The University of Southern Mississippi School of Library and Information Science has been continuously accredited since 1980 and in 2012 received continued accreditation with the next comprehensive review to be conducted in 2019 (COA correspondence, June 24, 2012). This is the second biennial report since the comprehensive review in 2012. General changes that have occurred at Southern Miss and in SLIS since the last report are highlighted below and discussed further in the narrative if necessary.

- Dr. Rodney D. Bennett was named President of Southern Miss in early 2013. Dr. Bennett came to Southern Miss from the University of Georgia where he was Vice President for Student Affairs. Dr. Bennett has the distinction of being the first African-American president of a predominantly white university in the state of Mississippi.

- A tornado struck Hattiesburg in February of 2013, doing some damage to the campus and affecting some faculty members' homes. The buildings have been repaired and, despite the loss of some historic old trees, the campus is looking better than ever.

- Dr. J. Norton, former SLIS Director, served with distinction as the interim Dean of Libraries for Southern Miss from January, 2013 through June of 2014. Having Dr. Norton in that position enabled SLIS to strengthen ties with the USM Libraries and added to faculty expertise about academic libraries.

- Dr. Matthew Griffis joined the faculty in August of 2013, coming to us from Canada, where he graduated with his Ph.D. from the University of Western Ontario. His research interests include library as place, library history, and library buildings and architecture. (See Appendix 1, page 2 for vita.)

- Dr. Elizabeth Haynes was named interim Director of SLIS in January of 2013 and permanent Director in July of 2013.

- Dr. Brenton Stewart resigned from the faculty as of August, 2014 to join the faculty of LSU. As of this writing there is a search to fill the position.

Standard I: Mission, Goals and Objectives

We are in the process of developing a new strategic plan, starting with a revised mission statement, as well as reexamining our core values. This process began with an all-day faculty retreat in February 2014, facilitated by a professor from outside the department, and has continued throughout the summer and fall. Our slightly revised mission statement, adopted by the faculty on September 12, 2014, reads as follows: "The mission of the School of Library and Information Science is to prepare

qualified individuals for professional roles in libraries, archives, and other professional environments with appropriate knowledge and skills to serve the information needs of their communities."

The core values, also adopted by the faculty on September 12, 2014, are as follows:

- Student-centered learning: We are committed to cultivating an active student-centered learning environment.

- 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 it is the 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.

The faculty is currently engaged in formulating strategic goals and a draft version of those goals is ready for discussion. Next we will move to objectives and an evaluation plan. Our goal is to complete the strategic plan by the end of the spring semester, which should be easily achievable, given the progress that we have made thus far. We anticipate holding another faculty retreat in February to work on objectives and also curriculum review (see below under Curriculum).

The University is also engaged in developing a new strategic plan, and we may have to tweak ours to support that plan once it is finalized, but we do not anticipate having to make major changes. We also are mindful of supporting the strategic plan of the College of Education and Psychology, which is monitored and discussed twice a year by the College Council of Chairs.

Our planning process is bolstered by interaction with our constituent groups, most notably through focus groups held at the annual conference of the Mississippi Library Association and through informal and formal interaction with our Advisory Board. Much of our interaction with the Advisory Board comes via email and at conferences. Recently we have asked some new persons to serve on the Advisory Board due to retirements and changes in employment for some of the former members that made it difficult for them to serve. We also have an alumni breakfast at the MLA conference where we solicit input, as well as administering an exit survey to graduates and a survey to employers. We are

currently circulating a survey to employers and planning on extending our surveys to include a one-year follow-up survey of graduates.

For a number of years now the University has engaged in a broad-based assessment process for each department and program based on student learning outcomes and program objectives. The student learning outcomes captured in the assessment report are based on our goals and objectives as found at http://www.usm.edu/library-information-science/mission-goals-and-objectives and listed in appendix 2 (page 12). Each year we prepare an assessment report for the Master's and Bachelor's degrees, as well as our two graduate certificate programs. These reports monitor our progress in meeting student learning outcomes as well as how successful the programs are in retention and graduation rates. We are expected to develop action plans for continuous improvement and report on the results of those action plans in ensuing years. See appendix 3 (page 15) for our most recent assessment report regarding student learning outcomes in the master's degree. The assessment report is posted on our Web site and is available publicly at https://www.usm.edu/library-information-science/weave-detailed-assessment-report

Standard II: Curriculum

The curriculum offered by the School is intended to offer students the opportunities to prepare for library and archival positions in academic, public, school and special libraries and is shaped by our mission, goals and objectives (see appendix 2). Regular feedback is solicited from our constituencies and our students regarding course offerings and potential areas of improvement or change. Students construct a plan of study early in their career, which, although open to revising, guides them in their progress to the degree. Two plans of study are available; a general plan and a school licensure plan. Both lead to the MLIS degree. Regular formal advising ensures that students have the opportunity to discuss opportunities and select the course options that will be most beneficial to their chosen career goals.

In addition to the strategic planning process discussed above, the School is also engaged in a comprehensive curriculum review that is intended to map competencies addressed by course, how those competencies are assessed, and technological competencies and skills embedded and addressed in courses. The intended result of this review is to see where we may have gaps, both in content competencies and technology skills. Once the review is completed we will decide on what changes may need to be made to the overall curriculum in general and specific courses in particular and whether new areas of emphasis are needed. We are also informed in this process by input from the focus groups held at the Mississippi Library Association and exit surveys from our graduates as well as input from employers and job placement information.

Our curriculum planning is informed by our comprehensive assessment process, referred to above. As a part of that process, the faculty reviews the results of our assessment measures and develops action plans for continuous improvement. These results, action plans, and ensuing activities are reported to the university as a part of the university-wide process. The School has been commended for their assessment reports. (See appendix 3, page 24 for the most recent assessment report which is also publicly available at https://www.usm.edu/library-information-science/weave-detailed-assessment-report .

During the two years since the last biennial report the following curriculum-related events have taken place.

- A Graduate Certificate in Youth Services and Literature was approved in December, 2012. Graduate certificates can be earned concurrently with the master's degree although some additional courses must be taken. The Youth Services and Literature certificate requires 15 hours, 12 of which can be taken as part of the degree.

- A required one-hour orientation course was offered for the first time in the spring semester, 2013. We have found this course to be very useful to our new students in helping them to navigate the technology issues inherent in online courses, orienting them to the program and curriculum choices, and accomplishing tasks required by the University, including completing the required research ethics training through the Collaborative Institutional Training Initiative site as well as filing a plan of study.

- A new course in health informatics, LIS 667, was developed by Dr. Xinyu Yu, as a result of a grant from the National Library of Medicine. Dr. Yu worked with faculty from the College of Health in developing the course and it is an approved elective in the College of Health.

- A course in Law Libraries is being offered for the first time in the spring, 2015 semester, taught by a SLIS alum who has a J.D. and is on the faculty at the Mississippi College School of Law.

- A course in library instruction, LIS 590, was approved in 2013. The focus of this course is instructional activities in academic and public libraries, especially bibliographic instruction. This course was developed as a result of input from focus groups.

