courses and as a way to encourage faculty to incorporate emergent technology into courses (II Curriculum e-folder). The online environment of many of the courses lends itself to the utilization of various basic production technologies such as word processing, spreadsheets, email, PowerPoint, creation of electronic documents, etc.

- SLIS has an ongoing commitment to provide increased access to library-related software for our students as evidenced by subscriptions to WebDewey, Classification Web, and RDA Toolkit
- LIS 558: Web Design and Evaluation requires the creation of webpages and many courses require Web 2.0 applications such as LIS 501: Reference, which requires creation of a vodcast, and LIS 557: Information Technology and Libraries, which requires creation of a multimedia library tutorial. Particular emphasis is paid to e-resources in reference and collection development classes, both of which require evaluation of digital resources.
- LIS 506: Cataloging Multimedia Objects is concerned with metadata and various organizational schemas, such as Dublin Core and Encoded Archival Description (EAD), while the introductory cataloging course has a solid grounding in Machine-Readable Cataloging (MARC).

- Cook Library provides a variety of specialized LIS and archival databases, and EHS librarian Michele Frasier-Robinson has created a number of LIS-related [LibGuides](#).
-

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

SLIS offers a variety of graduate programs (www.usm.edu/library-information-science/mlis-certificate-programs):

- MLIS degree, MLIS degree with school licensure emphasis
- Graduate Certificate in Archives and Special Collections
- Graduate Certificate in Youth Services and Literature
- Dual master's degrees
 - MA in Anthropology/MLIS
 - MA in History/MLIS
 - MA in Political Science/MLIS
 - MLIS/MS in Instructional Technology (only USM all-online dual master's)

In addition to dual degrees, MLIS students and graduates may earn a certificate in a related field. Recommended certificates that may be earned online by our students or graduates include:

- Graduate Certificate in [Instructional Technology](#)
- Graduate Certificate in [Business Foundations](#).

Plans of Study

Students learn about the curriculum and electives related to various career tracks in LIS 500, the introductory MLIS course, in which one of the requirements is to create a plan of study, a coherent plan that will address their future professional careers. Useful information available online at www.usm.edu/library-information-science/plans-study :

- Plans of study
- Course rotation (tentative)
- Required courses and recommended sequence (Figure 2.3)
- MLIS degree tracks with recommended electives for various careers (Figure 2.4).

Figure 2.4 MLIS Requirements and Electives per Career Interest

USM MLIS Requirements, Electives	
http://www.usm.edu/slis	
<p>Core Courses (40 hours – 25 required, 15 elective*) LIS 500 – LIS Orientation (1 hour) LIS 501 – Reference Resources and Services LIS 505 – Cataloging and Classification LIS 511 – Collection Development and Management LIS 605 – Library Management LIS 636 – Foundations of Librarianship LIS 651 – Fundamentals of Information Science LIS 668 – Research Methods in LIS LIS 695 – Master’s Research Project *One 3-hour elective must be a technology course: LIS 516, LIS 557 or LIS 558 LIS 689: Library Practicum is strongly recommended for those with no library experience.</p> <p>Required Electives for MLIS with School Library Licensure emphasis (15 hours) LIS 508 – School Libraries LIS 516 – Technology in the School Library LIS 607 – School Library and the Curriculum</p> <p>Choose two: LIS 517 – Literature & Related Media for Children LIS 518 – Literature & Related Media for Young Adults LIS 590 – Library Instruction Note: licensure students take LIS 589: School Library Practicum instead of 511</p> <p>Graduate Certificate in Archives & Special Collections (18 hours) LIS 646 – Introduction to Archival Theory & Practice LIS 647 – Introduction to Archival Organization LIS 648 – Archival Practicum LIS 645 – Digital Preservation LIS 652 – Metadata for Digital Collections</p> <p>Electives (choose one): LIS 506 – Cataloging Multimedia Objects LIS 533 – History of the Book LIS 580 – British Studies LIS 631 – History of Libraries and Librarianship LIS 634 – History of Children’s Literature Note: up to 12 hours of electives can count for both a certificate and MLIS</p> <p>Graduate Certificate in Youth Services & Literature (15 hours) LIS 517 – Literature & Related Media for Children LIS 518 – Literature & Related Media for Young Adults LIS 519 – Programs and Services for Youth</p>	<p>Youth Certificate Electives (choose two; one 600-level) LIS 528 – Storytelling LIS 590 – Library Instruction LIS 629 – Studies in Children’s Literature LIS 634 – History of Children’s Literature LIS 670 – Topics in Services to Library Clientele: Information-Seeking Behavior of Youth, Multicultural Resources for Youth, Graphic Novels, Manga FAM 650 – Family Life Cycle Development FAM 652 – Advanced Child Development</p> <hr/> <p style="text-align: center;">Degree Track Elective Recommendations</p> <p>Public Librarianship LIS 517 – Literature & Related Media for Children LIS 518 – Literature & Related Media for Young Adults LIS 519 – Programs and Services for Youth LIS 540 – Information Ethics LIS 545 – Sources of Info for Multicultural Society LIS 590 – Library Instruction LIS 641 – Public Libraries LIS 664 – Government Resources and Publications LIS 670 – Topics in Services to Library Clientele LIS 689 – Practicum (in public library)</p> <p>Academic Librarianship LIS 540 – Information Ethics LIS 590 – Library Instruction LIS 640 – Academic Libraries LIS 642 – Special Libraries LIS 656 – Online Information Retrieval LIS 664 – Government Resources and Publications LIS 689 – Practicum (in academic library)</p> <p>Special Librarianship LIS 642 – Special Librarianship LIS 646 – Introduction to Archival Theory & Practice LIS 590 – Library Instruction LIS 656 – Online Information Retrieval LIS 664 – Government Resources and Publications LIS 689 – Practicum (in special library)</p> <p>Technical Services LIS 506 – Advanced Cataloging LIS 654 – e-Resources Management LIS 645 – Digital Preservation LIS 652 – Metadata for Digital Collections LIS 653 – LIS Database Systems LIS 656 – Online Information Retrieval LIS 689 – Practicum (in technical services)</p>

Service-Learning, Practica, Independent Study Courses

The MLIS program offers a variety of elective coursework and students are encouraged by their advisors and by the Director in LIS 500, the LIS introductory course, to take a service-learning course and complete a practicum in a library, archive, or special collection if they lack experience (Table 2.2). They also have the option of an independent study on an approved topic.

Table 2.2 Service-Learning, Practicum, Independent Study Courses

Service-Learning	LIS 545SL. Sources of Information for a Multicultural Society	3 hrs. Overview of diversity of information resources available in print and other media for a multicultural society and diversity of information utilization by that society.
Practicum	LIS 589. School Library Practicum	1-3 hrs. Prerequisite: LIS 508 and LIS 516 or consent of the advisor. Provides opportunity for supervised practice in school libraries.
Service-Learning	LIS 641SL. Public Libraries	3 hrs. The development and administration of the public library. Problems in public library services.
Practicum	LIS 648. Archival Practicum	2-4 hrs. Prerequisite: LIS 647 or the consent of the advisor. Provides an opportunity for supervised practice in special collections and archival operations.
Practicum	LIS 689. Library Practicum	2-4 hrs. Prerequisite: Permission of practicum coordinator. Provides an opportunity for supervised practice in a library.
Independent Study	LIS 691. Research in Library Science	1-6 hrs. Prerequisite: Permission of the director. Independent research on an approved topic.
Independent Study	LIS 692. Special Problems	1-3 hrs. An independent problem study to be approved by the director.
Independent Study	LIS 694. Field Problems	3 hrs. Practical experiences in dealing with problem situations in the field and related institutional settings.

LIS Research

The University of Southern Mississippi, a Carnegie classified Higher Research Institution, requires all faculty and graduate students to complete the Responsible Conduct of Research Training (www.usm.edu/research/citi-training-requirements) by completing online modules in the Collaborative Institutional Training Initiative (CITI). Any research that involves human subjects must be pre-approved by the Institutional Review Board (www.usm.edu/research/institutional-review-board).

MLIS students complete original research in several required courses as well as some electives. Below is a list of three required courses (LIS 651, 668/695) and three elective courses (LIS 587, 631, 656) that require original research with an example of published student research. A complete list of published student research is available at <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

- **LIS 651: Fundamentals of Information Science** requires bibliometric research
 - Mastley, Carrie, "Social Media and Information Behavior: A Citation Analysis of Current Research from 2008-2015." LIS 651 research paper published in *Serials Librarian*, 73(3/4), 339-351, 2017.
- **LIS 668: LIS Research Methods** requires the development of a research proposal and they are required to complete the proposed research in **LIS 695: Master's Research Project**.
 - Sootheran, Jeff, "Academic Libraries and Development: A Bibliometric Analysis of LIS Journals Related to Funding." Master's Research Project, published in *The Bottom Line*, 27(3): 107-122, 2014.
Won the *Emerald Publishing Award for Excellence - 2015 Outstanding Paper*.
- **LIS 580/587: British Studies** requires a research paper on an approved topic related to British libraries, archives, or special collections.
 - Estrella, Debbie, "No Fixed Abode: Library Services for the Homeless and Economically Disadvantaged in the U.K." British Studies LIS Research Paper, published in *Current Studies in Librarianship*, 32(2):119-142, 2016.
- **LIS 631: History of Libraries and Librarianship** requires an historical research paper related to a topic on the history of libraries.
 - Hand, Shane, "Transmitting Whiteness: Librarians, Children, and Race, 1900-1930s." History/LIS Master's Thesis, developed from LIS631: History of Libraries paper, published in *Progressive Librarian* 38/39: 34-63, 2012.
- **LIS 656: Online Information Retrieval** requires a database comparative analysis.
 - Vinson, T. Corey, and Teresa S. Welsh, "A Comparison of Three Library and Information Science Databases," developed from a 656 paper and published in *Journal of Electronic Resources Librarianship*, 26(2): 114-126, 2014.

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

Professional competencies are used to map and assess SLIS course objectives/student learning outcomes:

- Relation of SLIS Educational Goals, Course Objectives, SLOs to ALA Competencies, COA Standards (Appendix Table 1.3)
- Relation of Archival Certificate Course Objectives, SLOs to SAA Competencies (Table 1.5, www.usm.edu/library-information-science/slis-planning-documents)
- Relation of Youth Services Certificate Course Objectives, SLOs to Professional Competencies (Table 1.6, www.usm.edu/library-information-science/slis-planning-documents)
- Relation of MLIS with Licensure Emphasis Course Objectives, SLOs to AASL Standards (Table 1.7, www.usm.edu/library-information-science/slis-planning-documents)

Electives and Specializations

In addition to core courses, students are allowed to choose electives that are appropriate for their area of interest or specialization (Figure 2.4):

- School licensure students follow a specified curriculum that follows American Association of School Librarians (AASL) standards and is approved by CAEP.
- Students have four dual master's degree options: MLIS /History MA, MLIS/Political Science MA, MLIS/Anthropology MA, or MLIS/Instructional Technology MS.
- Students may earn, either with MLIS or post-MLIS, a Graduate Certificate in Archives and Special Collections based on SAA (Society of American Archivists) guidelines.
- Students may earn, either with MLIS or post-MLIS, a Graduate Certificate in Youth Services and Literature that is based on YALSA (Young Adult Library Services Association) competencies.
- Students may earn six hours of study-abroad credit in British Studies LIS 580/587 based in London each summer. LIS 580 is an archival certificate elective and the LIS 587 British Studies research paper may be used as the archival certificate capstone paper if on an archival-related topic.
- Students may earn practicum hours in a library, special collection, or archive. A practicum is not required for the MLIS, but strongly recommended for those with little or no library experience. An archival practicum is required for the archival certificate.
- Students may propose an individual specialized project or research, carried out under the supervision of a faculty member.

Specialized Curriculum Assessment/Improvement: Archival Review

During 2016-17, a systematic review was conducted of required and elective courses in SLIS's archival certificate program. Graduate assistants were tasked with surveying ALA-accredited programs or emphasis tracks in archives and special collections for information about program size and extensivity, areas of curricular focus, course titles and descriptions.

A three-person ad-hoc committee (SLIS Director, Professors Griffis and Yu) reviewed SLIS archival course SLOs to adjust and align them with the Society of American Archivist's *Guidelines for a Graduate Program in Archival Studies* (2011). Review of these data informed several changes to course titles and descriptions (Table 2.3) and in two cases (LIS 645: Digital Preservation and LIS 652: Metadata for Digital Collections) course content related to digital collections and curation was modified and enriched. The review also led to the publication of extended catalog descriptions for all archival courses (required and electives) on the archival certificate program's [website](#).

Table 2.3 Archival Course Title and Description Modifications

LIS 645: Introduction to Digital Libraries. 3 hrs. A comprehensive overview of digital libraries from conceptual understandings of digital libraries to crucial issues in design, management and evaluation.	LIS 645: Digital Preservation. 3 hrs. A comprehensive overview of digital preservation from conceptual understandings to crucial issues of planning, developing and managing digital collections.
LIS 646: Special Collections and Archives. 3 hrs. The acquisition, processing, preservation, and management of materials in special collections and archives.	LIS 646: Introduction to Archival Theory and Practice. 3 hrs. An introduction to the basic concepts and theory related to the acquisition, processing, organization, and preservation of archival materials and special collections.
LIS 647: Introduction to Archival Organization. 3 hrs. Basic instruction on the handling, arrangement, conservation, and description of materials of archival significance.	LIS 647: Introduction to Archival Organization. 3 hrs. Provides basic instruction on the organization, arrangement, and description of materials of archival significance.
LIS 652: Metadata. 3 hrs. Prerequisite: LIS 505. Investigates the representation, organization, and retrieval of information using various forms of metadata.	LIS 652: Metadata for Digital Collections. 3 hrs. Prerequisite: LIS 505. An overview of metadata as it applies to digital resources in libraries, archives, and museums.
LIS 506. Advanced Cataloging and Classification. 3 hrs. Prerequisite: LIS 505. Advanced study of principles and methods of descriptive and subject cataloging with attention to nonprint materials.	LIS 506. Cataloging Multimedia Objects. 3 hrs. Prerequisite: LIS 505. Study of the principles and methods of descriptive and subject cataloging and classification of multimedia materials.
LIS 631: History of Libraries. 3 hrs. Development of libraries from ancient times to the present with special reference to the relationship of libraries to sociocultural, economic, and political trends.	LIS 631: History of Libraries and Librarianship. 3 hrs. A study of the origins and development of modern public, academic, and school libraries as well as the development of librarianship as a modern profession.

Student Assessment

- Course assignments are related to course objectives and SLOs, and they are assessed with course grading rubrics and in WEAVE assessment reports at the university level.
 - MLIS program assessment includes completion of an original research project and passing a comprehensive examination.
 - MLIS students are required to take one of the three basic technology-focused courses, LIS 516: Technology in the School Library, 557: Information Technology and Libraries, or 558: Web Design and Evaluation, and for consistency in evaluation, the common technology assessment shared by all three is an e-Portfolio.
 - Graduate Certificate in Archives and Special Collections – in addition to completing the required coursework and 150 practicum hours in an archive or special collection, a capstone archival research paper is required.
 - Graduate Certificate in Youth Services and Literature - in addition to completing the required coursework, students are required to create a youth-services e-portfolio.
-

II.4 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.

Several measures have been taken to collect input about the school's curriculum from students, graduates, and employers. These include:

- student course evaluations, student comprehensive examinations*
- student achievement assessment data in WEAVE annual assessment reports
- annual MLA focus group of alumni and employers
- feedback from practicum supervisors (midterm and final practicum evaluations)
- Advisory Board, alumni feedback on curriculum revisions, plans shared via listservs
- informal interactions at MLA, ALA, and other professional conferences.

* As an example of how comprehensive exam results are used to improve student performance, faculty noted that some exams had grammatical and/or punctuation errors. Faculty include grammar and punctuation error feedback on graded assignments but the increased need for some students to improve grammar and punctuation skills led to the requirement in several courses, notably LIS 500: Orientation to LIS, and LIS 695: Master's Research Project, that students download and use the free version of Grammarly.

II.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The decision-making process is documented in faculty meeting minutes and program planning documents. Two examples of the ongoing decision-making process related to the curriculum include research-based modifications to the MLIS program with school licensure emphasis.