Standard III: Faculty

The current faculty of SLIS is comprised of eight full-time members: seven tenured or tenure-track Ph.D. holding members and one instructor. Dr. Matthew Griffis joined the faculty in August, 2013 as our newest tenure-track faculty member. He is being mentored by Dr. Teresa Welsh and Dr. Elizabeth Haynes. The university has a structured support program for new faculty which he has taken full

advantage of, including attending teaching and research forums as well as training in online course delivery. He has already proven to be a valuable member of the School's faculty and has made strong teaching, research and service contributions. He has a strong research agenda, has already had several articles accepted for publication, and serves as one of the sponsors of LISSA, our student organization. We are fortunate to have him with us. See appendix 1 for his full C.V.

As reported in the last biennial report, the administration continues to hire new faculty at the CUPA average, which has helped our position with recruitment. We have been able to get salary adjustments for Dr. Bomhold and Dr. Creel to address salary compression issues. Both Dr. Yu and Dr. Welsh received salary adjustments when they were promoted (see below). In addition to support with salaries, the Provost has continued to support faculty through the instigation of faculty teaching forums and a strong emphasis on mentoring. The Vice President for Research has been generous with providing start-up funds. Dr. Griffis requested six thousand dollars in start-up funds and that request was granted.

Unfortunately, Dr. Brenton Stewart left the faculty as of August 2014 for personal reasons and has joined the faculty of Louisiana State University (LSU). We were very sorry to see him go. That position is being advertised and a faculty search conducted this year.

Dr. Suellen Adams has been a regular adjunct for the School for the past two years, teaching one or two courses per semester. We are very pleased to have an adjunct of Dr. Adams' abilities work with us.

The SLIS faculty have a mixture of strengths that address various areas of the curriculum and come from various Ph.D. programs. Dr. Griffis, our newest faculty member, comes from Canada and has brought some fresh viewpoints to us regarding curriculum and procedures. We continue to recruit for diversity and have had some success in that area.

Other highlights regarding faculty follow:

- Dr. Xinyu (Cindy) Yu received tenure and promotion to Associate Professor in May of 2013. As mentioned above, she received a grant from the National Library of Medicine that resulted in a new course and some presentations and publications.

- Dr. Teresa Welsh received promotion to Professor in May of 2014. Dr. Welsh is currently serving on the Executive Committee of Faculty Senate and on the Graduate Research Council and Graduate Curriculum Council among other activities. This past summer she led one of our largest British Studies classes for a month in London with students from across the U.S.

- Dr. Stacy Creel, assistant professor, has received two teaching awards, one for best online class and one for outstanding teaching in the College of Education and Psychology. She also was

named as a Service Learning Fellow in spring 2014 and received a Summer Grant for Improvement of Instruction, summer 2014. As a part of that grant she developed a one-hour course on copyright, which we plan to offer during the 2015-16 academic year. Dr. Creel will go up for tenure and promotion during the 2015-16 academic year and we anticipate that she will sail through with flying colors due to her strong publication record, teaching abilities, and service record.

- Dr. Catharine Bomhold has been active in publishing and service as well as teaching since her return from an extended medical leave. Most recently she has had a book and two peer-reviewed articles accepted. She also was named as a Service Learning fellow in spring 2014. Dr. Bomhold is currently going through the process for promotion to associate professor.

- As mentioned earlier Dr. J. Norton has returned to full-time faculty status following an 18-month stint as Interim Dean of University Libraries.

- Dr. Elizabeth Haynes, current Director of the School, has a book in press and anticipates retirement at the end of the current academic year.

- Mr. Edmand Pace, who was in a visiting instructor position, was named Instructor in January 2014. He teaches in the undergraduate program and does the undergraduate advising, freeing tenure-track faculty to concentrate on graduate advising. Mr. Pace has an MLIS from Southern Miss and has been instrumental in strengthening the undergraduate program.

See appendix 4 (page 36) for a list of faculty publications and selected activities since the last report.

Standard IV: Students

As an online program, we have a student body that comes from throughout the United States and beyond (currently including two students from Central America). About half of our student population comes from Mississippi and the rest from various other locations throughout the country. We strive for diversity in our student population and are especially cognizant of our responsibilities in that area as regards the state of Mississippi. Our admission requirements include the GRE, a writing sample and/or statement of purpose, and three letters of recommendation. These components are evaluated holistically, with the only definite cut-off being the GPA on former work (a requirement of the Graduate School).

Our online classes have required interactive chats at regularly scheduled times, allowing our students and faculty to get to know one another as well as allowing for networking opportunities between the students themselves. Group work and break-out sessions during class foster the interactions of students and build a sense of community. Several of our courses, especially in the school

licensure track, require field-based practicum experiences and all students are encouraged (but not required) to engage in a practicum. Because of the involvement of two faculty members in service learning here at the University, some of our courses have a service learning component as well.

Graduate students are required to complete a master's research project as well as conduct research in several core classes and some student research projects and papers have been published in peer-reviewed and professional journals: (http://ocean.otr.usm.edu/~w146169/mentorpubs.htm). Students are now required to take a technical elective, either LIS 516, LIS 557, or LIS 558; the common element in all three courses is creation of an e-portfolio (http://ocean.otr.usm.edu/~w146169/StudentPortfolios.htm).

Based on survey evidence and anecdotal reporting, our students have a high job placement rate. In recent years several students have secured national internships with the Smithsonian, the Holocaust Museum, the Department of Transportation, and the National Parks Service. We do not currently have a Spectrum scholar but recently had one graduate. We encourage our students to apply where applicable. Several of our students have gone into Ph.D. programs such as Simmons College, University of South Alabama, and Pennsylvania State University. SLIS alum and GA Patti Condon, now a doctoral candidate at Simmons College, recently won the ALISE Jean Tague Sutcliffe Doctoral Student Research Poster Competition.

We have two active student organizations, the Library and Information Science Students Association (LISSA) and the Southern Miss Students Archivists Association (SMSAA). LISSA has sponsored a student for each of the past two years by paying transportation costs to participate in the ALA Student-to-Staff program. LISSA has a major service project each year and provides assistance for the Fay B. Kaigler Children's Book Festival sponsored by the School each spring. Meetings are held with remote attendance available through Blackboard and some of the officers are based outside of Hattiesburg. SMSAA sponsors student participation and attendance at various archival conferences and workshops and has ongoing fund-raising projects. Recently LISSA helped sponsor DigiDay in cooperation with University Libraries to give students the opportunity for training in digital archiving and preservation. This activity was highlighted on the ALA Web site at http://www.ala.org/membership/article/2014/partnership-allows-students-gain-digitization-experience . LISSA has instituted a bi-yearly newsletter, *LISSA Links.* Available at http://www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/lissa_fall_2014_newsletter.pdf

We have recently completed work on a Graduate Student Handbook which is posted on our Web site at http://www.usm.edu/sites/default/files/groups/school-library-and-information-science/pdf/slis_graduate_handbook_fall_2014.pdf. Other procedures can be found on our Web site as well. The student assessment and curriculum planning activities that are a part of this standard have been discussed above.

Since 2012, we have experienced a decrease in enrollment at the graduate level but an increase in overall student credit hours and in the number of students earning the MLIS degree (53 MLIS degrees conferred in 2012-13, and 63 MLIS degrees conferred in 13-14) and an increase in the number of graduate certificates earned (Graduate Certificates in Archives & Special Collections: 3 in 2012, 2 in 2013, 8 in 2014) In fall of 2012 we had 125 master's students, 116 in fall of 2013 and 110 in fall of 2014. However, we had our largest admission cohort for the fall of 2014 that we have had in several semesters and many of the growing number of LIS BS undergrads will continue their education at the graduate level so we anticipate a steady upward trend in enrollment. This trend reflects overall enrollment at the graduate level in the University and the overall student body in the University.

Standard V: Administration and Financial Support

The School of Library and Information Science is a part of the College of Education and Psychology, a very good home for us. The Dean of the College has been supportive of the School in many ways, including providing money for some renovation of offices, support for accreditation activities, support for faculty hiring activities, and faculty development money. These monies are allocated on an equitable basis to all departments within the College. The University provides an operating budget as well as money for faculty and support staff salaries and fringe. Although salaries vary among colleges, those paid to SLIS faculty are equitable with other salaries within the College. The University administration has committed to hiring new faculty at CUPA averages and has tried to alleviate salary compression where possible (see above).

The School is fortunate to have two very capable administrative assistants, which is equitable with other departments within the College. One handles financial records, enrollment management, and student support while the other is charged with recruitment activities, student application support, Web page management, and coordination of the Fay B. Kaigler Children's Book Festival, currently in its 48th year.

Our faculty members are active in University activities with representation on the Faculty Senate, the Graduate Council, the University Research Council, the University Assessment Committee, the Institutional Review Board, and other university-level activities. The Director serves on the College

Council of Chairs and the University Council of Chairs (elected position). Two faculty members serve on the College Curriculum Council. One faculty member serves on the Professional Education Council, the governing body for school licensure programs.

Our operating budget remained stable this year and actually increased slightly due to salary increases. The budget for fiscal year 2014 was $879,345 and for the current fiscal year of 2015 is $957,329. However, we did not get to retain the normal carry-over amounts, other than for the student fee account due to an administrative sweep of all remaining budgets at the end of fiscal year 2014.

Because of a change in enrollment policies, the University has experienced a rise in student ACT scores but a decrease in undergraduate student enrollment over the last two years, resulting in some budget adjustments for this fiscal year and next fiscal year. Plans for reductions of 4.5% have been submitted. Reduction proposals in the College were determined by consensus of the College Council of Chairs, comprised of the heads of all units within the College. Currently it is estimated that total budget reductions will be between 3.5% and 4.5% of the overall budget with some units receiving reductions of more or less than that. As an academic unit with an increase in student credit hours, SLIS may have less or no reduction.

In summary the School is treated equitably by the University and the College in terms of budgetary support and faculty opportunities. The School enjoys academic autonomy within the constraints of overall University policies and determines who will be admitted to the program, given that they meet base criteria of the Graduate School. Financial evaluation and planning is a part of the overall strategic planning process of the School.

Standard VI: Physical Facilities

The School of Library and Information Science has an office suite with individual offices for each faculty member and staff member as well as a conference room and common reception and work area. We control four classrooms although in practice only one of those is used for some undergraduate classes given the online nature of the program. The office suite was refurbished in 2011 with new carpet and paint and in 2012 three new offices were built from repurposed space within the suite.

The University uses Blackboard as its platform for online classes with Blackboard Collaborate being used for interactive synchronous class activities. Support and maintenance of Blackboard is handled by a unit within the University and overall the system works well. The Library provides services for online and distance students. These services are detailed at http://www.lib.usm.edu/services/distance_education.html and are in addition to opportunities for Live

Chat with reference librarians. Technical support for students is provided by both Blackboard and the University's ITech department.

Summary

Overall the School is engaged in several initiatives about which we are feeling optimistic. Attention is being paid to strategic planning, assessment and student achievement, as well as recruitment and retention. As a part of our recruitment and community-building efforts, we have an updated Web page (http://www.usm.edu/library-information-science) and increased social media and e-publishing presence.

- SLIS Facebook: http://www.facebook.com/pages/School-of-Library-and-Information-Science-at-Southern-Miss/209388032433302
- SLIS LinkedIn: http://www.linkedin.com/groups/Southern-Miss-School-Library-Information-6697686
- SLIS YouTube: http://www.youtube.com/channel/UCjlV3ILTGDRWt6-T0JC02-A/videos
    - Animoto video of USM SLIS: http://animoto.com/play/ntasj4ZDpfDKiVqxrnwTCw
    - Animoto video of British Studies: http://animoto.com/play/JZZLdU1ijQGmASS4jTpIOA
- *SLIS Connecting* open-access e-journal: http://aquila.usm.edu/slisconnecting/ published each spring and fall.

SLIS is perceived as a pioneer on campus in digital publishing and digital depository efforts for the University with two faculty members invited to do a presentation during the Open-Access Week sponsored by the Library. SLIS Connecting is downloaded all over the world and includes not only news information about the school but also two to three scholarly papers per issue, mostly by students but occasionally from outside sources. A new graduate scholarship was recently funded for five years with hopes that it will be continue to be funded by ongoing donations. Our graduates do well and are placed in positions all over the country in many different types of institutional libraries and archives. Enthusiastic young faculty members have brought a new energy and focus to the School and interested alums continue to support and encourage us. Far from resting on our laurels, however, we are continuously planning and striving to improve the program and better serve our students and our constituents.

Appendices

Appendix 1

CURRICULUM VITAE – MATTHEW GRIFFIS, PhD LIS

Assistant Professor, School of Library and Information Science

University of Southern Mississippi, Hattiesburg, MS

P: 601.266.5502 E: matthew.griffis@usm.edu

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EDUCATION

PhD in Library and Information Science

Faculty of Information and Media Studies, University of Western Ontario, 2013

Thesis title: "Space, Power and the Public Library: A Multicase Examination of the Public Library as Organization Space", supervised by Dr. Gloria J. Leckie

Masters of Library and Information Science

Faculty of Information and Media Studies, University of Western Ontario, 2007

Postgraduate Certificate, Book and Magazine Publishing

School of Communications, Media and Design, Centennial College, 2006

Bachelor of Education

Faculty of Education, Queen's University, 2004

Bachelor of Arts, Honours English Literature

Faculty of Arts and Sciences, Trent University, 2003

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SCHOLARSHIPS, FELLOWSHIPS, GRANTS AND PRIZES (ALL COMPETITIVE)

2011-12	**Ontario Graduate Scholarship (OGS)**	**$15,000**
	Ministry of Training, Colleges and Universities (Ontario)	
2011	**Graduate Thesis Research Award**	**$700**
	The University of Western Ontario	
2010-11	***SSHRC Doctoral Fellowship**	**$20,000**

Social Sciences and Humanities Research Council Canada

*I declined this to remain working as Research Assistant for Dr. C A. Johnson, whose *Public Libraries and Social Capital* project was a SSHRC-funded study. (I could not take from two sources of SSHRC funding.)