Review and Revision of the MLIS with School Licensure Emphasis

“Need to modify school licensure courses; instead of a few practicum hours in each course, it would be more useful to have a full semester practicum in a school library. LIS 511 collection development course not as useful for school librarians - a semester-long school library practicum with collection development assignments would be more useful” (MLA Focus Group, 2014)

The 2014 focus group indicated a need for revision in the requirements for the MLIS with licensure emphasis. This was confirmed at the 2015 focus group in October 2015, so to gather data from a broader group, a five-question survey was distributed via the student listserv, alumni listserv, and the MLA listserv to gather feedback on the requirements for the MLIS with licensure emphasis. Participants were asked to give feedback on the required electives for School Library Licensure: “There are 15 hours of required electives in addition to the core courses for the MLIS. Please provide us with your honest, anonymous feedback so we can adjust, improve, update, etc.” The 165 respondents indicated the five courses they found relevant to school libraries and based on survey results as well as focus group notes (I Planning e-folder), the following revisions were made:

- LIS 589: School Library Practicum – a new course that may substitute for LIS 511: Collection Development since collection development activities related to school libraries are part of the practicum requirements
- May choose two of three electives
 - LIS 517: Children’s Literature and Related Media
 - LIS 518: Young Adult Literature and Related Media
 - LIS 590: Library Instruction (a new course offering).

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

An example of how results of the curriculum evaluation are systematically used to improve the program and to plan for the future is emergent technology. Technical competency has become an increasingly important element in various LIS professional competencies, including ALA Competencies. Some strategies that SLIS employs for identifying and incorporating emergent technologies into the curriculum and improve the program are:

- A survey of technology coverage in the curriculum in spring 2018 indicated what technologies and applications were covered across the curriculum. This is a useful tool for faculty to plan appropriate technology in course design and content.
- The 2018 MLA focus group indicated a need for more technology in course content so we requested feedback about what specific technologies would be useful.
- Annual review of the *Horizon Report for Higher Education* (2018) is useful and inspirational for future planning. One example of a key trend identified by the report is open-educational resources:
 - *SLIS Connecting* open-access e-journal publishes original student research that is disseminated worldwide and adds to the body of LIS research
 - Dr. Yu submitted a proposal for USM University Libraries [Open Textbook Initiative](#) and other faculty are considering submitting future proposals
 - Dr. Creel and Dr. Welsh participated in the annual Southern Miss [Open Access/Institutional Repository Conference](#), 2014, 2015, 2018
 - SLIS faculty support open-access and plan to upload their open-access articles and to obtain scholarly journals' permission to archive articles in Southern Miss Aquila Institutional Repository (<https://aquila.usm.edu/>).

Quality Matters Initiative

A recent initiative that demonstrates the commitment of SLIS faculty to curriculum improvement is their participation in a new University initiative for online courses, [Quality Matters](#) (QM). QM is a quality-assurance program for online courses that offers rubrics and standards and QM certification for courses and programs.

The first step of QM certification is faculty training in QM course rubric standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

During spring and fall 2018, all graduate faculty had completed the initial course rubric standards training and one faculty, Dr. Bomhold, completed peer-review training so she is qualified to be a peer-reviewer of other universities' online courses. Currently, SLIS faculty are working on complying with QM course standards and plan to apply in 2019-20 for QM certification of core courses, which will involve peer review by QM qualified academics from other universities (QM reviewers do not review courses for certification from their own university).

Selected Evidence

II Curriculum e-folder

- Plans of Study e-folder
- Syllabi for Active Courses e-folder
- Advising Decision Tree
- Course Titles, Descriptions
- Course Rotation, 2019-21 (tentative)
- MLIS Degree Tracks
- SLIS Educational Goals and Objectives (2016, reaffirmed 2018)
- Technology Survey, Spring 2018
- Technology Survey, Spring 2009
- Who Approves What

Examples of unpublished student work will be available on request in hard copies in the SLIS Conference Room.

Standard III: Faculty

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

Southern Mississippi SLIS faculty have the educational, professional, and practical backgrounds to enable them to support the program's mission and objectives. Full-time faculty members are qualified 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 the program. Full-time instructors, part-time adjunct faculty, and graduate teaching assistants balance and complement the teaching competencies of the full-time faculty and enrich the quality and diversity of the program.

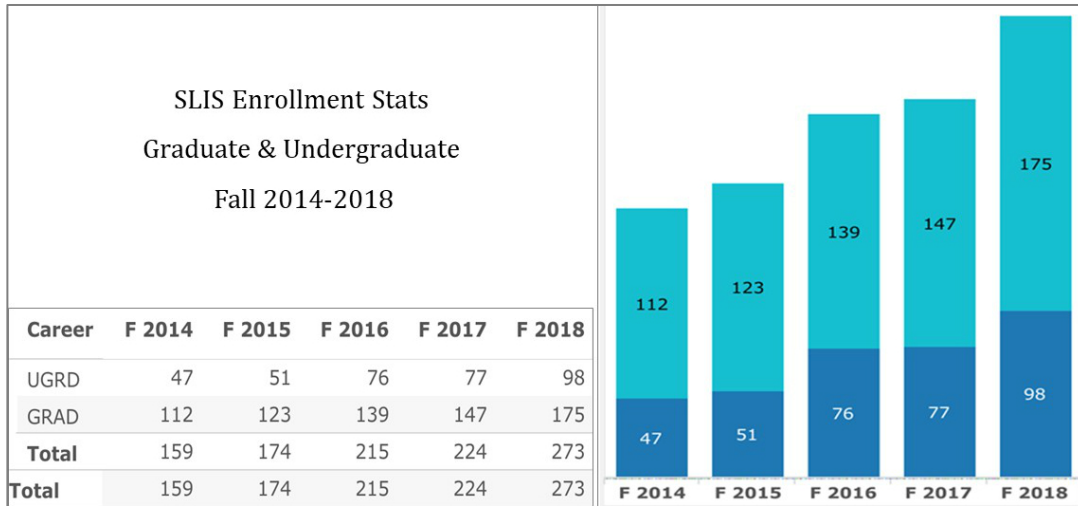
SLIS Faculty

In the last ALA accreditation in 2012, SLIS had seven tenure-track faculty, one visiting assistant professor and one visiting instructor. Since that time, SLIS added two instructor positions for a total of nine permanent faculty lines, one of which is vacant, in spring 2019 (Table 3.1). Six current tenured or tenure-track faculty teach graduate and undergraduate courses and two instructors advise and teach undergrads. The addition of two instructors allowed SLIS to separate some cross-listed courses, which benefits the graduate program.

SLIS is in the process of filling the vacant tenure-track faculty position for 2019-20, so faculty in fall 2019 will consist of seven tenure-track faculty, two instructors, and three adjunct faculty, a net equivalent of ten full-time faculty. The new faculty will teach graduate and undergraduate technology courses and foundational courses such as collection development.

If the steady growth of graduate and undergraduate programs continues (Figure 3.1), SLIS will request permission to advertise and hire a new tenure-track position for 2020. As the undergraduate and graduate programs have grown, SLIS has separated most of the cross-listed courses but there are a few in which the undergraduate sections and graduate sections are consistently large enough to be offered as separate courses such as LIS 416/516: Technology in the School Library and LIS 491/590: Library Instruction.

Figure 3.1 LIS Graduate and Undergrad LIS Enrollment, 2014-2018



(Southern Miss Institutional Research, 2018)

All full-time faculty are based on the Hattiesburg campus and one of the three adjuncts, Ellen Ruffin, Curator of the de Grummond Children’s Literature Collection, is also on campus. Both of the adjuncts who teach graduate courses are off campus. Graduate teaching assistants work in the office part-time and teach undergraduate courses under faculty supervision face-to-face or online or they assist faculty in teaching an undergraduate course.

Tenure-Track Faculty

SLIS faculty includes one full professor, four associate professors, one assistant professor, one vacant assistant professor line, two instructors, and three adjunct faculty. Since 2012, one associate professor retired, one visiting professor taught for one academic year, and two assistant professors resigned (Table 3.1).

Table 3.1 Nine SLIS Faculty Lines

Budget Line	Faculty	Position	Time in position
1	Melanie J. Norton*	Assoc. Prof. and Director	Jan 2003 - Dec 2012
	D. Elizabeth Haynes	Assoc. Prof. and Director	Jan 2013 – Jun 2015
	Teresa Welsh	Professor and Director	July 2015 - Present
2	D. Elizabeth Haynes	Associate Professor	1998 – Dec 2012
	J. Brenton Stuart	Assistant Professor	Aug 2012 – July 2014
	Melanie J. Norton*	Associate Professor	Aug 2014 - Present
3	Catharine Bomhold	Associate Professor	June 2003 - Present
4	Teresa Welsh	Associate Professor	June 2003 – June 2015
	Chris Cunningham	Assistant Professor	Aug 2016 – July 2018

			Currently open
5	Xinyu Yu	Associate Professor	Aug 2007 - Present
6	Stacy Creel	Associate Professor	Aug 2010 - Present
7	Yan Wu	Visiting Assistant Professor	2011 - 2012
	Matthew Griffis	Assistant Professor	Aug 2013 - Present
8	J. Edmand Pace	Instructor	Aug 2011 - Present
9	Jessica Whipple	Instructor	Jan 2017 - Present

*Melanie J. Norton took a leave of absence from SLIS upon appointment as Interim Dean of University Libraries from January 2013-July 2014, then returned to SLIS in the role of Associate Professor.

The nine tenure-track faculty since 2012 earned doctoral degrees from seven different universities (Table 3.2). The faculty since 2012 have been diverse, with three international faculty, two from China, one from Canada, and three minorities—two Chinese and one African-American.

Table 3.2 Tenure-Track Faculty, Terminal Degree, University (2012 – present)

Current Faculty	Terminal Degree	University
Catharine Bomhold	Ph.D., Library Science	University of Alabama
Stacy Creel	Ph.D., Library & Information Science	University of North Texas
Matthew Griffis	Ph.D., Information & Media Studies	University of Western Ontario
Melanie J. Norton	Ph.D., Information Science	University of North Texas
Teresa Welsh	Ph.D., Information Sciences	University of Tennessee
Xinyu Yu	Ph.D., Information Science	University of North Texas
Past Faculty		
Chris Cunningham	Ph.D., Library & Information Science	University of South Carolina
D. Elizabeth Haynes	Ph.D., Library & Information Science	University of Texas, Austin
J. Brenton Stewart	Ph.D., Library & Information Studies	University of Wisconsin-Madison
Yan Wu	Ph.D., Information Science	University of North Texas

Adjunct Faculty

Part-time adjunct faculty assist with the teaching of undergraduate and specialized LIS graduate courses, such as LIS 664: Government Publications and Resources, taught by adjunct Stephen Parks, J.D., MLIS, and Dr. Suellen Adams, who teaches LIS 651: Fundamentals of Information Science or LIS 511: Collection Development. They balance and complement the teaching competencies of the full-time faculty, and they enrich the quality and diversity of the program. Adjunct faculty members include well-educated professionals working in a variety of professional settings, including academic and special libraries (Table 3.3).

Table 3.3 Adjunct Faculty Name, Degrees, and Position

James Stephen Parks, J.D., MLIS	State Librarian, Law Library of Mississippi
Suellen Adams, MLIS, Ph.D.	Adjunct Professor, University of Alabama, University of Southern Mississippi
Ellen Ruffin, MLIS	Associate Professor and Curator de Grummond Children’s Literature Collection Southern Miss University Libraries

Faculty Teaching Load

Tenure-track faculty teach a 3/3 load in fall and spring (summer is optional); 4/4 is considered a full-time teaching load but tenure-track faculty have one course-release in fall and spring for research. Additional course releases for research or grant development must be approved by the Director, Dean, and Provost. For example, a course release was approved for Dr. Norton in fall 2015/spring 2016 to develop and submit two IMLS large grants. In spring 2018, a course release was approved for Dr. Griffis to conduct grant-funded research.

Faculty Credentials

New full-time and part-time faculty, as well as graduate teaching assistants, must be credentialed by the University when they are hired to document they are qualified to teach assigned courses (III Faculty e-folder).

Faculty who teach graduate courses must be credentialed by the Graduate School every five years. The requirements for Regular (tenure-track) Graduate Faculty and Associate (adjunct) Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-appointment-criteria) and listings of credentialed Regular Graduate Faculty and Associate Graduate Faculty are also available online (www.usm.edu/graduate-school/graduate-faculty-listings).

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

Faculty Promotion and Tenure

Five of the current six tenure-track faculty members are tenured and in fall 2018, one faculty applied for tenure and promotion to associate professor; four faculty are associate professors, one is full professor.

Faculty Support and Training

Southern Miss is a Carnegie Higher Research Activity institution and earned a Carnegie Community Engagement Classification. Faculty instruction and research are supported by the School, the College, and the University:

- Faculty members have access to five graduate assistants and two work-study students in fall and spring semesters for support with research and instructional activities.
- Social media sites and listservs are maintained to promote communication and networking among faculty, staff, alumni, Advisory Board and students. USM Student Success website maintains a useful page of [Quick Links](#) for faculty.
- Southern Miss subscribes to [Digital Measures](#) web-based faculty activity reporting system that allows faculty to input scholarly activities and accomplishments once, then it can produce updated CVs and productivity reports for annual evaluations (www.usm.edu/center-faculty-development/campus-development-opportunities-hub).
- Faculty are located in and supported by the resources of [University Libraries](#), particularly Cook Library and McCain Special Collections, which includes the de Grummond Children's Literature Collection, a leading research resource in the field of children's literature. The liaison librarian for our College, [Michele Frasier-Robinson](#), works with faculty to provide print and e-resources needed for teaching and research, and she has created [LibGuides](#) for a variety of LIS topics and courses.
- Each faculty member has a private office and computer (desktop or laptop) with high-speed network connectivity, a camera and microphone for online teaching; Microsoft Office 365 is provided to USM faculty, staff, and students, to install at work or home on up to five different devices. Southern Miss i-Tech offers technical support (www.usm.edu/itech/faculty-and-staff-hot-sheet).
- In August 2018, the Provost initiated a new [Faculty First Week](#), a pre-semester week of required meetings and optional training opportunities for faculty and staff. SLIS faculty attended the College luncheon meeting for EHS faculty and staff, a SLIS faculty meeting, and training in Digital Measures/Activity Insight faculty productivity tool, Quality Matters for online course certification, Canvas tools for teaching, and SOAR advising tools.

i-Tech Support

In addition to Microsoft Office 365 (Access, Word, Excel, PowerPoint, Publisher) and Microsoft tutorials, i-Tech provides additional free downloads to USM faculty and staff:

- SPSS and AMOS statistical analysis tools
- Qualtrics for online surveys.

Other software may be purchased via work orders through the i-Tech Procurement Specialist. Faculty and staff qualify for academic discounts through the Academic Superstore and Campus e-Store. Services offered by i-Tech include: Eagle Alert emergency notification system, classroom and event support, telephone services, application housing, computer purchases and support, listserv management, wireless services, multimedia classroom support, and [iSouthernMS](#) mobile app for iPhone or Android phone with categories such as:

- Inform: campus maps, directory, news, media
- Connect: events, SGA, WUSM, arts
- Eat: Eagle Dining
- Learn: Canvas, SOAR (Southern's Online Accessible Records) mobile, courses, libraries
- Play: athletics, Rec sports.

Support for Directors

- School director orientation and training related to the reorganization was conducted by the Provost in early Friday morning breakfast sessions during spring semester 2018 covering topics such as the new organization structure, new productivity-measurement tools such as Digital Measures, and data-driven decisions such as key performance indicators (KPI's) of teaching and research productivity (attended by Dr. Welsh).
- Academic Impressions Higher Education Workshop, "Leading and Influencing as a Department Chair," New Orleans, June 11-13, 2018, sponsored by the Office of the Provost for School Directors with follow-up optional webinars (attended by Dr. Welsh).
- Council of Directors formed in 2017-18 of all 27 school directors to facilitate and improve collaboration with the deans and Provost, and to act as an advisory body to the Provost. The Council meets twice monthly, one meeting of directors only and one meeting with directors, deans, and Provost (Dr. Welsh is a Council member).
- Faculty Leadership Institute, inaugurated in spring 2019, to build leadership skills through training and lectures across three semesters (Dr. Welsh has been accepted into this fellowship program).