2010-11	**Ontario Graduate Scholarship (OGS)**	**$15,000**
	Ministry of Training, Colleges and Universities (Ontario)	
2010	**Library Research Seminar V Travel Fellowship**	**$400 (value)**
	Institute of Museum and Library Services (Washington, DC)	
2010	**Graduate Thesis Research Award**	**$700**
	The University of Western Ontario	
2009-10	**Ontario Graduate Scholarship (OGS)**	**$15,000**
	Ministry of Training, Colleges and Universities (Ontario)	
2007	**H. W. Wilson Scholarship**	**$850**
	Faculty of Information and Media Studies, University of Western Ontario	
2007	**Research and Development Grant 2007**	**$800**
	Canadian Library Association (CLA)	
2000	**John Pettigrew Prize 2000**	**$200**
	Department of English Literature, Trent University	

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PROFESSIONAL EXPERIENCE

ACADEMIC:

Aug 2013-present

Assistant Professor, School of Library and Information Science

University of Southern Mississippi, Hattiesburg, MS, USA

- LIS 457 Computers in Libraries
- LIS 557 Computers in Libraries
- LIS 580 British Studies: Studies in Librarianship
- LIS 587 British Studies: Research
- LIS 605 Library Management

- LIS 636 Foundations of Librarianship
- LIS 646 Archives and Special Collections
- LIS 647 Archival Arrangement and Description

Sep 2008-Apr 2011 (Part-time)

Research Assistant, *Public Libraries and Social Capital* **project (PI: Dr. C.A. Johnson)**

Faculty of Information and Media Studies, University of Western Ontario, London, ON

- 3-year, SSHRC-funded study executed in two phases (urban libraries, rural libraries) that examined public library use and levels of social capital in urban and rural communities

*LIBRARIANSHIP AND ARCHIVES***:**

Nov 2012-July 2013 (Part-time)

Archives Assistant, Trent Valley Archives, Peterborough, ON

- organization and description of the Rexe Collection
- organization, description, and preservation of the Osborne and Fairbairn-Mackenzie photographic collections
- photo digitization; assisting the public with research queries

Sep 2006-Apr 2007 (Part-time)

Casual Library Assistant, D.B. Weldon Library, University of Western Ontario

Sep 2000-June 2001 (Part-time, volunteer)

Library Assistant, Peterborough Collegiate and Vocational School, Peterborough, ON

Sep 1997- Aug 2003 (Part-time)

Page/Clerk, Peterborough (ON) Public Library (Main Library and DelaFosse Branch)

- performed circulation duties such as checking material in and out, registering new users, responding to user questions about fines and overdue notices
- *DelaFosse Branch:* opened and closed library; co-supervised afternoon and Saturday shifts; provided information service to users

*ADDITIONAL TEACHING AND INSTRUCTION***:**

May-Aug 2010, May-Aug 2011 (2 summer terms, sessional)

Course Instructor, MLIS 9516 – Library Planning and Design, Faculty of Information and Media Studies, University of Western Ontario

Sep-Dec 2011 (Part-time)

Teaching Assistant, MLIS 9002 – Organization of Information (Instructor: C. Martin) Faculty of Information and Media Studies, University of Western Ontario

Sep 2007-Apr 2008 (Part-time)

Teaching Assistant, MIT 1700 – Information and Its Contexts (Instructors: J. Noon [Sep-Dec] and Dr. C.A. Johnson [Jan-Apr]), Faculty of Information and Media Studies, University of Western Ontario

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ACADEMIC ACTIVITY

PEER-REVIEWED/REFEREED PUBLICATIONS:

2015   Salisbury, P. and Griffis, M. R. "Academic Library Mission Statements, Web Sites, and Communicating Purpose." *The Journal of Academic Librarianship*, in press.

2014   Griffis, M. R. and Johnson, C. A. "Social Capital and Inclusion in Rural Public Libraries", *Journal of Librarianship and Information Science*, *46*(2), 96-109.

2014   Johnson, C. A. and Griffis, M. R. "The Effect of Public Library Use on the Social Capital of Rural Communities", *Journal of Librarianship and Information* Science, *46*(3), 179-190.

2013   Griffis, M. R. *Pillar of the Community: The Peterborough Carnegie Library 1911-80*. Peterborough, ON: Occasional paper published by the Peterborough Historical Society, 26p.

2010   Griffis, M. R. "Living History: The Carnegie Library as Place in Ontario." *The Canadian Journal of Information and Library Science*, 34 (2), p. 185-211.

2009   Johnson, C. A. & M. R. Griffis. "A Place Where Everybody Knows Your Name? Investigating the Relationship Between Public Libraries and Social Capital" [reviewed abstract]. *The Canadian Journal of Information and Library Science*, 33 (3/4), p. 159-91.

*PROFESSIONAL JOURNAL PUBLICATIONS***:**

2015   Aplin, E. and Griffis, M. R. "Digi Days: Using the Rey Papers to Teach Digitization to Library Science and Archival Students." *The Primary Source*, in press.

2014   Griffis, M. R. "Searching for Carnegie: A Visit to the World's Oldest Carnegie Library Calls to Mind an Important Chapter of Mississippi's Library History." *Mississippi Libraries*, in press.

2014   Griffis, M. R. "Books, Mortar, and Control: A Multicase Examination of the Public Library as Organization Space." *Advances in Library Administration and Organization*, *32*(1), 1-106.

OTHER PUBLICATIONS:

2014   Griffis, M. R. "Having a Wonderful Time: Vintage Peterborough Postcards and Postcard Collecting in the Early 20th Century." *Heritage Gazette of the Trent Valley*, *19*(2), 32-33.

*BOOK REVIEWS***:**

2013   Griffis, M. R. "Using Qualitative Methods in Action Research: How Librarians Can Get to the Why of Data [by Cook & Farmer]", *Library and Information Science Research*, 35 (3), p. 252-3.

*CONFERENCE PAPERS***:**

2014   (with S. Hand) "Promoting Local History Through Social Media." *Mississippi Library Association Annual Conference*, 14-17 Oct, Vicksburg, MS.

2011   "Space, Power and the Public Library." *American Library Association Annual Conference: Library Research Roundtable 'New Minds, New Approaches' Forum*, 23-28 June, New Orleans, LA.

2011 "Space, Power and the Public Library: A Multicase Examination of the Public Library as Organized Space." *Canadian Association of Information Science Annual Conference*, 2-4 June, University of New Brunswick/St. Thomas University, Fredericton, NB.

2011 "What Library Buildings Do: Examining the Public Library as Organized Space." *24th Annual Western Research Forum*, 26 Feb, University of Western Ontario, London, ON.

2010 (with C. A. Johnson) "Where All Are Welcome: Social Capital and the Public Library as a Community Meeting Place." *Library Research Seminar V: Integrating Practice and Research*, 6-9 Oct, College Park, MD.

2010 (with C. A. Johnson) "Public Libraries and the Creation of Social Capital in Urban and Rural Communities." *American Library Association Annual Conference: Library Research Roundtable Four-Star Research Series*, 24-29 June, Washington, DC.

2010 (with C. A. Johnson) "City Mouse and Country Mouse: Urban and Rural Libraries and Social Capital." *Sunbelt XXX: International Network of Social Network Analysis Conference*, 3 July, Riva del Garda, Trento, Italy.

2010 (with C. A. Johnson) "Social Capital and Community Building in Rural Ontario Libraries." *Canadian Association of Information Science Annual Conference*, 2-4 June, Concordia University, Montreal, QC.

2009 "Once In a Lifetime: Explaining the Social Forces Shaping a Central Library Building." *American Library Association Annual Conference: Library Research Roundtable Four-Star Research Series*, 9-15 July, Chicago, IL, USA.

2009 (with C. A. Johnson) "The Public Library and Social Capital: Examining the Role of Public Libraries in Building Social Cohesion." *Canadian Association of Information Science Annual Conference*, 27-31 May, Carleton University, Ottawa, ON.

2009 (with C. A. Johnson) "Libraries Building Communities: What Works?" *Ontario Library Association SuperConference 2009*, 29-31 Jan, Toronto, ON.

2007 "The Carnegie Library and Its Change Over a Century of Service." *Library Research Seminar IV: The Library in Its Socio-Cultural Context*, 10-12 Oct, London, ON.

2007 "Carnegie Libraries in Ontario and the Reinvention of Public Space." *20th Annual Western Research Forum*, 9-11 May, University of Western Ontario, London, ON.

INVITED SCHOLARLY PRESENTATIONS:

2012   "Library Buildings: Changing Contexts, Changing Shapes." *MA in Public Texts 5001H Colloquium* speaker series, Department of English Literature, Trent University, 20 Feb, Peterborough, ON.

2010   "Public Libraries as Places: What the Future Holds." *A Meeting of the Minds: 2025*, 14 Apr, St. Marys, ON.

POSTER PRESENTATIONS:

2014   (with P. Salisbury) "Academic Library Mission Statements, Web Sites, and Communicating Values." *2014 University Research Awards Day Poster Session*, 21 Nov, Hattiesburg, MS.

2014   "The Virtual Library as Place: An Exploratory Study." *ALISE 2014 Works-in-Progress Poster Session*, 21 Jan, Philadelphia, PA.

2013   Books, Mortar, and Control: A Multicase Examination of the Public Library as Organization Space." *2013 University Research Awards Day Poster Session*, 8 Nov, Hattiesburg, MS.

2013   "Space, Power and the Public Library: A Multicase Examination of 3 Public Libraries as Organization Spaces." *ALISE 2013 Jean Tague-Sutcliffe Doctoral Student Poster Competition*, 23 Jan, Seattle, WA.

OTHER INVITED PRESENTATIONS:

2014   "Carnegie Libraries Across Canada, 1900-1920." Owen Sound and North Grey Union Public Library's *Carnegie Library Centennial Celebrations*, 8 Feb, Owen Sound, ON.

2011   "Pillar of the Community: Peterborough's Carnegie library 1911-80." Delivered at the October 2011 meeting of the *Peterborough Historical Society*, 18 Oct, Peterborough, ON.

2011   "Remembering Peterborough's Carnegie Library." *Peterborough Public Library 100th Anniversary* tea and ceremony, 14 May, Peterborough, ON.

2010   (with C. A. Johnson) "Social Capital and Community Building: Comparing Urban and Rural Libraries." *London Public Library Speaker Series*, 8 Apr, London, ON.

2010   "Carnegie Libraries in Canada." *Woodstock Carnegie Library Centennial* celebration, 25 Nov, Woodstock, ON.

2009   (with C. A. Johnson) "Social Capital and Public Libraries: The Challenges of Locating the Elusive Non-User." *Faculty of Information and Media Studies Fall 2009 Brown Bag Series*, 2 Dec, London, ON.

*EXHIBITS***:**

2011   "Library Buildings: A History in Postcards, 1880-1980." Exhibit at D.B. Weldon Library, University of Western Ontario, 1-31 Oct, London, ON.

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GRANTS (all pending)

2014   "An Annotated Webliography of Professional Development Resources for the Rural Library Parprofessional." American Library Association (ALA) Carnegie-Whitney Grant, $3,513.00, November 2014.

2014   "Let There Be Light: Segregated Carnegie Libraries as Spaces for Learning and Community Engagement in Pre-Civil Rights America, 1900-60." Laura Bush 21st Century Librarian Program, Institute of Museum and Library Sciences (IMLS), $76,229.00 , September 2014.

2014   "The "Place" of the Librarian in Deskless Library: Do Roaming Reference Spatial Models Create a More User-Centered Library?" OCLC/ALISE Library and Information Science Research Grant Program, $13,398, April 2014.

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SERVICE

2014-   **Collaborator (Editor)**, *Robertson Davies Theatre Diaries* project, PI: Dr. James Neufeld, Professor Emeritus, Trent University, Peterborough, ON.

2014-15   **SLIS Strategic Goals Committee (ad-hoc)**

2014-15   **SLIS Recruitment and Retention Committee**

2014-15   **SLIS Bylaws and Handbook Committee**

2014-15   **CoEP Scholarships and Awards Committee**

2013-14   **Co-Chair, Canadian Association of Information Science (CAIS) 2014 Annual Conference**, *Connecting Across Borders: Globalization and Information Science Research*, **28-30 May, St. Catharines, ON, Canada.**

2013-15   **Faculty Advisor**, USM *Library Information Science Students' Association* (LISSA)

2013-14   **Editorial Team**, *SLIS Student Handbook* committee (ad-hoc)

2012-13   **Article reviewer**, *Library Quarterly*

2012-13   **Article reviewer**, *Journal of Librarianship and Information Science*

2012-13   **Planning Committee (2012 and 2013)**, Ontario Library Association (OLA) Institute
2012-13   on the Library as Place

- 9-person team (2 OLA liaisons, 2 library architects, 5 library professionals)
- helped select and recruit speakers (librarians and architects) from across Canada

→ **Session Facilitator, 2012 OLA Institute on the Library as Place (Collingwood)**

- organized and facilitated "Libraries in Joint-Use Facilities" session
- co-organized and co-facilitated (with Anne Bailey of the Toronto Public Library) "Planning Essentials", "Embarking on the Project", and "Heritage Buildings for the 21st Century" sessions

2012   **Program Committee, CAIS 2012 Annual Conference**

2010-11   **PhD LIS Program Committee**
                 Faculty of Information and Media Studies, University of Western Ontario

2009-10   **Member, Western Libraries Review Committee**, Office of Provost and VP Academic

- a Senate Review Committee (15 members) that forms every 5 years and conducts an internal assessment of the Libraries' operations, activities, and contribution to the scholarly life of the University
- elected to committee by Senate, June 2009
- assisted with the selection of 3 external reviewers
- attended monthly consultation meetings with various Library, Faculty, and student group representatives

- supervised and facilitated undergraduate and graduate focus groups with external reviewers, 1-2 Oct 2009
- assisted with the composition of final report

2009-11   **Doctoral LIS Representative, Western Society of Graduate Students**

- appointed in 2009 as an alternate; appointed full representative in Sep 2010

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EXTERNAL SEMINARS AND WORKSHOPS ATTENDED (selected)

2011   **Graduate School of Design, Harvard University, 20-24 July, Cambridge, MA.**

Executive Education Certificate course: *Public Library Design and Planning*.

2010-11   **Future Professor Workshop Series**, **Teaching Support Centre (Western)**

3 workshops: *Effectively Integrating Technology Into Instruction* (July 2010), *Designing Learning Activities for Students with All Learning Styles* (July 2010), *Student Engagement* (May 2011)

2009   **QSR International Workshops, 11-12 May, Toronto, ON.**

2 courses: *Introduction to N'Vivo 8*; *Advanced N'Vivo 8*.