Support for Teaching

- The Center for Faculty Development (established in 2016) provides faculty members with collaborative and individual opportunities to advance teaching and learning (www.usm.edu/center-faculty-development) such as:
 - New Faculty Orientation (Dr. Griffis served on the New Faculty Transitions Committee who worked on developing orientation activities in 2016-18)
 - Teaching Forums (Dr. Creel was on a teaching forum panel on assessment in 2014)
 - ACUE Faculty Development Institute is an intensive faculty development program across three semesters to enhance teaching practices; faculty who complete the Association of College and University Educators training earn a *Certificate in Effective Teaching Instruction* and are designated *ACUE Distinguished Teaching Scholar* (Dr. Bomhold is currently in this program).
 - Innovative Teaching Workshops by ACUE-trained faculty, January 7-11, 2019, 9am-noon, provided faculty with practical strategies to improve course design and delivery (SLIS faculty Creel, Welsh, Whipple, Yu participated).
 - New Teaching Innovation Mini Grants - four \$300 mini-grants to USM faculty for innovation in the classroom awarded February 1, 2019.
- Student Success at Southern Miss publishes online Faculty Advising Resources.
- Office of Online Learning offers support and training for Canvas learning management platform for online course sites and SOAR e-records (<https://online-learning.usm.edu/services/>)
- Office of Online Learning provides training in *Quality Matters* to ensure online course quality. All graduate faculty have completed the basic course on Rubrics and Standards and Dr. Bomhold has completed the QM Peer Reviewer training (<https://online-learning.usm.edu/quality-matters/>) so she can review online courses from other institutions for QM certification.
- SLIS provides faculty access to *Adobe Connect* virtual classrooms for live class sessions each week; Adobe Connect subscription includes a 24/7 helpdesk.

Support for Research and Grant-Writing

- The *Vice President for Research* sponsors annual University Research Innovation Awards: Lifetime Achievement, Basic Research, Applied Research, Creative Activities, Academic Partnership Research, and Multidisciplinary Research (Dr. Griffis is nominated for Basic Research Award, 2019).

- Office of Research Administration (ORA) assists faculty in seeking external support for research and scholarly activities by offering workshops, hands-on training sessions, and individual counseling (www.usm.edu/research/office-research-administration).
- ORA offers access and registration to the Pivot software, which allows faculty members to develop a research profile and receive updates of relevant grant information, and Cayuse software for completion and e-submission of grant proposals (www.usm.edu/research/ora-frequently-asked-questions). I-tech provides faculty with Qualtrics for survey research (www.usm.edu/itech/how-do-i).
- In 2018, the Mississippi Center for Clinical & Translational Research funded a College of Education and Human Sciences Community Engaged Research (CEnR) Core research support service to assist faculty with preparing proposals for funding research and scholarly projects (Table 3.4).

Table 3.4 College of Education and Human Sciences Research Support Services

Position	Name	Role	Availability
USM CEnR Core Director	Carol Connell	Oversight of CEnR Core activities, evaluation of research	10 hrs/wk (AY) 27 hrs/wk (Su)
Program Coordinator	Monicah Brumfield	Maintain project-related files, assist director, grant support specialist	20 hrs/wk (CY)
Grant Support Specialist	Michelle Clark	Meet potential PIs to assess needed services assist faculty to prepare proposals for external funding.	24 hrs/wk (CY)
Research Analyst/ Statistician	Peter Paprzycki	Assist PIs to ID measures/types of variables, assist with analysis plan for research proposals, create datasets (including use of REDCap)	5 hrs/wk (AY) 10hrs/wk (Su)
Outreach/ Community Liaison	LaShaundra Crook	Assist PIs to ID orgs for collaboration, assist grant support specialist to ID funding opportunities	10hrs/wk (CY)
Post-award support	Sherri Turner	Assist with monthly budget reconciliation and budget revision forms, travel forms.	40 hrs/week

Faculty Excellence Awards

The *Provost's Office* sponsors a variety of annual faculty [awards and endowments](#) (amount of award may vary depending on endowment). Awards received by SLIS faculty include:

- Center for Community Engagement (CCE) Service Learning \$2,000 Award for Service Learning Fellows (Dr. Bomhold and Dr. Creel were Faculty Service-Learning Fellows in 2014. Dr. Creel was awarded the [2019 Service Learning \\$2,000 Award](#) for a project that explores how public library systems can support underserved populations such as homeless and economically disadvantaged).

- [Summer Grants for the Improvement of Instruction](#) (SGII) provide faculty 3-6 credit hours of unassigned time (or equivalent funding) to create or revise one or more courses (Dr. Creel awarded \$6,000 in 2013 to develop one-credit hour course options).
- [Nina Bell Suggs Endowed Professorship](#) for an outstanding junior faculty member (Dr. Creel nominated in 2012, Dr. Griffis nominated in 2017).

USM Office of Online Learning

- *Innovation in Online Teaching Award* recognizes a Southern Miss faculty member who uses online learning technology effectively and designs innovative and engaging online coursework that incorporates best practices (awarded to Dr. Creel in 2013).

College of Education and Human Sciences offers annual faculty excellence awards

- *Excellence in Teaching Award* (awarded to Dr. Welsh in 2007, Dr. Creel in 2014, Dr. Griffis in 2015)
- *Excellence in Service Award* (awarded to Dr. Bomhold in 2017).

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

Faculty Recruitment and Retention

According to [Policies and Bylaws](#) of the Mississippi Institutions of Higher Learning (IHL), faculty appointments must be based on thorough and rigorous procedures. Board policy specifies that a candidate for promotion in academic rank must display evidence of:

1. Professional training and experience
2. Effectiveness of teaching or librarianship
3. Effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility
4. Professional growth, such as research, publications, and creative activities; and service and other non-teaching activities that reflect favorably on the institution.

One area of the University's Strategic Plan, the Climate for Academic Success, states:

Our vision for a climate of academic success includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace. Students, faculty, and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social, and educational experiences that yield informed, responsible, and productive citizens with a standard of lifelong learning.

Diversity Recruitment

The School is part of a University-wide effort to recruit and retain a diverse faculty. Southern Mississippi's [Office of Affirmative Action & Equal Employment Opportunity](#) provides resources to assist departments in recruiting and retaining minority faculty, as well as monitoring hiring processes. SLIS values diversity and supports a new initiative of the Provost to invite minority scholars to campus to conduct or present research, tour the campus, and visit with students and faculty in order to increase minority applications for faculty positions. SLIS is in the process of arranging a visit from an academic scholar from Pakistan, who will visit the Hattiesburg campus to conduct research with Dr. Welsh. His university in Pakistan is funding the visit but USM will furnish him an office, phone, and email address while he is here.

According to the *Southern Miss Fact Book, 2017-2018*, the total number of faculty was 628 (322 male and 306 female). Of the 628 full-time faculty, 25 identified themselves as African-American, 10 as Hispanic, 58 as Asian, and 3 as Native American. SLIS faculty consists of one Asian and seven Caucasians; staff consists of one African-American and one Caucasian.

- Diversity recruitment resources are available online (www.usm.edu/aa-eeo/recruitment-resources) and training is offered in a variety of related settings.
- Statistics on faculty diversity are available in the *Southern Miss Fact Book* available online (www.usm.edu/sites/default/files/groups/office-institutional-research/pdf/usm_fact_book_2017-2018_3-6-18.pdf) and on file.
- Governance policies and procedures are available in the *Southern Miss Faculty Handbook* online (www.usm.edu/provost/faculty-handbook) and on file. The Handbook is currently in revision to reflect the new organizational structure of the University.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

Faculty Qualifications

SLIS faculty, adjuncts, and graduate teaching assistants must be credentialed by the University to teach courses for which they are qualified (Table 3.5) (teaching credential forms, CVs in shared Faculty e-folder).

Faculty who teach graduate courses must also be credentialed by the Graduate School every five years; the requirements for Regular (tenure-track) Graduate Faculty and Associate (adjunct) Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-appointment-criteria) and listings of credentialed Regular Graduate Faculty and Associate Graduate Faculty are available online (www.usm.edu/graduate-school/graduate-faculty-listings).

Table 3.5 Faculty Specializations and Degrees

Name	Advising, Teaching, Research Specialization	Ph.D.	Institution
Bomhold	Advisor, School Library Media Emphasis, Children & Young Adult Literature; School Libraries; LIS Service Learning; Underserved populations	Library and Information Science	University of Alabama
Creel	Advisor, Youth Services Certificate Children’s and YA Services; Public Libraries; Reference & Information Services; Storytelling	Library and Information Science	University of North Texas
Griffis	Co-Advisor, Archival Certificate, Library History; History of the Book; Public Library Design and Planning; Digital Humanities	Library and Information Science	University of Western Ontario
Norton	Advisor, Academic Librarianship, Tech Services, Computer-human Interactions; Information Ethics; Academic Libraries; Bibliometrics; e-Resource Management	Library and Information Science	University of North Texas
Welsh	Advisor, Graduate Assistants, Dual Majors Information Literacy; Research Methods; Bibliometrics; History of Children’s Literature	Communication and Information Sciences	University of Tennessee
Yu	Co-Advisor, Archival Certificate, Advisor, Southern Miss Student Archivists, Image Indexing, Digital Imaging, Cataloging, Metadata, Consumer Health Information	Library and Information Science	University of North Texas

Technical Skills Support

- The University offers a variety of technical workshops for faculty and staff through the Office of Online Learning (<https://online-learning.usm.edu/>) and SLIS faculty have had training in Canvas and in Quality Matters.
- Office of Research Administration (ORA) offers workshops, hands-on training sessions, and individual counseling (www.usm.edu/research/university-southern-mississippi-research), as well as access and registration for the Pivot and Cayuse software.
- University Libraries offers a variety of workshops on technical resources and services such as Mendeley and Zotero citation management training. [http://lib.usm.edu/services/instruction and workshops/](http://lib.usm.edu/services/instruction-and-workshops/). SLIS faculty have had training to set up an ORCID account to obtain a unique scholarly identification number. Additional training is planned for Mendeley and Zotero citation management tools.

Table 3.6 Faculty Participation in Professional Organizations, 2012-19*

Bomhold	American Library Association, Councilor, 2014-20; ALA Executive Committee Ethnic & Multicultural Issues Round Table, 2014-present; Chair, ALA Ethnic & Multicultural Information Round Table
Creel	Executive Board of Magnolia Awards: Mississippi's Children Choice Award Committee, 2013-present; ALA: ABC-Clio, 2015-16; ALA Sullivan Award Jury, 2014-2015; ALA Information Today Library of the Future Award Jury, 2013-2014; President, Executive Board of Magnolia Awards: Mississippi's Children Choice Award Committee, Fall 2013- 2017; IMLS Review Panelist for 2012, 2013 National Leadership Grant; EBSCO ALA Conference Sponsorship Jury 2012-2013
Griffis	Co-Chair, Works-in-Progress Poster Session, ALISE Annual Conference, Knoxville, Sept 2019; Paper reviewer, Program and Scientific Committee, Society for the History of Authorship, Reading and Publishing (SHARP) Annual Meeting, Western Sydney University, Australia, July 2018; Paper reviewer, ASIS&T 80th Annual Meeting, Washington, DC, Nov 2017; Paper reviewer, <i>ASIS&T 79th Annual Meeting</i> , Copenhagen, Oct 2016; Digital Humanities Summer Institute (DHSI): Online Collaborative Scholarship, University of Victoria, Canada, June 2015; Co-Chair, CAIS-ACSI 2014 Annual Conference, Brock University, Canada, May 2014.
Norton	Member, American Library Association; Association of College and Research Librarians; American Association of School Librarians; American Society for Information Science: Library Leadership & Management Association; Mississippi Library Association
Welsh	Advisory and Scientific Committees, Qualitative and Quantitative Methods in Libraries International Conference, 2012-19; ALISE School Representative 2012-15; Academic Review Board, SAGE Cases in Methodology (SCiM), London, 2013-14
Yu	Reviewer, American Medical Informatics Association Annual Conference, 2014-19; Mississippi Library Association Awards Committee (2015-19); ALA Research and Statistics Committee, 2016-18; ALA Student Group Advisor, 2012-17; Mississippi Library Association Special Libraries Section Nominating Committee (2016)

*List of participation in professional organizations is not comprehensive but selective; see individual faculty CVs for details about each faculty's professional organization memberships and activities.

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

Faculty members are active in research and publication and have published or presented scholarly journal articles, research papers, and posters in a variety of refereed and professional journals and conferences. Five faculty members have authored or edited books and book chapters. Table 3.6 is a summary of SLIS faculty productivity from 2012-2018 (III Faculty e-folder for summary of Griffis grant-funded projects).

Table 3.7 Summary of SLIS Faculty Scholarly Productivity (2012-2018)

Scholarly Publications, Presentations, Grants	Full Professors	Associate Professors	Assistant Professors	Instructors	SLIS Totals
Scholarly Books	1	1	2	1	5
Book Chapters	0	4	0	0	4
Refereed Journal Articles	6	11	11	1	29
Professional Journal Articles	0	3	0	0	3
Encyclopedia Entries	0	0	5	0	5
Columns, Essays, Reviews	13	6	1	0	20
Juried Papers Published in Conference Proceedings	1	0	1	0	2
Journal Editor	2	1	0	0	3
Scholarly Websites	8		1		9
Website Articles	3		1		4
Scholarly Presentations					
Keynote Speaker	1	0	6	0	7
International Conference Presentations	3	1	1	0	5
National/Regional Conference Presentations	2	6	10	4	22
State/Local Conference Presentations	19	7	10	0	36
Community Presentations	3				3
Grant Awards					
Grants Awarded, Internal	1	5	0	0	6
Grants Awarded, External	0	9	3	0	12
Other					
Totals	63	54	52	6	175

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

Table 3.5 indicates the degrees and specializations of faculty. Table 3.8 lists library-related work experience. Internal to the School faculty assist one another with course review as well as sharing syllabi for consistent instruction for the students. The academic planning and evaluation systems employed by faculty can be evaluated by examining syllabi, as can content familiarity.

Faculty participation in planning and evaluation is also threaded through the governance of the School, the College, and the University through committee work, project development, and preparation for various accreditation reviews.

Table 3.8 Faculty Work Specializations and Experience (non-teaching)

Bomhold	School Library Consultant, Perry County (MS) School District
	Librarian, Youth Department, Birmingham (AL) Public Library
	Media Specialist, Childcare Resources, Birmingham, AL
	Director, Clarence B. Hanson, Jr. Library, Birmingham (AL) Museum of Art
	Grad Assistant, Ricker Library of Art and Architecture, University of Illinois at Urbana-Champaign
	Library Assistant, Wolfram Research Company, Champaign, IL
Creel	Assistant Director, Children’s Services, Cy-Fair Branch Library, Cypress, Texas
	Asst. Branch Manager/Children’s Librarian, Kendall Branch Library, Houston Public Library, Houston, TX
	System Young Adult Manager, Houston Public Library, Houston, TX
	Young Adult Librarian, Roosevelt Island Branch, Sixty-Seventh Street Branch, Pelham Bay Branch, New York Public Library
	Asst. Branch Librarian, New York Public Library
Griffis	Archives Assistant, Trent Valley Archives, Peterborough, Canada
Norton	Interim Dean, Joseph Cook Library, University of Southern Mississippi
	Former Director, Southern Miss School of Library and Information Science
	Manager, Physics Instructional Center, University of North Texas
	Lab/LAN Manager, SLIS, University of North Texas
	Operations Manager, Physics Instructional Center, University of North Texas
Welsh	Current Director, Southern Miss School of Library and Information Science
	Assistant Director, Katrina Research Center, Information Clearinghouse, and Repository, University of Southern Mississippi
	Evaluation Researcher, University of TN Medical Center, Knoxville
	Database Consultant, Oak Ridge National Laboratory, TN
	Senior Research Assistant, Laboratory Records, Oak Ridge National Lab, TN
	Assistant Archivist, UTK Special Collections
Yu	Graduate Library Assistant, Reference Department, University of Oklahoma Libraries
	Graduate Library Assistant, Rare Books, University of North Texas Libraries

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

According to the *USM Faculty Handbook*, the Board of Trustees defines the *faculty* of Mississippi's public universities as “those employees holding appointment within the Corps of Instruction. The Corps of Instruction may consist only of full-time employees holding the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and other teaching personnel with such titles as may be approved by the Board”

The Southern Miss School of Library and Information Science currently employs eight full-time faculty. Tenured faculty include one (1) full professor (15 years in rank); four (4) associate professors whose time in rank ranges from twenty-five to four years, and one assistant professor being considered for promotion and tenure in 2018-19. Two undergraduate instructors, and three adjuncts complete the faculty. In order to fill a vacant line, SLIS has received permission to hire one (1) tenure-track assistant professor for fall 2019.

University-wide the typical graduate faculty teaching load is three/three with release time for approved research or service activities. The typical teaching load in SLIS is also three/three with release time for approved research or service activities. Course sections are typically limited to 30 graduate students or 40 undergraduate students per class. In online teaching, we generally break groups larger than 20 students into smaller groups to better facilitate class chats and discussion. In fall 2017, there were 161 graduate students in 18 sections of 18 courses, with an average of 17.5 students per section (not including sections of practicum, special problems, and independent study coursework, which were 4 sections of 5 courses with an average of 3 students per section). In fall 2018, there were 185 graduate students in 18 sections of 18 courses, with an average of 22.7 students per section (not including sections of practicum, special problems, and independent study coursework, which were 4 sections of 4 courses with an average of 3.5 students per section.)

Online classes include discussion board postings and required real-time chats to promote topic discussions and encourage student engagement. Only faculty with earned doctorates and graduate faculty rank from the Graduate School may teach master's students and, if research-active, are eligible to serve as primary or secondary reader for the students' master's research project. Faculty credentials are reviewed and renewed by the Graduate School every five years.

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

According to the *USM Faculty Handbook* (2017:71):

8.2.1 Annual Evaluations

Annual evaluations shall be conducted for all members of the Corps of Instruction.

8.2.2 Pre-Tenure Reviews

Pre-Tenure Reviews (third-year reviews) are a variety of annual evaluations that require action by the Provost. Under the leadership of the department chair, tenured faculty in an academic unit shall conduct pre-tenure reviews for all tenure-track faculty

8.2.3 Guiding Principles

At The University of Southern Mississippi, the fundamental principles that guide all personnel evaluation policies and procedures are that rigorous, documented standards for excellence are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process and that evaluations are conducted in an atmosphere of fairness and professional integrity.

Academic units must develop their own evaluation criteria and may develop their own procedures. SLIS developed and uses self-report forms and annual evaluation forms for tenure-track faculty and as well as self-report forms and annual evaluation forms for non-tenure track faculty (III Faculty e-folder). Criteria and relevant procedures are required to be within the parameters of University evaluation criteria, approved by all responsible University administrative officers, be in written format, disseminated among the staff of the unit, and followed in all evaluation procedures (*Faculty Handbook*, 2017:71). The information in these forms can now be uploaded to Digital Measures, which will be used in spring 2019 instead of paper forms.

Student assessments of courses are conducted each semester to monitor the quality of instruction and to allow for planning needed improvements. The University uses a standardized online form with Likert-type scales and calculates class average, department average, and college average. Evaluation results are available to the instructors during the semester following the course and the results are summarized in the director's report of annual evaluation for each faculty member. The course evaluations are part of the annual evaluation of teaching. A second measure of teaching is required by the Provost and SLIS faculty chose a teaching e-portfolio, the links of which are online on the SLIS [faculty page](#).

Annual evaluations, done in the spring semester examine the faculty's record of teaching, including course evaluations and teaching e-portfolio; research and publishing/presenting, and grant-writing activity; service to the University, College, School, and community; and goals for the individual faculty and the program.

The purpose of the annual evaluation is (1) to clearly state individual objectives and appropriate standards, methods, and procedures for assessing the degree of achievement of those objectives; (2) to determine what resources are necessary to support those objectives; (3) to review student course evaluations and record of research, scholarly publication, and service; (4) to define and articulate goals for future achievement; and (5) to recognize and reward achievement.

In September 2016, the faculty adopted a revised tenure and promotion policy effective January 2017 as a part of a University-wide initiative to revise tenure policies. This culminated a three-year process of discussion and revision. *SLIS Tenure and Promotion Guidelines* (2017) are available on the Provost's [website](#) (III Faculty e-folder).

Non-tenured, tenure-track faculty are encouraged to keep annual review materials in a portfolio to prepare for tenure assessment (third year) and tenure review (sixth year). Beginning in 2017-18, faculty dossiers were submitted electronically.

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

SLIS administration (Director and two Assistants to the Director) archive digital copies of school documents such as admission assessment forms, faculty meeting agendas and minutes, annual faculty self-reports and evaluation forms, faculty contracts, faculty teaching credential forms, course evaluations, and other relevant reports and documentation (I Planning e-folder, II Curriculum e-folder, III Faculty e-folder).

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Annual faculty self-reports and evaluation forms include questions about faculty future plans and ideas for the future growth of the program as well as professional development of the faculty. These ideas, along with feedback and suggestions from alumni, employers, and students, fuel creative ideas for future growth and development that are discussed individually in the faculty evaluation process and discussed broadly as a group in monthly faculty meetings.

Conclusion

SLIS faculty members strive for excellence in the three main areas of academia: teaching, research and publishing, and service. These goals are supported by the College of Education and Human Sciences (accredited by the National Council for the Accreditation of Teacher Education) and The University of Southern Mississippi (accredited by the Commission on Colleges of the Southern Association of Colleges and Schools).

SLIS faculty are supported in teaching classes by the rich technological environment of the campus. The faculty are supported and encouraged in their research by human, technological, and financial resources. The diversity of faculty education and experience, their record of organizational participation, and scholarly productivity are well-regarded by the administration, students, alumni, and colleagues.

For example, Dr. Creel was asked to pilot the new Digital Measures faculty productivity system in 2017 and the SLIS annual self-report and evaluation documents were used to develop the evaluation report templates in Digital Matters. Dr. Welsh was asked to serve as a University Ombudsman for 2018-19, an advisory role to the President.

Selected Evidence

III Faculty e-folder

- Faculty Annual Evaluation Forms e-folder
- Faculty CVs e-folder
- Faculty Status, Credential Forms e-folder
- Griffis Funded Project Summaries e-folder
- SLIS 2011 Tenure & Promotion Guidelines
- SLIS 2017 Tenure & Promotion Guidelines
- Southern Miss Faculty Handbook

Standard IV: Students

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

SLIS Mission and Policies

The School's mission is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The attainment of the School's mission begins with the recruitment and admission of students to the University and the program. Soliciting interested students is accomplished via personal contact, presentations, etc., as well as social media such as Facebook, Twitter, and LinkedIn. The Southern Miss School of Library and Information Science Web page (www.usm.edu/slis) contains the information necessary to assist a student in researching the MLIS program and applying to the University Graduate School, and links to all the appropriate financial aid resources, administrative policies and general information about the University and program.

The SLIS Web page is accessible from a variety of career-related sites such as the ALA and ALISE Web pages, as well as via numerous search engines and directories. The program also sponsors conference exhibit tables when possible, and uses various social media outreach, student ambassadors, listservs, *SLIS Connecting* e-journal, and occasional advertising in conference programs and the SAA *American Archivist* Web site.

Recruitment Initiatives

Coordinated by the Director and Special Events Coordinator Karen Rowell, recruitment is accomplished primarily with three strategies:

1. Conference exhibit booths at state ([MLA Conference](#), [LAMP Library & Media Professionals workshops](#)) and national (ALA Mid-Winter and Annual) conferences to connect with alumni, students, and prospective students
2. Promotion of the [Fay B. Kaigler Children's Book Festival](#) held each April and the [British Studies LIS class](#) each June, each of which attracts participants from across the country
3. Use of listservs and social media to communicate with the Advisory Board, alumni, students, and prospective students.

SLIS occasionally sponsors exhibit tables at a variety of other conferences. Exhibit tables are set up and manned by SLIS faculty and/or staff, or graduate students and/or alumni who serve as conference ambassadors in return for free conference registration.

- Alaska Library Association Conference, March 2016
- American Association of School Librarians, Phoenix, 2017
- Arkansas Library Association, Little Rock, 2016
- Art Libraries Society of North America, New Orleans, February 2017
- Association of Rural and Small Public Libraries, Little Rock, AR, October 2015;
- Black Caucus of the American Library Association, Atlanta, 2017
- Mississippi Book Festival, Jackson, August 2017
- New England Library Association, Danvers, ME, October 2017
- New Mexico Library Association, Albuquerque, November 2017
- Southeastern Libraries Annual Conference, Atlanta, October 2016
- Society of American Archivists, Atlanta, 2016
- Society of Southwestern Archivists, New Orleans, 2014.

In particular, when a national or regional conference organizer requests our support, such as when the ARLIS/NA met in New Orleans in 2017 or ALA Black Caucus met in Atlanta in 2017, SLIS responds by sponsoring an exhibit table, which is manned by SLIS faculty, staff, or ambassadors, or an ad in the conference program.

Minority Recruitment Initiative

In June 2009, the Institute of Museum & Library Services awarded a \$429,388 grant (matching amount: \$82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Yu, principle investigator) and University Libraries partnered with the Mississippi Library Association and the Mississippi Library Commission to recruit Mississippi minorities who wished to earn an MLIS degree. Between 2010 and 2013, ten Mississippi residents with a designated minority status were enrolled, mentored through the program, and after graduation with MLIS degree, ten were hired for professional librarian positions in Mississippi libraries (SLIS Students shared e-folder). There is a need for more minorities in professional librarian positions in the state ([Creel & Haynes, 2012](#)), so SLIS plans to repeat the success of this initiative with submission of another similar IMLS grant.

Student Success and Retention

Southern Miss is committed to creating an environment where students succeed so they created and maintain a Student Success Web site (www.usm.edu/success). What's on the site for students?

- Advice on advising, what to do if you're on probation or suspension, tips on email etiquette, avoiding plagiarism, note-taking, and more
- Who can help with personal matters like depression, anxiety, illness, disability testing, and accommodations, or what to do if you're worried about failing a class
- Quick log-ins for SOAR, Canvas, Turnitin, and Eagle Mail
- Easy access to the academic calendar and the campus directory of all faculty, staff, and students.

SLIS publishes the [SLIS Graduate Student Handbook](#) online with useful information for online students including:

1. Faculty and staff contact information
2. Student responsibilities and requirements
3. Technology requirements
4. University and SLIS policies
5. Other useful information in appendices such as "Being a Successful Graduate Student" (IV Students e-folder), which is reviewed in LIS 500: LIS Orientation.

Policies and Procedures

- The Graduate School website includes graduate admissions information for prospective students, applicants, and admitted students, with a link to a webpage on policies and procedures (www.usm.edu/graduate-school/policies-procedures-and-deadlines), including the process for grievances and appeals.
- i-Tech website includes information on technical services policies and procedures such as acceptable use policy (www.usm.edu/itech/policies-and-procedures).
- Southern Miss institutional policies, includes policies on affirmative action, academic integrity, code of ethical conduct, institutional research, and academic affairs (www.usm.edu/institutional-policies/current-policies).

Financial Aid

Financial assistance is provided based on the qualifications of the students as well as financial need. Students may apply for financial aid such as student loans and grants through the Financial Aid Office, which has counselors to assist students.

Financial support is also provided in the form of graduate assistantships and federal assistance through the Work-Study Program. The School offers five graduate assistantships each year, which include a tuition waiver and a stipend of \$7,200 over nine months and SLIS is approved for two work-study students.

The de Grummond Collection, Digital Lab, and various other areas of University Libraries also provide opportunities for graduate assistantships, work-study students, and wage positions for MLIS students.

Scholarships

A variety of scholarship funds are available to assist students accepted into the MLIS program at Southern Miss. These scholarships are listed on the [SLIS website](#). Scholarships are a topic in the LIS 500 orientation course: students are required to apply for at least one scholarship and must post information about one state or national scholarship and one state or national internship and must reply to at least one other student's post as a required discussion board assignment.

National Scholarships

Three Southern Miss MLIS students have been awarded an *ALA Spectrum Scholarship*:

- Lynn Cowles, ProQuest Scholar, 2017
- Timothy Nalin Senapatiratne, 2011
- Charisse Nicole Byers, 2008

Southern Miss School of Library and Information Science Scholarships

Scholarships for Southern Miss MLIS students are not limited geographically. All USM scholarships are managed through the USM Foundation. In the GO ([Golden Opportunities](#)) scholarship application system, students complete one form and their application is automatically submitted to all USM scholarships for which they are eligible.

- Molline Mayfield Keyes Scholarships (\$1,800 each) were established to honor Molline Keyes for her years of service to school and children's librarianship. The scholarship was endowed by her husband and is awarded to two Southern Miss MLIS students with outstanding academic records and financial need.
- The School of Library and Information Science Annual Scholarship (\$500) is awarded to a graduate student with financial need and a minimum 3.0 GPA in the School of Library and Information Science. The recipient must have completed a minimum of 9 credit hours graduate work.

- H.W. Wilson Annual Scholarships (\$1,000 each) are given to two graduate students who maintain a good academic standing.
- Another USM Foundation Scholarship soon to be endowed, the Elizabeth Haynes LIS Scholarship, honors a previous SLIS director and will be awarded to an MLIS student in good academic standing.

The SLIS Scholarship and Awards Committee reviews the applications each spring and submits the names of the awardees to the Director and Assistants to the Director who submit the names of the awardees to the USM Foundation and the Dean's Office. Awardees are notified by the USM Foundation and they must agree to accept the award in the GO system before it is applied to their account the following fall semester.

Mississippi Scholarships

- MLA Peggy May Scholarship (\$1,000-\$1,500) was established to memorialize Peggy May's professional achievements with an MLIS scholarship. Since 1992, a student in the Southern Miss MLIS program has been presented this award at the Mississippi Library Association Annual Conference.
- MLA Virgia Brocks-Shedd Scholarship was established to honor Virgia-BrocksShedd for her twenty-six years of service for humanities. This scholarship is given by the Mississippi Library Association Black Caucus Roundtable (BCRT) to a minority student in the Southern Miss MLIS program.
- Central Mississippi Library Council (CMLC) Scholarship (\$500) is awarded annually to a student who has completed six (6) hours in an ALA-accredited Master's Degree program and is an employee of a Mississippi library. Preference will be given to employees of CMLC member libraries.
- Beta Phi Mu Beta Psi Chapter Scholarship (\$400) awarded at the Mississippi Library Association (MLA) Annual Conference.

Career Services

Southern Miss Career Services publishes an online [Career Guide](#) with useful information on how to prepare a professional resume and cover letter, dress professionally, and prepare for job interviews. Students and recent graduates who are seeking a professional position are encouraged to subscribe to the slisjobs listserv – each week, multiple library positions are sent to SLIS faculty and staff and posted to the listserv.

IV.2. Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

SLIS Web Site

The School of Library and Information Science website (www.usm.edu/slis) is a comprehensive introduction to the School, its programs, admission requirements, and admission procedures for prospective applicants, students, alumni, faculty, employers, and supporters of the programs at SLIS.

- **About** – SLIS Mission, Values, Educational Goals and Objectives, Strategic Plan with Administrative Goals and Objectives, Policies, SLIS Advisory Board, ALA Accreditation Report 2012, ALA Accreditation Plan 2019, Program Assessment Data, Student Assessment Data
- **Faculty and Staff** - Faculty, Staff, Adjunct Faculty, Emeritus Faculty
- **Achievements** – Student Achievements, Student Resources, Tuition/Financial Aid, Scholarships/Internships
- **Graduate Programs** – MLIS, MLIS with licensure emphasis, Archival Certificate, Youth Services Certificate, Plans of Study, Course Schedules, Course Rotation, Course Descriptions
- **Undergraduate Program** – LIS Major, LIS Minor, Accelerated Master’s Option (AMO), Course Schedules, Course Descriptions
- **Admissions** – Graduate Admissions, Undergraduate Admissions
- **E-Publications** – *SLIS Connecting* e-Journal, The Roots of Community (Dr. Griffis’ IMLS funded research website), USM Children’s Book Festival Programs, Special Collection Videos, Podcasting with SLIS.