Appendix 2

Mission, Goals, and Objectives

Mission: The mission of the master's of library and information science program 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.

GOAL 1: To foster and promote among master's degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals.

OBJECTIVES

As a result of this goal, candidates will:

A. Discuss and defend the articles of the Library Bill of Rights.

B. Develop policies on how to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.

C. Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read.

D. Analyze the needs of the community being served.

GOAL 2: To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.

OBJECTIVES

As a result of this goal, candidates will:

A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.

B. Develop procedures and policies for analyzing needs and providing a collection of materials

to meet those needs.

C. Demonstrate ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center.

D. Develop, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation.

E. Develop methods of promoting and advocating for libraries and library services

GOAL 3: To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries, and the library profession, in the context of social and cultural diversities.

OBJECTIVES

As a result of this goal, candidates will:

A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

B. Analyze the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

C. Demonstrate knowledge about professional organizations and the benefits of membership.

GOAL 4: To introduce master's degree candidates to theoretical and applied professional research in all areas of librarianship; to develop cognizance of the role of scientific research in building a theoretical and practical knowledge base; and to provide an opportunity for each student to conduct original research.

OBJECTIVES

As a result of this goal, candidates will:

A. Apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.

B. Explain the role of scientific research and of a theoretical knowledge base in librarianship.

C. Be able to conduct original research and communicate the results appropriately.

GOAL 5: To develop an awareness of the effects of technology on all library and information centers' operations.

OBJECTIVES

As a result of this goal, candidates will:

A. Analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons.

B. Demonstrate ability to use information technologies to communicate effectively.

C. Be cognizant of the impact of technology on the social and economic structure and the library's mission to the community.

GOAL 6: Enable master's degree candidates to solve problems and to communicate effectively and professionally with diverse publics.

OBJECTIVES

As a result of this goal, candidates will:

A. Demonstrate high-quality communication through writing, speaking, and other presentation modes.

B. Analyze and solve problems relevant to library/information centers

Appendix 3
Detailed Assessment Report **As of: 11/11/2014 02:21 PM EDT** **2013-2014 Library and Information Science MLIS**** **(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)**

Mission / Purpose

The School of Library and Information Science is committed to preparing its students for careers as library and information science professionals by offering a curriculum that is grounded in the traditional knowledge and skill areas of library and information science as well as focused on the diverse challenges of the future. The program embraces the philosophy that library and other information professionals must be prepared to participate in leadership roles for their profession and communities of service, be able to adapt to dynamic work environments and engage in life-long learning. The preparation of such individuals involves two fundamental elements; preparing candidates with the necessary intellectual and technical abilities to serve in the field of library and information science, and providing candidates with the appropriate perspectives of ethical responsibility and respect for diversity.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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 practice on the part of library and information professionals.

Related Measures:

M 1:Interpreting the Library Bill of Rights

Discuss and defend the articles of the Library Bill of Rights. Students write a scholarly essay with a minimum of 1500 words after reviewing the Library Bill of Rights and associated interpretations provided by the ALA. The students focus on evaluation of library collections, censorship and Recommendations for Challenged Materials. They must then locate an actual challenge or attempt to censor library materials (or restrict access) and explain how each of these sections relates to the challenge, or should have related to the challenge. The report is assessed using the writing rubric and assesses content based on the presence and quality of 1) An overview of the situation and material that was challenged (based on the documentation) and of the ALA stance on the issues (based upon the web pages and the documentation). 2) The completeness of the discussion of the implications for collection development or access with attention to a) if the challenge stands, and b) if the challenge fails. The last element assessed is the discussion of the implications for the larger community, schools, families, etc. a) if the challenge stands, and b) if the challenge fails. (This measure was formerly in LIS 511. In the 2013-14 academic year it was moved to LIS 636 in accordance with an action plan.)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

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

Findings (2013-2014) - Target: Met

96% (47/49) students (combined, summer, fall and spring) achieved satisfactory or excellent ranking on the rubrics for interpreting the Library Bill of Rights.. Six (100%) licensure students achieved satisfactory. Forty-one out of forty-three (95%) non-licensure students achieved satisfactory or excellent: 2 students did not turn in papers.

M 2:Develop balanced collection policies

Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to

read. As a team, students write a collection development policy with a minimum of 2000 words. The collection development policy is for a hypothetical library and must provide information about the following: 1. Overview a. Mission Statement b. Community Profile c. Patrons Needs Assessment 2. Goals a. By subject area or category b. By format 3. Selection Process a. Who selects? b. How are materials selected? c. Selection sources? 4. Miscellaneous Issues a. Gifts b. De-selection and Discards c. Evaluation d. Censorship issues e. Complaints f. Copyright 5. Provide citations for all sources consulted. [LIS 511]

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students (groups) should achieve satisfactory ranking according to the rubrics for the collection development policies.

Findings (2013-2014) - Target: Met

Overall target for 2013-2014 (combined summer, fall, spring) was MET with 96% (46/48, n=48) students achieving satisfactory or excellent ranking according to the rubrics for the collection development policies. Nine out of ten (90%) of licensure students achieved satisfactory or excellent.. Thirty-eight out of thirty-nine (97%) non-licensure students achieved excellent or satisfactory.

SLO 2:Knowledge of the basic tenets of reference, collection development and cataloging

Master's degree candidates demonstrate knowledge of the tenets of reference through participation in the resolution of patrons' information problems, recognition of collection development/management of materials and information, management of libraries and other information agencies, and apply concepts and practices of original cataloging. Candidates identify library and information science problems in the context of the mission of their parent institution and demonstrate creativity and initiative in their solution.

Related Measures:

M 3:Application of the information process: reference support

Demonstrate the role of the library and of the librarian in the information process: Students analyze advanced hypothetical reference questions, identify key concepts for searching reference materials, identify and evaluate possible useful sources, and evaluate the effectiveness of the transfer of that information.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve satisfactory ranking against the reference question rubric.

Findings (2013-2014) - Target: Met

OVERALL TARGET 2013-2014 MET. 95% (45/47) of students (combined summer, fall, spring) achieved excellent or satisfactory ranking against the reference question rubric. Seven out of seven (100%) licensure students achieved excellent or satisfactory. Thirty-eight out of forty (95%) non-licensure students achieved excellent or satisfactory.

M 4:Procedures and policy for collections

Identify and develop procedures and policies for analyzing needs and providing a collection and services to meet those needs.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of the students achieve satisfactory rankings against the community analysis rubric. Students analyze a community setting to develop the information necessary to establish appropriate service and collection policies and write a community analysis report. The community analysis requires 1) a description of the library, 2) details of the demographic and socio-economic characteristics of the library

patrons and of the community it serves, 3) specific details of any focused service or community needs, 4) explanation of the sources of the data collected.

Findings (2013-2014) - Target: Met

OVERALL TARGET MET. 85% (46/54) (combined summer, fall, spring) achieved satisfactory ranking against the community analysis rubric. Nine out of nine (100%) licensure students achieved excellent or satisfactory. Thirty-seven out of forty-five (82%) non-licensure students achieved excellent or satisfactory.