Requests for program information are received via mail, phone, and email via the SLIS website (slis@usm.edu). Initial inquiries are handled by administrative staff and copied to the Director and/or faculty advisors to ensure uniform responses. Policies governing admission, financial aid, and plans of study are contained within the Bulletin, the University catalog, and the website. Potential students or other interested parties with questions about the program, courses, schedules, admissions requirement, or certification are encouraged to make direct contact with the faculty or the Director of the School.

IV.3. Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

There are general admission standards in place to enter the University Graduate School to which the School adheres and these standards are applied consistently and uniformly across the University. The Graduate School Web site includes an [application guide](#) and applicants must first be reviewed by the Graduate School before they are considered for admission to the School of Library and Information Science. Students admitted to the dual degree MLIS programs with History, Anthropology, Political Science, or Instructional Technology must be independently admitted to both programs.

MLIS Program Admission Process

SLIS admission requirements adhere to the University policies assuring [equal opportunity](#) for admission regardless of sex, religion, race, physical disability, creed, or age. The University of Southern Mississippi and the School of Library and Information Science actively seek candidates from diverse backgrounds and economic strata. From 2012 to 2018, about 25 percent of enrolled MLIS students were minorities (28.5% of MLIS with licensure, and 23.3% non-licensure students) (Table 4.1).

The most effective minority recruiters for SLIS are MLIS graduates who are minorities and the SLIS Advisory Board, which includes three minority members (25%) who are also alumni of the Southern Miss MLIS program.

Applicants must have a GPA of at least 2.0 on the last sixty undergraduate credit hours to be accepted into the Graduate School and those with an undergraduate GPA above 2.0 but below 2.75 on the last sixty hours are considered for conditional admission. Applicants not meeting the 2.0 GPA requirement may opt to take courses as a non-degree student. If the student demonstrates by achieving B (3.0) or better on nine graduate hours of LIS coursework, they may ask for their application to be reconsidered and are re-evaluated by the SLIS and the Graduate School. Non-degree enrollment is not eligible for financial aid, so the investment of the student can demonstrate motivation, but does not always result in later admission.

Table 4.1 Enrollment by Ethnic Group, 2012-2018 (Institutional Research, 2018)

	American Indian	Asian	Black	Hispanic	Multi	NSPEC	White
MLIS (LIC)	1	2	20	6	4	2	88
MLIS	3		66	8	5	7	294
Total	4 (0.7%)	2 (0.4%)	86 (17%)	14 (2.8%)	9 (1.8%)	9 (1.8%)	382 (75.5%)

Admission policies and standards of Southern Miss SLIS do not rely upon one criterion alone. While the School requires either GRE or Miller Analogies Test scores, these are never the sole criterion for admission or denial and applicants already holding a graduate degree may request a GRE waiver. All applicants are asked to submit a purpose statement, which is an essay on why they are interested in the program, what they feel they will achieve with an MLIS degree, and how they will contribute to the profession. All aspects of the student application are considered by the Admissions Committee including GPA (IV Students e-folder), letters of recommendation, personal essay, paraprofessional or volunteer experience, and resume.

After receiving notice that an online application to the MLIS program is complete (via Hobson’s Radius enrollment management software), the SLIS Admissions Committee evaluates applications individually using an [admissions assessment form](#), they share the completed forms with the Director via Microsoft Office One-Drive, and enter their decision into Radius online for admit, admit conditionally, or deny. The Director reviews the application and recommendations by the Admissions Committee and enters a final decision for admit, admit conditionally, or deny. Once the decisions are entered into Radius, the Graduate School notifies the applicant (admission assessment form, IV Students e-folder).

Southern Miss SLIS Admissions Committee is sensitive to the statistical variations that may occur in test scores and therefore considers GRE and MAT scores as only one aspect in a range of criteria that are considered. According to Graduate School policy, an applicant must have at least a 2.75 GPA on the last 60 credit hours of their undergraduate degree to qualify for regular admission to a graduate program or they must have at least a 2.0 GPA to qualify for conditional admission. Students with conditional status are required to earn no grade below B (3.0) during their first nine or ten graduate credit hours, after which their status is revised from conditional to regular.

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

Advisement

Advising is shared among the faculty based on specialization and emphasis area (Table 4.2). Separating the advising groups to be served by specific faculty ensures uniform advising and standards of expectation for all students appropriate to their programs. New students must first take LIS 500, a one-credit hour orientation course. Students learn about degree requirements and recommended electives for [various career tracks](#) (Figure 2.4) and they complete a [plan of study](#). While there is some flexibility, first semester LIS graduate students are encouraged to take the basic 500-level courses on reference (LIS 501), cataloging (LIS 505) and collection development (LIS 511) as first or second semester courses (Advising Decision Tree, IV Students e-folder).

Several higher-numbered required courses and some electives have these courses as prerequisites and the three 500 level courses, LIS 501, 505, and 511 must be completed with at least a B (3.0) before students may take LIS 651, 668, or 695. Advisors also inform students of course combinations that should not be attempted together because of the workload involved, i.e. Fundamentals of Information Science (LIS 651) and LIS Research Methods (LIS 668) are not recommended to be taken in the same semester and students must complete LIS 668: LIS Research Methods before taking the capstone course LIS 695: Master's Research Project. This is noted on the degree plan form that each student must complete before the second-semester enrollment. To ensure students receive systematic feedback on their progress throughout their degree program, advising is required before students can register *each* semester. Each course has a permission list so that a student cannot register for a course unless placed on the permission list by an advisor.

Table 4.2 SLIS Graduate Faculty and Advising Area

Catharine Bomhold, Ph.D.	MLIS with licensure emphasis students
Stacy Creel, Ph.D.	Youth Services Certificate students, Public Librarianship
Matthew Griffis, Ph.D.	Archival Certificate students
M.J. Norton, Ph.D.	Academic Librarianship
Teresa Welsh, Ph.D.	Graduate Assistants, Dual Masters, secondary advisor as needed
Xinyu (Cindy) Yu, Ph.D.	Archival Certificate students, Special Librarianship

Students have the option to take a range of elective courses, which permits construction of a plan of study that fits their individual aspirations and interests. Core course SLOs are related to SLIS educational goals and objectives, and student progress is evaluated on attainment of these SLOs annually in a WEAVE assessment report required by the USM Office of Institutional Effectiveness.

WEAVE reports are publicly available on the SLIS [website](#) (scroll to bottom of page). These assessments are reviewed annually in August in preparation for the WEAVE reports due at the end of September. If any of the course SLOs are not met in the WEAVE report, faculty must develop a plan of action to improve student achievement in that area (WEAVE assessment, I Planning e-folder).

Individually, if a student's GPA falls below a 3.0 or if they make more than one C, they are placed on academic suspension by the Graduate School. The student and their advisor are notified and they have one semester to remedy the suspension or they will be dismissed from the program. Students are allowed to replace one grade so they have the option of retaking a course and requesting a grade replacement but only once. If students made a low grade due to a serious medical or personal issue, they may request a late withdrawal from that course or a late administrative withdrawal from an entire semester. The student must provide documentation for the request and if approved, would receive a W on their transcript. Advisors work closely with students to encourage their success and to adjust their class schedule appropriately to fit their time schedule. Even if able to take only one course a semester, by completing one course each fall, spring, and summer, they can complete the program in five years.

Student Achievement

Some Southern Miss graduate students have applied for and been awarded national internships at the Library of Congress, Smithsonian, The Metropolitan Museum of Art, the National Archives and Records Administration, and Newberry Library. A list of notable Southern Miss students awarded practicums and internships is available at www.usm.edu/library-information-science/notable-internships-practica.

Some Southern Miss graduate students and alumni have won national awards as well as national, regional, and state scholarships and fellowships. A list of scholarships, fellowships and awards is available online at www.usm.edu/library-information-science/student-scholarships-and-awards. Throughout the program, students are able to receive timely evaluation of their achievements through the online learning platform Canvas, where they can not only view grades but also receive feedback and comments from the professor. Practicum students receive midterm and annual evaluations from their onsite practicum supervisor.

Placement

The School provides access for its students and graduates to employment listings via the SLIS listserv, slisjobs@usm.edu. SLIS Director and faculty are sent multiple job listings each week that are posted to slisjobs@usm.edu; graduating students and graduates who are looking for a position are added to the listserv so that they receive updates of new positions. Student positions, internships, and fellowships are posted to the lisnews@usm.edu graduate student listserv.

Students are encouraged to join and attend state or regional LIS conferences as well as national conferences such as ALA Midwinter and Annual, which offer placement services.

The School actively seeks to keep track of students and alumni's job placements and achievements, which are noted in *SLIS Connecting* e-journal ("From the GAs: Congratulations" column at <https://aquila.usm.edu/slisconnecting/>). SLIS also has an Excel file of over 1,700 MLIS graduates since 1965, their graduation year and name, and for many of them, their email address, position title, and position location (available upon request in SLIS Conference Room). SLIS alumni have a listserv and are sent updates about the program at least once per semester and they are encouraged to send SLIS information about available positions for our graduates and practicum/internship opportunities for our students, which in many cases leads to a professional position.

IV.5. The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

SLIS graduate students are active in University governance. In 2017-18 SLIS was represented on the [Graduate School Senate](#) by Elaine Walker who also served as the Graduate School Senate representative on the Southern Miss [Student Government Association](#), both of which actively participate in academic and student affairs. The SLIS representative on the Graduate School Senate for 2018-19 is Ashley Marshall.

IV.5.2 Participate in research;

Southern Miss MLIS students are required to conduct bibliometric research in LIS 651: Fundamentals of Information Science; in LIS 668: LIS Research Methods, they develop a research proposal and they complete the research in LIS 695: Master's Research Project. Student research papers have been published in a variety of refereed and professional journals (<http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>).

IV.5.3 Receive academic and career advisement and consultation;

Career tracks are discussed in LIS 500 orientation class and students complete a plan of study that they may revise as they go through the program. Each semester, students consult with their advisor or the Director about courses of interest that will prepare them for a career of interest to them. In the last capstone course, LIS 695, professionalism is a topic that is addressed – what is professionalism, how should one dress professionally for a job interview, how to search and apply for a professional position.

IV.5.4 Receive support services as needed;

Southern Miss also maintains a site for student concerns and grievances, the Campus Action Referral and Evaluation System ([CARES](#)) a team of campus professionals who respond to reports of concern regarding the academic progress and well-being of students. Concerns include: situations of self-harm, family difficulties, stress management, mental health concerns, academic performance problems, addictions, Code of Conduct violations, Title IX issues, Clery Act related issues and/or issues of academic integrity (e.g. plagiarism).

SLIS faculty include a required [ODA syllabus statement](#), required [academic integrity statement](#), and a recommended [mental well-being statement](#).

IV.5.5 Form student organizations;

Southern Miss SLIS has two student organizations: LISSA and SMSA and information about the two groups may be found at www.usm.edu/library-information-science/student-resources-0. LISSA and SMSA faculty advisors and officers reach out to online students and encourage student membership and participation in organizational activities and service projects. Current membership is about 40 students in each group, and most live outside of Hattiesburg.

LISSA

The Library and Information Science Student Association (LISSA) is an official ALA Student Chapter. LISSA faculty advisor Instructor Jessica Whipple encourages LIS students to join and membership is free. The student officers of LISSA, president, vice-president, secretary, and webmaster, are elected each year through self-nomination and online ballots. LISSA meetings are in the SLIS Office as well as online for distance students. LISSA is not only a student chapter of ALA but also a registered student organization on the Southern Miss campus and they participate in university-wide local activities, such as a Halloween face-painting booth, and volunteer for special events such as recruiting events on campus and Fay B. Kaigler Children's Book Festival.

- LISSA participates each year in the ALA Student-to-Staff (S2S) program - from 2012-2018, SLIS was represented by a S2S student at the ALA annual conference:
 - Whitney Baswell, 2019
 - Rachel McMullen, 2018
 - Charlotte Roi, 2017
 - Michael Oden, 2016
 - Jessica Whipple, 2015
 - Callie Wiygul, 2014
 - Ginger Rogers, 2013
 - Deanna Day, 2012.

- Each year LISSA works on at least one community service project.
 - In 2016, LISSA and SMSA collected new or like-new books for Baton Rouge area schools to replenish their libraries after the massive flooding.
 - In 2017, LISSA and SMSA collected books for Hurricane Harvey relief for Dallas public library's mini-library at the Bailey Hutchinson Convention Center shelter.
 - In 2018, LISSA and SMSA collected book donations for two elementary schools in the St. Thomas Virgin Islands after they were devastated by two hurricanes. LISSA and SMSA also collected educational materials for an organization called Bridge to Asia.
- LISSA has a Facebook page at www.facebook.com/southernmisslissa/

SMSA

The Southern Miss Student Archivists (SMSA) student group was formed at the request of the Society of Mississippi Archivists (SMA) Educational Committee in 2010. Dr. Cindy Yu is the faculty advisor and works with SMSA officers, president, vice-president, secretary, and webmaster, who are nominated and elected by SMSA members.

- SMSA works in cooperation with LISSA at the Fay B. Kaigler Children's Book Festival to man the SLIS exhibit tables.
- Each October, to celebrate American Archives Month, SMSA organizes and promotes at least one archival-related speaking event either on campus or off. Other examples of archival educational activities include volunteering to work on projects at McCain Library and Archives, the Hattiesburg Genealogical Library, and the Southern Mississippi Historical and Genealogical Society.
- Student membership is free and members have grown to over 40 students. Now SMSA members include graduate and undergraduate students from SLIS and history and they maintain a Facebook page: www.facebook.com/Southern-Miss-Student-Archivists-SMSA-203760579638985/

IV.5.6 Participate in professional organizations.

SLIS students may volunteer at the Fay B. Kaigler Children's Book Festival held annually by the School. At the Festival, the School hosts around 400 to 500 attendees from across the United States. Registrants may attend a variety of workshops, general sessions, lunch sessions, and evening events. SLIS students are critical to the success of the Festival and form a small army of volunteers who organize, supervise, escort, entertain, and act as goodwill ambassadors to both the presenters and the attendees. Distant students travel to the Festival for the experience, which allows students to meet and get to know top-tier children's authors and illustrators while providing services and manpower to ensure the success of the Festival. Students are compensated with complimentary tickets to programs, and meals, as well as the thrill of meeting the presenters.

Graduate students participate in recruitment activities in state, regional, and national conferences. From 2012 – 2018, SLIS had a student representative at the ALA Student to Staff program. Graduate students have made scholarly presentations at conferences such as the Mississippi Library Association Annual Conference, the Society of Mississippi Archivists, and the American Library Association Annual Conference.

Dr. Welsh serves on the Advisory and International Scientific Committee of the Qualitative and Quantitative Methods in Libraries International (QQML) Conference, and each year, she encourages students and recent graduates to attend and present their student research:

- QQML 2018, Chania Cultural Center, Crete, Greece, three SLIS graduate students and two SLIS alumni presented three papers and a poster
- QQML 2016, London, four recent graduates presented their student research papers
- QQML 2015, Paris, two SLIS graduates presented research papers
- QQML 2013, Rome, two SLIS graduates, and one student presented papers
- QQML 2012, Limerick, Ireland, two SLIS alums and two SLIS students presented research papers.

Since the Southern Miss LIS programs are all online, students are encouraged to meet and interact with faculty and staff and each other in a variety of ways:

- Campus visits are not required but are encouraged so students can tour the campus and SLIS offices and meet faculty, staff, graduate assistants, and work-study assistants.
- Although not required, graduates are encouraged to travel to Hattiesburg for graduation with an invitation to a graduate reception, where SLIS faculty and staff greet graduates and their families, a buffet of finger foods and a graduation cake is served, and each graduate who attends is given a gift bag.
- Online students are encouraged to apply to be a Children’s Book Festival Ambassador and have their lodging and festival registration provided in return for working at the festival; students who are not chosen as Ambassadors may volunteer to work at the festival in return for a waiver of the registration fees.
- For each conference in which SLIS sponsors an exhibit table, students and recent graduates are invited via listserv email to work at the exhibit table as a SLIS Ambassador in exchange for conference registration. Even if a student or alum does not volunteer to work at the exhibit table, we encourage those in attendance to stop by the SLIS exhibit table to say hello and pick up one or more of the Southern Miss SLIS promotional items such as a pen, cup, bookmark, or other giveaway.
- Online students are encouraged to participate in British Studies each summer in London where they form life-long bonds with SLIS faculty, other Southern Miss students, and MLIS students from other programs across the U.S. and Canada. They may apply for scholarships or financial aid since they earn six credit hours of graduate elective credit for study-abroad.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Student achievement is demonstrated in a variety of ways:

- Reports of practitioner supervisors of library and archival practicums are designed to collect information about the student's progress.
- Appropriate completion of coursework, coupled with student course evaluations after each semester; course evaluations are also a required element of faculty annual reviews, promotion and tenure dossiers and are primarily used to help or encourage faculty to improve teaching (or to praise faculty for creative, innovative instruction).
- A comprehensive exam given to graduating students at the end of each semester includes questions from a pool generated by faculty; comp exams are open-book essay questions and scenarios based on core courses. The capstone master's research project is considered the research portion of the exam so the questions or scenarios are related to reference, collection development, management, LIS foundations, or information technology.

Completed exams are given in the 695 capstone course; after submission, they are retrieved by staff from Canvas, identifying information such as names removed, then assigned a number and each exam distributed along with a rubric score-sheet to two faculty to review and evaluate. Staff then collect the comp exams and send to the Director along with the number code to identify each student. The exams are pass/fail and if a student fails a question, they are allowed one do-over. If the two faculty evaluations are not in agreement, then the comp exam is sent to a third faculty to break the tie. The Director reports the comp exam results to the Graduate School and to faculty at the next meeting or via email announcement (IV Students e-folder).

- WEAVE assessment data, which measures student achievement of key SLOs linked to educational goals and objectives, student exit survey data, and notes from the annual focus group held at Mississippi Library Association annual conference are used to evaluate and improve courses and programs (I Planning).
- During the annual MLA conference, the Director and faculty meet informally with alumni and other library professionals and practitioners, and such discussions have yielded important feedback on changes in the field that should be addressed in the MLIS program. For example, qualitative data about school licensure requirements were collected in the fall 2015 MLA focus group, which led to further survey research and revision of the licensure requirements (II Curriculum e-folder).

- One measure of a program is the scholarly productivity of the students – the number of student papers published and the number of scholarly conference presentations. SLIS students who produce sound research papers or projects are encouraged to submit their work to a scholarly LIS journal or conference and a list of published student papers in journals such as *Mississippi Libraries, Science and Technology Libraries, Journal of the Medical Library Association, D-Lib, Library Student Journal, Internet Cataloging, Art Documentation, School Library Media Research, Current Studies in Librarianship*, and *LIBRIS* is available at <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>
- Another indication of student achievement is number of graduates per year. The MLIS degree typically ranks high on the list of top 10 master’s degrees awarded at USM each year (Table 4.4).
- SLIS staff contribute a great deal to student success – they run queries in SOAR each semester to identify students who have a grade below B or an incomplete grade. Those students are contacted and offered options such as withdrawing from one of their classes if the course load is too much or taking a leave of absence for a semester.

Table 4.3 MLIS Degrees Awarded (USM Factbook 2013-2018)

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-18
MLIS Degrees awarded	63	40	36	44	41
Certificates in Archives & Special Collections	4	11	9	9	13
Certificates in Youth Services & Literature	3	0	2	6	6
Total	70	51	47	59	60

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

- WEAVE assessment data include both direct and indirect measures for student achievement in required courses:
 - Direct measures include assessments of student SLOs related to SLIS educational goals and objectives
 - Indirect measures include program assessment such as retention rates and graduation rates (I Planning e-folder)
 - Individual student learning assessment includes direct and indirect measures:
 - Direct measures include student course grades and GPA
 - Indirect measures include feedback from practicum supervisors, passing the comprehensive exam, and progression of students through the program in a timely manner.
-

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

- Annual WEAVE report assessment data must include action plans for any SLOs that do not meet the target achievement (WEAVE assessment/I Planning e-folder).
- Other sections of the annual WEAVE report include addressing:
 - What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
 - What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
 - Annual Report Section Responses: Program Summary, Continuous Improvement Initiatives, Closing the Loop, Technology Use.

WEAVE reports are reviewed each August in preparation for online submission at the end of September and these reports are one aspect that informs SLIS program planning including curriculum development. (see WEAVE assessment reports in shared e-folder and at the bottom of www.usm.edu/library-information-science/about)

Selected Evidence

IV Students e-folder

- Examples of Comprehensive Exams e-folder
- USM Degree Books e-folder
- Admission Assessment Form
- Admission GRE/GPA Statistics
- SLIS Enrollment Statistics
- SLIS Graduate Student Handbook, 2018-19

Examples of student admission assessment forms and plans of study will be available on request, either in e-folders or hard copies in the SLIS Conference Room.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

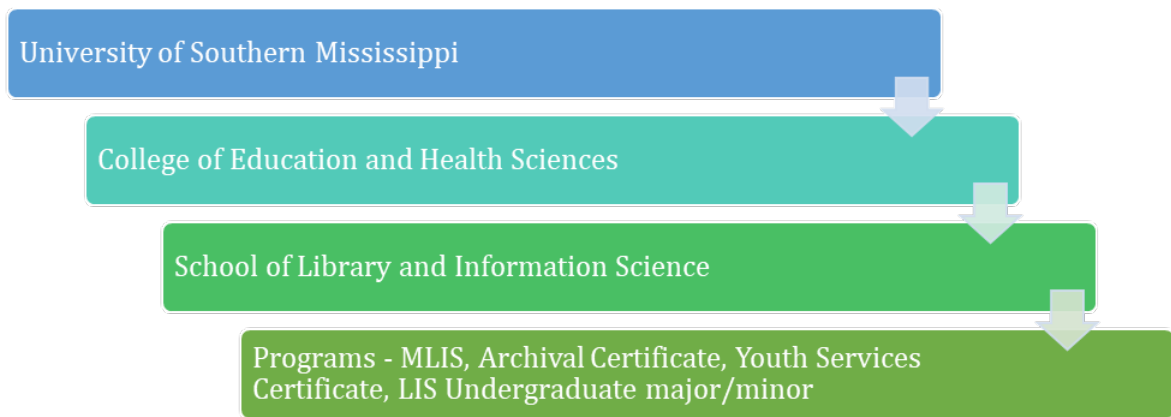
The School of Library and Information Science is one of six schools within the College of Education and Human Sciences (Figure 5.1). According to [*The Plan for Academic Reorganization: Vision 2020*](#) (2017):

For The University of Southern Mississippi, Schools are the overarching units of academic program organization within Colleges. Each School is comprised of multiple departments and/or related programs that work together for the delivery of curriculum, promotion of student retention, and support of faculty research, teaching, and service. Schools are led by faculty members in the administrative role of Directors who report to the Dean and are responsible for the academic, operational, and budgetary work of the School. (p. 6)

Schools are defined as:

Administrative units comprised of like departments and/or programs that serve operational and organizational functions. They generally command notable budgets. The administrative and academic head of a school is a Director. The responsibilities of this administrative position include oversight of departments, management of assessment, evaluation of faculty, representation of the school at the Dean's level, and similar. School leadership should facilitate collaboration and interdisciplinary research and teaching, seek to realize economies of scale, facilitate fluid reallocation of resources, and reduce duplication in programming and administration. (p. 7)

Figure 5.1 University/College/School/Program Hierarchy



The Director is directly responsible to the Dean of the College. The School controls the content of its programs and is solely responsible for that content. The School is required, as is every discipline in the University, to provide the College and the University with information about courses; however, the courses, objectives, and assessments are designed and implemented by the faculty of the School and the intellectual content of the program is solely the responsibility of the faculty of the School. The School cooperates and collaborates with other disciplines in the College and University to address state and federal regulations and accreditation issues.

Faculty Hiring Process

Hiring procedures in place at the University are designed to ensure compliance with AA/AOE/ ADAI and to manage the process of hiring, beginning with the request for permission to advertise. The School determines the credentials and expertise desired in a new faculty member, based on what SLIS faculty members have deemed necessary to satisfy the mission of the program, both currently and based on future planning.

Permission to advertise from the Dean and Provost includes budgetary verification that funds are available and that it would be appropriate to seek a new faculty member. The hiring process is conducted online with Cornerstone application management software and is conducted by a Faculty Search Committee. The Search Committee is composed of three SLIS faculty members, one of which is selected by the committee members to chair (external members from other departments are required only if searching for an external chair). The selection of candidates for interviews and hiring is conducted in compliance with state and federal laws and is based on the evaluation of candidates by SLIS faculty, staff, students, and Advisory Board. The final decision for recommendation to hire comes from a vote of School faculty with approval of the Dean and Provost.

Student Admission Process

Admission to the School of Library and Information Science is determined first by meeting Graduate School criteria such as minimum GPA (a minimum of 2.75 GPA on the last 60 credit hours of the undergraduate degree for regular admission, and 2.0 minimum for conditional admission). The online applications are reviewed by the School Admissions Committee using Hobson's Radius application management software and their recommendations to admit, conditionally admit or deny are submitted in Radius; the Director reviews the applications and Committee recommendations and enters a final decision. Such decisions are based on criteria established by the school, which include transcripts, letters of recommendation, personal statements of professional interest, and a history of paraprofessional or voluntary participation in a library or other information center. GRE or MAT scores are considered only in conjunction with all other criteria and if an applicant has a graduate degree, they may request a GRE/MAT waiver.

Funding

The administration of the University supplies sufficient funds and resources to allow the school to attain its mission. The school has been allowed to add course fees to the online courses to support the technology and software needs of the program. The fee money is supplemental, and does not replace the basic budget allocated by the University for salaries, fringe benefits, operating expenses and student support (for USM Budgets, Annual Financial Reports, SLIS Budgets and Foundation Funds, see V Admin, Finances, Resources e-folder).

University Institutional Support, 2017 – 2019

2019 - \$891, 244

2018 - \$888, 763

2017 - \$823, 323

Course fees, 2017-18

\$24,000

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

One positive aspect of the Vision 2020 reorganization is that SLIS gains some new colleagues in EHS, such as faculty in the School of Social Work, who have expressed an interest in collaborating to develop funded projects related to social services and public libraries. For example, Dr. Stacy Creel, the recipient of the 2018-19 Service-Learning Development Award, will partner with public libraries in Mississippi to explore what resources are needed to support underserved populations. Dr. Creel plans to consult with Social Work faculty to determine what social services are available locally for underserved populations (<http://news.usm.edu/article/cce-announces-recipient-2018-19-service-learning-award>).

SLIS is well-represented at the University and College levels of governance. At the University level, one SLIS faculty is selected to serve as a SLIS representative on the Faculty Senate, and faculty may vote for and be elected to the Undergraduate Council or Graduate Council.

SLIS graduate faculty currently occupy various positions of service for the University:

- Dr. Welsh serves as a University Ombudsman and member of the Council of Directors 2018-19; Council of Chairs, 2015-18; Graduate Council Credentials Committee Chair, 2016-17, Election Committee Chair, 2015-16; Assessment Committee, 2015-16; Faculty Senate Secretary, 2015-16, Secretary-Elect, 2014-15; Institutional Diversity Committee, 2014-15; Research Council Chair, 2015-16, Chair-Elect, 2014-15; Faculty Board, Center for Human Rights and Civil Liberties, 2013-14; University Advisory Committee, 2012-14.
- Dr. Bomhold serves on the Undergraduate Council and on Faculty Senate, 2016-19; Center for Community Engagement Service Learning Committee, 2018-19; Design and Space Review Committee, 2017-18; Online Learning Steering Committee Faculty Evaluations Committee Chair, 2016-17; Lake Thoreau Environmental Center Advisory Board, 2016-19
- Dr. Creel serves on the Committee on Services and Resources for Women, 2012-19; Summer Grants for Improvement of Instruction Chair, 2014; e-Learning Steering Committee 2013-15; Libraries Advisory Council, 2012-13
- Dr. Griffis serves on the New Faculty Transition Committee, 2015-19; Faculty Affiliate, USM Center for Undergraduate Research 2014-19; Faculty Judge, Undergraduate Symposium on Research and Creative Activity, 2016-17
- Dr. Norton served on the Dean's Council and Academic Leadership Committee, 2013-14; Council of Chairs, 2012
- Dr. Yu serves on the Institutional Review Board, 2013-19; University Libraries Advisory Committee, 2014-19; Diversity Award Committee, 2014.

At the College level, SLIS graduate faculty serve on a variety of committees:

- Dr. Bomhold serves on the Professional Education Committee, 2015-19; College By-Laws Committee, 2013-15

- Dr. Creel serves on the College Curriculum Committee, 2012-19; Scholarship and Awards Committee, 2018-19; PEC Graduate Caucus Chair, 2015-19;
 - Dr. Griffis serves on the ad hoc Policies and Procedures Committee, 2018-19); Awards and Scholarship Committee Chair, 2016-17; Awards and Scholarship Committee member, 2014-15
 - Dr. Norton serves on the Promotion and Tenure Committee, 2014-19; College By-Laws Committee, 2012, College Council, 2012; College Curriculum Committee, 2012
 - Dr. Welsh serves on the Dean’s Advisory Council and Dean’s Executive Council, 2018-19; College Curriculum Committee, 2012-18; Advisory Committee Chair, 2013-14; Research Committee, 2012-16
 - Dr. Yu serves on the Dean’s Advisory Council and ad hoc Research Awards Committee, 2018-19; College Research Committee, 2015-18.
-

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The director of the school has title, salary, status and authority comparable to heads of similar departments or schools in the field of library science. The director has experience in program coordination as she previously served as the archival certificate program advisor, served in various academic positions, and is a tenured full professor.

One of the purposes in the reorganization Vision 2020 is to have consistency in areas such as leadership roles across the University. In *The Plan for Academic Reorganization: Vision 2020* (2017), the Director’s role is defined:

- The Director of a school within a College serves as the primary point of contact for the Dean and the representative of the School on the College Executive Council.
- The Director is a faculty member who is appointed by and serves at the pleasure of the Dean, although it is typical for a Dean to base his or her appointment on recommendations from the faculty in the School.
- The Director is evaluated annually by the Dean regarding his or her administrative work and by the governance committee in the school regarding his or her performance as a faculty member.
- The Director serves as the primary leadership for the school and has administrative, managerial, budgetary, and personnel oversight

- It is expected that two administrative assistants in each school will provide professional support regarding communications, data management, student record keeping, and general administrative matters (Vision 2020, I Planning e-folder).

Since the reorganization Vision 2020 began in 2017, each Southern Miss School Director has been required to undergo leadership training. The SLIS Director participated in a 3-day Academic Impressions workshop in New Orleans on “Leading and Influencing in Higher Education” and Directors are encouraged to attend a variety of online leadership webinars. The Provost initiated a new Faculty First Week for new and returning faculty the week before the fall 2018 semester began, which offered a variety of training and workshops including required leadership training and workshops for Directors. This training is valuable to SLIS in that it gave the Director tools for more effective leadership including the importance of communication and transparency.

An example of a change inspired by the training is that now the Director, in addition to a spring evaluation of faculty, schedules an informal fall evaluation with each faculty to find out their plans and goals for the coming academic year – what courses they would like to teach, conference presentations, publications, grant proposals, and what the school could do to assist them in attaining their goals.

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

To enhance and support the mission and goals of SLIS, the Director and senior faculty encourage and support faculty development. Senior faculty have made their dossiers available in the Conference Room to use as examples of how to organize a dossier and what could be included:

- Four SLIS tenure-track faculty have achieved tenure and promotion to Associate Professor (Bomhold, Creel, Norton, Yu) and one additional tenure-track faculty (Griffis) applied in fall 2018 for tenure and promotion to Associate Professor
- Three faculty have received College Awards for Excellence in Teaching (Creel, Griffis, and Welsh) and one received a College Award for Excellence in Service (Bomhold); five faculty received letters of commendation from President Bennett stating that in their exit survey, students identified them as having a positive impact on their success at USM.