M 5:Cataloging: Organization and services

Demonstrate ability to organize materials and services so that they are readily accessible to the public being served by a library or information center.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students will achieve satisfactory performance of organizational activities related to the assignment rubrics

Findings (2013-2014) - Target: Met

OVERALL TARGET MET: 97% (38/39) (combined summer, fall, spring) achieved satisfactory or excellent performance of organizational activities related to the assignment rubrics. Two out of two (100%) licensure students achieved a rating of excellent or satisfactory. Thirty-six out of thirty-seven (97%) non-licensure students achieved a rating of excellent or satisfactory.

M 12:Reference Interview Process

Students model the reference interview process including selecting resources and finding answers through video roleplaying. Source of Evidence(s): Written assignment(s), scored by a

rubric; students are evaluated on a rubric in three ways-group, self, and instructor.

Source of Evidence: Video or audio tape (music, counseling, art)

Target:

85% of students will achieve satisfactory ranking against the reference question rubric.

Findings (2013-2014) - Target: <u>Met</u>

OVERALL TARGET 2013-2014 MET 89% (50/56) (combined summer, fall, spring) students achieved satisfactory ranking against the reference question rubric. Twelve out of thirteen (92%) licensure students achieved excellent or satisfactory. Thirty-eight out of forty-three (88%) non-licensure students achieved excellent or satisfactory.

SLO 3:Professionalism

Master's degree candidates understand and appreciate the importance of professional organizations, continuing education, the evolution of libraries, and the library profession in the context of social and cultural diversities.

Related Measures:

M 6:Management of libraries and other information centers

Recognize, develop, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation. Through professional readings and written analysis students will develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and other information centers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students will achieve satisfactory ratings against the rubrics for written analyses of articles from the professional management literature.

Findings (2013-2014) - Target: Met

OVERALL TARGET MET 97% (29/30) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubrics for written analyses of articles from the professional management literature. Five out of five (100%) licensure students achieved excellent or satisfactory ratings. Twenty-four out of twenty-five (96%) non-licensure students achieved excellent or satisfactory ratings.

M 7:Professional concepts

Students examine and discuss the impact of the Library Bill of Rights and its significance to the past, present and future of library and information science to define a political image of librarianship in relation to censorship, filtering, the freedom of information and services to communities. Assessment considers the completeness of the discussion of the concept definition related to censorship and The Library Bill of Rights; issues including filtering, freedom of information access, and service to communities will be addressed.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students' analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics.

Findings (2013-2014) - Target: Met

OVERALL TARGET for 2013-2014 was met. 90% (48/53) (combined summer, fall spring) of students'

analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics. Eight out of eight (100%) licensure students achieved satisfactory or excellent. Forty out of forty-five (89%) non-licensure students achieved satisfactory or excellent. .

SLO 4:Reseach foundations

Master's degree candidates demonstrate an understanding of scientific research, its role in building a knowledge base in library and information science, and demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science.

Related Measures:

M 8:Essential research

Students demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

85% of students achieve satisfactory ranking against the research proposal rubric.

Findings (2013-2014) - Target: Met

OVERALL TARGET 2013-2014 MET 100% (5353) (combined summer, fall, spring) achieved excellent or satisfactory ranking against the research proposal rubric. Ten out of ten (100%) licensure students achieved excellent or satisfactory ranking. Forty-three out of forty-three (100%) non-licensure students achieved excellent or satisfactory ranking.

M 9:Master's research project

Students demonstrate an understanding of the process and role of research in the field of library and information science through the completion of a quality research document appropriate to the field. The process includes submission of a proposal beyond the research proposal for the LIS 668 Research Methods course, and requires all the elements of a research article. Evaluation of the capstone Master's Project is by a student selected committee against the proposal and project rubric, and the student's own proposal design. Rubrics are scaled as good (clarity in presentation and compliance with good research approach), requires improvement (less clarity in presentation and compliance with good research approach), or unacceptable (unacceptable presentation, lack of good research approach).

Source of Evidence: Project, either individual or group

Target:

95% of students achieve satisfactory against the rubric for the Master's Project as determined by at least two faculty evaluators.

Findings (2013-2014) - Target: Met

OVERALL TARGET 2013-2014 MET 100% (58/58) (combined summer, fall, spring) achieved satisfactory or excellent ranking against the rubric for the Master's Project as determined by at least two faculty members.. Eight out of eight (100%) licensure students were rated satisfactory or excellent. Fifty out of fifty (100%) non-licensure students were rated satisfactory or excellent.

SLO 5:Technology literacy

Candidates develop an awareness of the effects of technology on all library and information centers' operations, the uses of technology in management, public access, and instruction, and participate in technology applications to advance their skills and experiences.

Related Measures:

M 10:Technology and organizations

Candiates analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons and demonstrate an understanding of the effects of technology on communication and organizational structures.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students should achieve a satisfactory rating based on the rubrics for analysis and reporting on professional reading and research activities in LIS 651 Introduction to Information Science assignments. Assessment requires students demonstrate an ability to analyze, evaluate, and compare published reports of research studies in library and information science and in disciplines other than library and information science.

Findings (2013-2014) - Target: Met

OVERALL TARGET 2013-2014 MET 91% (43/47) (combined summer, fall, spring) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional reading and and research activities in LIS 651 Introduction to Information Science assignments. Five out of eight (62%) licensure students were rated as satisfactory or excellent. Thirty-eight out of thirty-nine (97%) non-licensure students were rated as satisfactory or excellent.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

M10 re-evaluate course syllabi for clarity of instruction and rubric construction

Established in Cycle: 2010-2011

LIS 651 Introduction to Information Science involves multiple topics including

readings and assignments covering the historical ...

M 11:Technology tool assessment

Students utilize a variety of essential technologies to develop technology literacy appropriate

to the library information science field.

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students will demonstrate satisfactory technological literacy through their use of a variety of

current technologies, such as search engines, websites/webquests, pathfinders, blogs, wikis, task

software such as Catalogers Desktop, ClassWeb, WebDewey, RDA toolkit, Lexis-Nexis, Credo, DIALOG,

presentation software, wordprocessors, spreadsheets and other course identified software with

satisfactory performance as measured on assignment rubrics. This target is assessed in LIS 516

Technology in the School LIbrary, LIS 557 Computer Application in Libraries, and LIS 558 Internet

Resources. All students must take one of these courses as an elective.

Findings (2013-2014) - Target: Met

2013-14 Target MET. 100% (61/61) students (combined LIS 516, 557, 558) demonstrated satisfactory

technological literacy through their use of a variety of current technologies as measured on assignment

rubrics. Eight out of eight licensure students demonstrated satisfactory technological literacy. Fifty-three

out of fifty-three (100%) non-licensure students demonstrated satisfactory technological literacy.

Sixteen out of sixteen students (100%) in LIS 516 (fall 2013) demonstrated satisfactory technological

literacy through construction of a webquest. Of those, seven were licensure and nine were non-

licensure. Twenty-two out of twenty-two students (100%) in LIS 557 (fall 2013) demonstrated

satisfactory technological literacy through construction of an electronic portfolio. There were no

licensure students in the class. Twenty-three out of twenty-three students (100%) in LIS 558 (spring

2014) demonstrated satisfactory technological literacy through construction of an electronic portfolio.