- All six graduate faculty completed Quality Matters Rubrics and Standards training to improve online instruction and Dr. Bomhold, completed QM peer-review training. This has already had an impact in that faculty have revised their syllabi to conform to QM standards and is working toward revising course design and format to comply so that SLIS can apply for QM certification of core courses and the program.
- All faculty and staff participate in conferences and recruitment activities; the Director provides at least one Southern Miss black and gold t-shirt to faculty, staff, graduate assistants and work-study students to wear for recruitment activities and social activities.
- Graduate assistants and work-study students are trained to be polite and gracious to faculty, staff, other students, and applicants and to let the Director know if there is any problem.
- The Director supports student group activities and faculty initiatives such as the Council on Community Literacy and Reading, an early literacy initiative directed by Dr. Bomhold. CCLR is provided a separate office space to process new books that are donated or purchased and allows graduate assistants to work some of their hours on CCLR initiatives such as book sales or Reading Across America events.
- SLIS sponsors the Kaigler Children's Book Festival and the Director works with the CBF Coordinator Karen Rowell to promote the Festival on listservs and on social media and to encourage students and alums to volunteer to work at the Festival.

To enhance and support the mission and goals of SLIS, the Administration Team encourages and supports student group activities, student development and socialization by funding social events, purchasing USM black and gold t-shirts for GAs, work-study students, and other students who actively recruit for SLIS:

- In LIS, students are encouraged to join one or both student groups (LISSA and SMSA); meeting are on campus and live online so distance students can participate.
- Administrative staff work with faculty and student groups to update the SLIS website and to post text and images of student and promote group activities on social media.
- Students are encouraged to volunteer for recruitment activities on campus and at conferences, and they are encouraged to volunteer for the Children's Book Festival each April, in return for complimentary registration.
- Students are encouraged to apply for scholarships and internships. Information on LIS student groups, and links to lists of student accomplishments may be found online at www.usm.edu/library-information-science/student-resources-0.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The school's administrative staff provide support for the Director and faculty in the performance of their responsibilities. Each faculty member has access to five graduate assistants during the week and the graduate assistants help faculty in conducting research, managing classes, and planning activities for students, classes and the program.

Each School has two Assistants to the Director. Karen Rowell, Assistant to the Director and Special Events and Outreach Coordinator, spends about half of her time as Coordinator of the Fay B. Kaigler Children's Book Festival and about half as Assistant to the Director for outreach and recruitment initiatives. Adrienne Patterson, Assistant to the Director and Student Support Coordinator spends about half of her time on student support and success and about half as Assistant to the Director for financial, budgetary, and personnel matters. The two assistants to the Director, along with the Director, comprise the Administration or Leadership Team of the School and work together to provide support for faculty, adjuncts, GAs, and students.

The SLIS Director, faculty, and staff are evaluated annually. The Director is evaluated by the Dean. Faculty evaluators are determined according to a governance option voted on by the faculty. SLIS faculty voted for governance option 1) annual evaluation by the Director rather than option 2) by a personnel committee, or option 3) by Director and personnel committee.

- Faculty submit self-reports each spring, which are assessed using an evaluation form and rating scale according to productivity. Teaching evaluation includes student course evaluations and faculty teaching e-portfolios.
- Staff are evaluated by the Director each spring using an online form that evaluates them according to their job description.
- Annual evaluations are used as criteria for merit raises as well as for tenure and promotion recommendations.

Decision-making processes affecting the School are shared among faculty and staff in monthly faculty meetings (I Planning e-folder) where research results are reported, Curriculum Committee proposals are presented, discussed and voted on (Table 1.11). An example of other items that are voted on by all faculty are faculty hiring decisions. The Search Committee makes recommendations about the top candidates based on their qualifications, references, and phone interviews, and faculty discuss then vote on who to invite for a campus visit and presentation (top two or three candidates), then post-visit, they vote on which one should receive a job offer.

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

The University provides continuing financial support sufficient to develop and maintain the School in accordance with the general principles set forth in the Standards. Budgetary resources are provided for salaries, student wages and assistantships, fringe benefits, research and travel monies, supplies, and facility maintenance. Online course fees go directly into a SLIS account and are used to pay for software, hardware and online student support.

New faculty are hired at the CUPA average to ensure that the program is able to attract, support and retain appropriate personnel. Compensation for the program's Director, faculty and other staff is equitable in comparison to other USM faculty, staff and administrators of comparable education and responsibilities. USM budgets and financial reports are in V Admin, Finances, Resources e-folder and in hard copy on request in the SLIS Conference Room.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

During the past seven years, new faculty were hired at the CUPA (College and University Professional Association) average (SLIS Budgets, 2017-19, V Admin, Finances, Resources e-folder). The Provost is currently working on salary adjustments to address salary compression and compensation for associate professors ([Inside the Academy](#) newsletter, fall 2018).

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Faculty members are provided with support to attend professional conferences if they are on committees and/or present papers:

- Faculty are encouraged to apply for research funding and to include conference travel and presentation in their grant applications for more efficient use of funds.
- Travel funding from the University is limited but the School receives a small percentage of faculty's grant funding and this is used to supplement conference travel.
- SLIS has a number of USM Foundation funds, a portion of which may be used for travel (SLIS Foundation Funds, 2013-18, V Admin, Finances, Resources e-folder).
- Faculty are encouraged to apply for conference funding opportunities and to pool resources such as sharing a room or transportation to use travel funds more effectively.

Southern Miss provides a variety of professional development opportunities through the Office of Online Learning, Center for Faculty Development, i-Tech, and University Libraries. Some training sessions are conducted at faculty meetings such as University Libraries training to assist faculty to apply for an ORCID research identification number.

The University Graduate School provides funds to support five graduate assistants through tuition waivers and stipends (\$7200 over nine months) and many SLIS students receive direct financial aid from the University. Graduate students also participate in graduate work-study arrangements in various departments of the University including SLIS and University Libraries. Financial aid is based on formulas applied equally to all students.

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

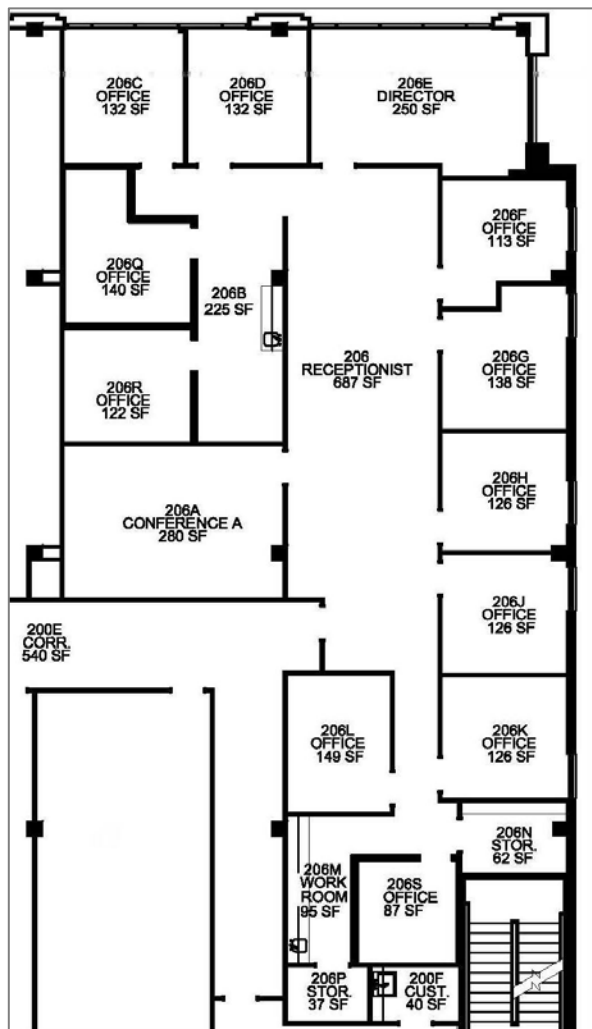
Near the SLIS offices on the second floor is the de Grummond Exhibit Room, which houses a rotating exhibit of materials from the de Grummond Collection in McCain Library nearby. Ellen Ruffin was featured in a series of podcasts taped in the [de Grummond Exhibit Room](#) by the Office of Online Learning as a resource for our online students

The [Writing Center](#) and [Speaking Center](#) are on the main floor of the library and both offer online resources as well as online class visits if requested. Technology support is provided by i-Tech, who are headquartered on the main floor and who maintain the Libraries computer labs in return for office space within the Library. The computer lab on the second floor, LIB 207, near the SLIS offices is used to teach some sections of an undergraduate LIS course on information literacy.

Figure 5.2 Floorplan, SLIS Offices, LIB 206

SLIS Offices, Cook Library 206

- 206 – Reception area
- 206A – Conference Room
- 206B – Kitchenette
- 206C – Dr. Yu Office
- 206D – Dr. Griffis Office
- 206E – Director’s Office
- 206F – Mr. Pace Office
- 206G – Dr. Norton Office
- 206H – Faculty Office
- 206J – Dr. Creel Office
- 206K – Dr. Bomhold Office
- 206L – CCLR Room
- 206M – Kitchenette
- 206N – Storage closet
- 206P – Storage closet
- 206Q – Ms. Patterson Office
- 206R – Ms. Rowell Office
- 206S – Ms. Whipple Office



V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

The University of Southern Mississippi Libraries system includes Joseph Anderson Cook Library and William David McCain Library and Archives on the Hattiesburg Campus, the Gulf Coast Library on the Long Beach Campus, and Gunter Library at the Gulf Coast Research Laboratory in Ocean Springs.

The School is physically located within the Joseph Anderson Cook Memorial Library on the Hattiesburg campus, on the second floor, where each faculty and staff have a private office and computer; there is a large common area with reception area and conference room, two storage closets and two kitchenette areas (Floorplan, Figure 5.2) and Wi-Fi throughout the building. Other facilities available within the library building include a large first floor meeting room that may be reserved, a smaller computer lab with smart board on the first floor that may be reserved, and a Starbucks Coffee Shop.

The Cook Library building is equipped with a number of study carrels, group study rooms, as well as photocopy, searching and catalog access areas. Library tours, demonstrations, and workshops are available for on-campus or visiting students. SLIS Conference Room is available for presentations or consultations or virtual student group meetings as needed by faculty, staff, or students.

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

Each SLIS faculty is provided with an office (Figure 5.2) with a desktop or laptop computer with a camera and microphone for online teaching and a phone. General technology support is provided by [i-Tech](#) who publishes a [Faculty/Staff Hot Sheet](#) that contains useful links and information such as how to contact the Help Desk or request classroom technical support, or obtain wireless access.

Computers are ordered through i-Tech, which also provides technical support and [administrative services](#) such as Qualtrics survey software and passwords to [SOAR](#) (Southern's Online Accessible Records). The i-Tech Office is located in Cook Library, which is convenient for SLIS faculty, staff, and local students. I-tech has a help-line phone and email to assist online students.

The SLIS offices are staffed from 8am to 5pm each weekday with at least one, and usually two, GAs who are able to assist online students via phone and email.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The library offers a range of [faculty services](#) such as research help, course reserves, online [subject guides](#), online instruction, research data management, and technology help. [Student services](#) include guides for students, including a [Welcome Guide for Online Students](#), online consultations, chat reference services, and Eagle Express book delivery for distance students. A wide variety of scholarly databases, [ILLIAD](#) e-reserves, and an increasing number of e-books and digital [Special Collections](#) are provided by University Libraries (<http://lib.usm.edu/>).

The Southern Miss Office of Disability Services (www.usm.edu/oda) offers services for students who require disability accommodations; they offer training and online information for faculty on [course materials access](#). USM also offers [CARES](#): Campus Action Referral Evaluation System for raising concerns and resolving student issues related to academic progress and well-being.

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

Continuous review of the available resources is part of the planning process for delivery and development of courses, as well as support of the program. The development of any course, in any mode of delivery involves faculty and staff in review of existing resources, and potential new demands. Planning of courses involves SLIS faculty from the proposal stage to the implementation.

Design of course assessment and rubrics is a shared task involving SLIS faculty in analysis of issues and evaluation methodology. New courses, or significantly modified courses must pass through the SLIS faculty, to the College Council, to the University Graduate Council that oversee additions or revisions to curriculum. All new course proposals are examined to determine the ability of the Library to serve the new course needs, particularly online resources for distance students.

The library has been very proactive in pursuing academic, technological and future-oriented resources to support the mission of the university such as [Open-Access](#) and [Open Textbook](#) initiatives. Online tutorials and cutting-edge technology initiatives such as the Aquila institutional repository make Cook Library a leader in the state for online services to students and faculty. SLIS makes use of Aquila to publish [SLIS Connecting](#) e-journal and to publish the digitized, full-text [Fay B. Kaigler Children's Book Festival Programs](#) from 1968 to the present.

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

SLIS has documented evidence of ongoing decision-making processes including faculty meeting minutes, [focus group notes](#), [exit survey results](#), and annual budget reports. Faculty minutes and annual budget reports are available in e-folders.

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

The documents listed above (faculty meeting minutes, [focus group notes](#), [exit survey results](#), and annual budget reports) as well as other [planning documents](#), and the [Horizon Report for Higher Education](#) are used to review the [Strategic Plan](#) each year and revise as needed to improve the programs and plan for the future.

Selected Evidence

V Admin, Finances, Resources e-folder

- USM Budgets, Financial Reports e-folder
- SLIS Course Fees, 2018-19
- SLIS Foundation Funds, 2013-18
- SLIS Salary Lines
- SLIS Budget, 2017-18
- SLIS Budget, 2018-19

Current University Budget report will be available upon request in the SLIS Conference Room.

Summary and Concluding Remarks

The Southern Miss School of Library and Information Science is a relatively small but strong program that has some unique features:

- no required visits to campus (although we are happy to see students and graduates who drop by for a visit to our beautiful campus and offices);
- British Studies each summer in London, where students may earn 6 credit hours of LIS elective credit;
- opportunity to volunteer to work at the Children's Book Festival at USM each April and meet nationally recognized children's and YA authors and illustrators and to see the de Grummond Children's Literature Collection (worth a trip to Hattiesburg!); information about the festival is at www.usm.edu/childrens-book-festival/;
- opportunity to earn an archival certificate or certificate in youth services and literature along with the MLIS for an extra class or two since 12 credit hours can count toward both MLIS and certificate if earned together - www.usm.edu/library-information-science/mlis-certificate-programs/;
- classes meet online each week in virtual classrooms where students may see, hear, and interact with the professors;
- students may apply to begin the program in spring, summer, or fall;
- SlideShare that tells applicants why and how to apply to the program is available online at www.slideshare.net/drtwelsh/interested-in-an-alaaccredited-mlis-program-online.

SLIS is fortunate to attract some accomplished applicants, a number of whom have advanced degrees, and the program has been steadily growing in the past few years (Figure 3.1). A SlideShare presentation at the SLIS Alumni Breakfast at the Mississippi Library Association Annual Conference in Meridian, on October 18, includes a report on the state of SLIS including growth statistics and other useful measures. "What's New at SLIS 2018" may be of interest to the Committee and is available online at www.slideshare.net/drtwelsh/whats-new-at-slis-2018

What SLIS produces are outstanding professional alumni as evidenced by an Excel file that lists graduates of the MLIS program back to the first class of 1965. The list of more than 1,800 alums includes graduation year, name, email, professional title/position, workplace name and location (available upon request in the SLIS Conference Room).

The email information is also used for the SLIS alumni listserv, the main means of communication with our alumni. At least once each semester, SLIS sends the alumni as well as the SLIS Advisory Board, an update of news and useful information about the program. Our alums are our best recruiters and this communication may be a major factor in the growth of the program.

SLIS is fortunate to have dedicated faculty and staff who love what they do, who care about the students and mentor them through the program and their early professional careers. Our students and graduates are accomplished and are making a difference in their communities and it is in great part due to the encouragement and mentorship of the faculty, staff, and graduates of the program.

Appendix

Table 1.3

Relation of SLIS Educational Goals, Student Learning Outcomes to ALA Core Competencies and COA Standards I.2.1 – I.2.8, II.2.1 – II.2.6

Educational Goals	ALA Core Competencies	Course Objectives	Student Learning Outcomes	*COA Standards I.2.1 – I.2.8; II.2.1 – II.2.6
<p>1. Knowledge of and commitment to ethical practices.</p> <p>Master’s degree candidates foster and promote a knowledge of and commitment to ethical practices on the part of library and information professionals</p>	<p>1. Foundations of the Profession</p> <p>1A. The ethics, values, and foundational principles of the library and information profession.</p> <p>1B. The role of library and information professionals in promotion of democratic principles and intellectual freedom.</p> <p>1C. The history of libraries and librarianship.</p> <p>1D. The history of human communication and its impact on libraries.</p> <p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies;</p> <p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.</p> <p>1G. Legal framework within which libraries and information agencies operate that includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., ADA) and intellectual property.</p>	<p><i>LIS 636. Foundations of Librarianship.</i> Demonstrate an understanding of the importance of Library Bill of Rights and its significance to the past, present, future of LIS.</p> <p><i>LIS 533. History of the Book.</i> Demonstrate knowledge of social, cultural, political, and economic contexts that shaped history of books and manuscripts from ancient times to present.</p> <p><i>LIS 651. Fundamentals of Information Science.</i> Understand basic theoretical concepts of communication and information.</p> <p><i>LIS 500. LIS Orientation</i> Locate information on professional LIS competencies.</p> <p><i>LIS 511. Collection Development and Management.</i> Identify and analyze current issues and trends in collection development.</p> <p><i>LIS 511. Collection Development and Management.</i> Describe the relationship of copyright laws to collection development.</p>	<p>LIS 636. Paper on "Library Mission and the Library Bill of Rights"; paper on "Censorship and Intellectual Freedom"</p> <p>LIS 533. Short paper on books from antiquity to Gutenberg, short paper on books from Renaissance to Digital Age.</p> <p>LIS 651. Class discussions on theoretical concepts of communication and information.</p> <p>LIS 500. Report on a specific type of librarianship, related professional organizations, scholarly journals, and competencies.</p> <p>LIS 511. Class discussions.</p> <p>LIS 511. Class Discussions.</p>	<p>I.2.2, I.2.6, II.2.1</p> <p>I.2.1, I.2.7, II.2.2</p> <p>I.2.5, I.2.7, II.2.3</p> <p>I.2.1, I.2.2, I.2.3</p> <p>I.2.7, II.2.5, II.2.6</p> <p>I.2.2, I.2.7, II.2.6</p>

<p>knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises.</p>	<p>3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.</p> <p>3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.</p>	<p>description and subject cataloging to create basic catalog records in electronic format.</p> <p><i>LIS 505. Cataloging and Classification.</i> Gain a basic understanding of current developments in the field of cataloging and classification.</p>	<p>LIS 505. Research paper on topic related to cataloging; class discussions</p>	<p>I.2.6, I.2.7, II.2.6</p>
	<p>5. Reference and User Services</p> <p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.</p> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.</p>	<p><i>LIS 501. Reference and Information Sources.</i> Demonstrate a knowledge of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.</p>	<p>LIS 501. Location and evaluation of appropriate reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, 4) government or statistical sources.</p>	<p>I.2.3, I.2.7, II.2.4</p>
	<p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.</p> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.</p> <p>5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.</p>	<p><i>LIS 501. Reference and Information Sources.</i> Demonstrate the role of the library and of the librarian in the information-seeking process; demonstrate knowledge of information literacy.</p>	<p>LIS 501. Reference source evaluation, reference interview role-playing, reader's advisory role-playing, reference research hunts, annotated bibliography pathfinder.</p>	<p>I.2.3, I.2.6, II.2.4</p>
	<p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.</p> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on</p>	<p><i>LIS 501. Reference and Information Sources.</i> Demonstrate knowledge of the differences between user groups and methods of advocacy used to reach specific audiences to promote and explain concepts and services.</p>	<p>LIS 501. Class discussions.</p>	<p>I.2.3, I.2.6, II.2.4</p>

	<p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.</p> <p>1I. The techniques used to analyze complex problems and create appropriate solutions.</p> <p>1J. Effective communication techniques (verbal and written).</p> <p>1K. Certification and/or licensure requirements of specialized areas of the profession.</p> <p>2. Information Resources</p> <p>2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.</p> <p>2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection;</p> <p>2C. management of various collections;</p> <p>2D. maintenance of collections, including preservation, conservation.</p> <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.</p>	<p><i>LIS 636. Foundations of Librarianship.</i> Communicate a sense of tradition and respect for librarianship.</p> <p><i>LIS 668. Research Methods in LIS.</i> Develop a research proposal.</p> <p><i>LIS 695. Master's Research Project.</i> Write a research report.</p> <p>MLIS with licensure emphasis; Graduate Certificate in Archives and Special Collections; Graduate Certificate in Youth Services and Literature</p> <p><i>LIS 511. Collection Development and Management.</i> Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.</p> <p><i>LIS 511. Collection Development and Management.</i> Gather and analyze data relating to the information needs of a service community.</p>	<p>LIS 636. Class discussions, critical analysis of professional events.</p> <p>LIS 668. Develop a research proposal.</p> <p>LIS 695. Master's research project, class discussions.</p> <p>(see course requirements and SLOs for each specialty)</p> <p>LIS 511. Selection exercise, weeding exercise.</p> <p>LIS 511. Collection development policy group project.</p> <p>LIS 511. Community Analysis Report</p>	<p>I.2.1, I.2.8, II.2.1</p> <p>I.2.4, I.2.5, II.2.2</p> <p>I.2.3, I.2.8, II.2.6</p> <p>I.2.2, I.2.6, II.2.1</p> <p>I.2.2, I.2.6, II.2.1</p> <p>I.2.6, I.2.8, II.2.4</p>
<p>2. Professional practice and training experiences</p> <p>Master's degree candidates demonstrate</p>	<p>3. Organization of Recorded Knowledge and Information</p> <p>3A. The principles involved in the organization and representation of recorded knowledge and information.</p>	<p><i>LIS 505. Cataloging and Classification.</i> Understand the basic principles of organization of information as they relate to cataloging and classification; apply the rules of</p>	<p>LIS 505. Completion of a variety of cataloging exercises, midterm exam, and final exam.</p>	<p>I.2.6, I.2.7, II.2.6</p>

	the design and implementation of appropriate services or resource development.			
<p>3. Knowledge of the LIS literature</p> <p>Master's degree candidates demonstrate knowledge of the body of literature related to the discipline of library and information science.</p>	<p>7. Continuing Education and Lifelong Learning</p> <p>7A. The necessity of continuing professional development of practitioners in libraries, other information agencies.</p> <p>7B. The role of the library in the lifelong learning of patrons, including understanding of lifelong learning in the provision of quality service and use of lifelong learning in the promotion of library services.</p> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.</p> <p>7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.</p> <p>8. Administration and Management</p> <p>8A. The principles of planning and budgeting in libraries and other information agencies; 8B. The principles of effective personnel practices and human resource development.</p> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.</p>	<p><i>LIS 636. Foundations of Librarianship.</i> Understand the importance of professional development and the role(s) of professional and related organizations.</p> <p><i>LIS 590. Library Instruction.</i> Demonstrate a basic knowledge of instructional design, teaching methods, and learning theory.</p> <p><i>LIS 590. Library Instruction.</i> Demonstrate basic knowledge of concepts of information literacy and bibliographic instruction.</p> <p><i>LIS 605. Library Management.</i> Locate and evaluate library management articles</p> <p><i>LIS 605. Library Management.</i> Demonstrate an understanding of how to effectively negotiate management issues and how to effectively market library services.</p>	<p>LIS 636. Class discussions and a related discussion post activity.</p> <p>LIS 590. Critiques of articles related to library instruction and information literacy, class discussions.</p> <p>LIS 590. Design and presentation of a bibliographic lesson.</p> <p>LIS 605. Location and evaluation of articles on library management issues such as managing change, managing people, technology, HR issues, getting and managing grants.</p> <p>LIS 605. Required readings and class discussions on organizational culture and diversity.</p>	<p>I.2.5, II.2.1, II.2.6</p> <p>I.2.8, II.2.5, II.2.6</p> <p>I.2.8, II.2.5, II.2.6</p> <p>I.2.2, I.2.8, II.2.5</p> <p>I.2.5, I.2.6, II.2.4</p>

<p>4. Engagement in research</p> <p>Master's degree candidates demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify and apply appropriate research methodology to specific problems in library and information science.</p>	<p>1I. The techniques used to analyze complex problems and create appropriate solutions.</p> <p>Research</p> <p>6A. The fundamentals of quantitative and qualitative research methods; 6B. The central research findings and research literature of the field; 6C. The principles and methods used to assess the actual and potential value of new research.</p> <p>8C. The concepts behind and methods for, assessment, evaluation of library services and their outcomes.</p>	<p><i>LIS 651. Fundamentals of Information Science.</i> Apply bibliometrics as an evaluative research tool for author, document, or journal analysis.</p> <p><i>LIS 651. Fundamentals of Information Science.</i> Create an annotated bibliography of IS research.</p> <p><i>LIS 668. Research Methods in LIS.</i> <i>LIS 695. Master's Research Project</i> Demonstrate an understanding of the process and role of LIS research through the completion of an original research proposal and project.</p>	<p>LIS 651. Bibliometric study based on the characteristics of a specific set of scholarly, peer-reviewed articles.</p> <p>LIS 651. Annotated bibliography of twenty resources related to an information science research topic.</p> <p>LIS 668. Research proposal. LIS 695. Master's research project with appropriate literature review.</p>	<p>I.2.4, I.2.7, II,2.2</p> <p>I.2.4, I.2.7, II,2.2</p> <p>I.2.4, I.2.7, II,2.2</p>
<p>5. Technical competency</p> <p>Master's degree candidates develop an awareness of the use of technology in libraries and participate in technology applications.</p>	<p>4. Technological Knowledge and Skills</p> <p>4A. Information, communication, assistive, related technologies as they affect resources, service delivery, uses of libraries, other information agencies; 4C. methods of assessing, evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.</p> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications;</p> <p>4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.</p>	<p><i>LIS 501. Reference and Information Sources.</i> Evaluate online resources and tutorials</p> <p><i>LIS 501. Reference and Information Sources.</i> Create a multimedia vodcast or podcast</p> <p><i>LIS 557. Information Technology and Libraries</i> <i>LIS 558. Web Design and Evaluation</i> Create an e-portfolio</p>	<p>LIS 501. Evaluation of online resources and tutorials.</p> <p>LIS 501. Multimedia vodcast or podcast of a bibliographic instruction.</p> <p>LIS 557, LIS 558. e-Portfolio that contains: 1) an image of themselves and some basic information on the home page; 2) resume or vita in pdf format; 3) links to student papers, and multimedia projects.</p>	<p>I.2.6, I.2.7, II.2.5</p> <p>I.2.6, I.2.7, II.2.5</p> <p>I.2.6, I.2.7, II.2.5</p>

Table 1.11 Graduate Council Decisions, 2012-13 to 2017-18

Item	Item #	Date	Semester	Year	Type	Action Description
LIS	500: LIS Orientation	1/23/12	Fall	2012	Add	LIS 500 LIS Orientation, 1 hr.
LIS	656: Online Info Retrieval	5/7/12	Spring	2013	Modify	LIS 656 title from Online Public Services to Online Information Retrieval.
LIS	590: Library Instruction	5/7/12	Spring	2013	Add	LIS 590 Library Instruction, 3 hr.
LIS	508: School Libraries	10/29/12	Spring	2013	Modify	LIS 508 title from School Library Media Centers to School Libraries
LIS	516: Tech in School Library	10/29/12	Spring	2013	Modify	LIS 516 title from Media Utilization to Technology in the School Library
LIS	607: School Lib & Curric	10/29/12	Spring	2013	Modify	LIS 607 title from Lib Media Center & School Curric to School Library & Curriculum
LIS	670: Topics in Lib Service	10/29/12	Spring	2013	Modify	LIS 670 modify course description
LIS	533: History of the Book	10/29/12	Spring	2013	Modify	LIS 533 title from Icons of Power: The Evolution of the Book to History of the Book.
LIS	517: Children's Literature	10/29/12	Spring	2013	Modify	LIS 517 course description
LIS	Youth Services Certificate	10/29/12	Spring	2013	Add	Graduate Certificate in Youth Services and Literature; 15 hrs.
LIS	Archiv Certificate	10/29/12	Spring	2013	Add	Two elective options LIS 533 and LIS 580 to Archival Certificate
LIS	Archival Certificate	4/29/13	Fall	2013	Modify	Archival Certificate electives - drop LIS 558 and add LIS 692.
LIS	Dual Master's	4/29/13	Fall	2013	Modify	changes made in MLIS program, such as addition of LIS 500.
LIS	528: Storytelling	4/29/13	Spring	2014	Modify	LIS 528 course description and omit course pre-requisites LIS 517 or 518.
LIS	634: History Children's Lit	4/29/13	Spring	2014	Modify	LIS 634 omit course pre-requisites LIS 517 or 518.
LIS	646: Archiv Theory & Prac	4/29/13	Spring	2014	Modify	LIS 634 omit course pre-requisites LIS 517 or 518.
LIS	647: Archival Organization	4/29/13	Spring	2014	Modify	LIS 647 course description.
LIS	664: Gov Resources & Pubs	4/29/13	Spring	2004	Modify	LIS 664 description, title from Government Pubs to Government Resources and Pubs.
LIS	675: Seminar Org Materials	4/29/13	Spring	2014	Modify	LIS 675 course description, omit course pre-req LIS 506.
LIS	575: LIS Seminar	4/29/13	Spring	2014	Add	LIS 575 Library and Information Science Seminar, 1 hr.
LIS	645: Digital Preservation	4/28/14	Fall	2015	Add	LIS 645 Digital Libraries, 3 hrs.
LIS	652: Metadata for Digi Coll	4/28/14	Spring	2015	Add	LIS 652 Metadata, 3 hrs.
LIS	667: Health Informatics	4/28/14	Spring	2015	Modify	LIS 667 title from Bibliography of Science and Technology to Health Informatics.
LIS	Archival Certificate	9/15/14	Spring	2015	Modify	Graduate Certificate in Archives & Special Collection (replace 675 with 645, 652).
LIS	557: Info Tech & Libraries	11/16/15	Fall	2016	Modify	LIS 557 course title and description.
LIS	558: Web Design & Eval	11/16/15	Fall	2016	Modify	LIS 558 course title and description.
LIS	654: E-Resources Mgmt	11/16/15	Fall	2016	Modify	LIS 654 course title and description.
LIS	Dual Degree	11/16/15	Spring	2016	Approved	New dual degree MLIS and Instructional Technology MS.
LIS	Graduate Entry Exam	11/16/15	Spring	2016	Approved	Graduate admission exam waiver for applicants with graduate degree.
LIS	589: School Lib Practicum	3/21/16	Fall	2016	Add	LIS 589 School Library Practicum, 3 hrs.
MLIS	Licensure Emphasis	3/21/16	Fall	2016	Modify	Library and Information Science MLIS program with licensure emphasis.
LIS	607: School Lib & Curric	11/21/16	Spring	2017	Add	LIS 607 School Library and Curriculum pre-req, LIS 508 School Libraries.
LIS	506: Catalog Multimed Obj	2/20/17	Fall	2017	Modify	LIS 506 course title and description.
LIS	631: Hist of Libraries	2/20/17	Fall	2017	Modify	LIS 631 course title and description.
LIS	645: Digi Preservation	2/20/17	Fall	2017	Modify	LIS 645 course title and description.
LIS	646: Arch Theory & Prac	2/20/17	Fall	2017	Modify	LIS 646 course title and description.
LIS	652: Metadata for Digi Obj	2/20/17	Fall	2017	Modify	LIS 652 course title and description.
LIS	647: Archiv Organization	2/20/17	Fall	2017	Modify	LIS 647 course description.
(AMO)	Accelerated Masters Option	4/17/17	Fall	2017	Add	Accelerated Masters Option (AMO) for the LIS BS/MLIS degree.