Of those, there was one licensure student and twenyt-two non-licensure students.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Addressing an implementation failure

Established in Cycle: 2010-2011

No data was collected from the courses specific to technology use during this cycle. Faculty are currently identifying specific ...

M11 Improve assessment alignment between assignments

Established in Cycle: 2013-2014

Data gathered from three different courses. Review syllabi, assignments, and rubrics to ensure alignment of assessment coverage.

M 12:Reference Interview Process

Students model the reference interview process including selecting resources and finding answers through video roleplaying. Source of Evidence(s): Written assignment(s), scored by a rubric; students are evaluated on a rubric in three ways-group, self, and instructor.

Source of Evidence: Video or audio tape (music, counseling, art)

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 6:Retention and Graduation

Students admitted to the library and information science master's program will progress through the program and graduate.

Related Measures:

M 13:Retention

70% of the students admitted to the library and information science master's program will be retained in the program. Retention will be measured by data from Institutional Research and/or data from PeopleSoft.

Source of Evidence: Academic indirect indicator of learning - other

Target:

70% of students will be retained in the program as measured by Institutional Research data and/or data from PeopleSoft.

Findings (2013-2014) - Target: Met

78% (289/370; n=370) of students were retained in the program as measured by data from PeopleSoft. This finding was obtained by looking at students admitted since fall of 2008 and tracking graduation, active, dismissal and discontinued students. Students who graduated or are currently active in the program were considered to be retained.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Retention

Established in Cycle: 2013-2014

Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

M 14:Graduation

90% of the students who graduated from the Library and Information Science master's program will graduate within three years as determined by data from Institutional Research or data from PeopleSoft.

Source of Evidence: Academic indirect indicator of learning - other

Target:

90% of the students who graduated from the Library and Information Science master's program will graduate within three years as determined by data from Institutional Research or data from SOAR.

Findings (2013-2014) - Target: Met

95% (186/194) of the students who graduated from the Library and Information Science master's program did so within three years as determined by data from PeopleSoft. These students were tracked by looking at admitted students who graduated since fall of 2008.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

M10 re-evaluate course syllabi for clarity of instruction and rubric construction

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical development of technology and its impact on library and information science. Students read, analyze related historical research in the areas of communications, electronics, computer science and other allied disciplines that contribute to the modern library and information science center and its mission. Students also create literature reviews, and research proposals based on these readings. Faculty have determined the course needs to be re-evaluated to determine whether the content is too

concentrated for one course, or if the instructions and rubrics are insufficient to support the students.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

   Measure: Technology and organizations | **Outcome/Objective:** Technology literacy

Implementation Description: curriculum committee will review the syllabus and all documents of the last reporting cycle to determine the appropriate course of action. At the same time student progress in the current offering will be very carefully monitored for symptoms of correctable issues.

Projected Completion Date: 05/29/2015

Responsible Person/Group: Curriculum Committee and LIS 651 teaching faculty

Curriculum Review

Faculty will undertake a comprehensive curriculum review during the 2014-15 academic year. Current outcomes and measures will be reviewed for current relevancy and correct course placement.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

Decide whether to add exit survey data as an outcome/measure

The department has begun to systematically give an exit survey and consideration will be given during this cycle as to whether that data should be incorporated as part of the formal assessment system.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Responsible Person/Group: Faculty

Additional Resources Requested: None

M11 Improve assessment alignment between assignments

Data gathered from three different courses. Review syllabi, assignments, and rubrics to ensure alignment of assessment coverage.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Technology tool assessment | **Outcome/Objective:** Technology literacy

Projected Completion Date: 05/31/2015

Responsible Person/Group: Faculty teaching LIS 516, 557, 558

Additional Resources Requested: None

Retention

Students who fail to register will be contacted to ascertain reasons and see if intervention is possible.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Retention | **Outcome/Objective:** Retention and Graduation

Responsible Person/Group: Faculty advisors.

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

For the most part the students are demonstrating superior skills in meeting the outcomes/objectives of the program. Failure to achieve at least satisfactory on the student's part is generally due to either not completing the assignment or failing to follow assignment instructions. After analyzing last year's results it was determined that the performance target in the three introductory courses would be lowered to 85%. With that in place, there is a tiered performance target system with assessments in the three beginning courses being at 85%, the next four required course assessments being at 90% and the assessment in the capstone course being at 95%. This change was decided upon because of the challenging material in the beginning courses and the adjustment that students often need to make to balance courses, especially online courses, jobs, and family responsibilities. These three courses are the foundation for the program and outcomes 1 and 2 have at least one measure in one or more of those

courses. Last year some assessments with the corresponding assignments were moved to different courses and this has proved successful and relieved some of the assessment burden on particular courses, especially LIS 511. After two years of failure to collect data for M11, it was determined that data would be collected in a combination of three courses, LIS 516, 557 and 558, and that was done during this cycle. All students must take one of these three courses as an elective so all students will be assessed. Retention and graduation rates were added to the assessments. Both the retention and graduation targets were met. However, recruitment, retention, and graduation remains a priority for the department.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The introductory courses were given standardized performance targets of 85% and performance at the new levels will be monitored over the next several cycles. At least in the first year this has proved to be successful. Additionally, as courses are often rotated among faculty, when a new faculty member teaches a course, it will be emphasized what the assessment for the course is and that the rubric and assessments be consistent. M11 was implemented this year for the first time in several years because of previous failure to collect data. The target was rewritten and assigned to three elective classes; all students are required to take at least one of those three electives. Additional work will be done during the coming year to standardize the assessment assignment among the three classes but the initial outcome this year was positive. A comprehensive curriculum review is planned for the 2014-15 academic year and this may result in some changes to outcomes/objectives and/or measures. We have begun to collect systematic data through an exit survey and consideration will be given to incorporating that data as a measure for one or more outcomes. An assessment was added for retention and graduation data. Although the targets were met continued attention will be given tracking and mentoring matriculated students to encourage retention and move students through to graduation. Faculty has discussed and will continue to focus on possible barriers for students to enter and remain in the program. Recruitment has been and remains a priority

Annual Report Section Responses

Program Summary

The Master's of Library and Information Science program is accredited by the American Library Association, and is the only such program in the state of Mississippi, as well as one of only 62 ALA accredited Master's programs in North America. The School of Library and Information Science at The University of Southern Mississippi is one of approximately 20 American Library Association accredited programs that offer a fully online master's degree. The MLIS program produces professionals for all areas of the library/information fields; academic, public, school, archives, and special libraries all hire our graduates. Students from across the nation, including Hawaii and Alaska, participate in our MLIS program; we also have provided classes for students residing in Peru, Belize, India, England, Germany, Japan, the Virgin Islands, as well as other countries. We offer an online supplemental school library media specialist endorsement non-degree program that also attracts students from other states and other countries. In 2009-2010 we proposed and had approved a Graduate Certificate in Archives and Special Collections, which has attracted new students as well as alums. Four students successfully completed the certificate in 2013-14. The newer Youth Services and Literature certificate produced four completers during the 2013-14 year. The MLIS is one of the most frequently awarded master's degrees at The University of Southern Mississippi. Master student enrollment during 2013-14 was 142 in spring 2013, 113 in summer 2013 and 143 in fall 2013. Spring 2014 was not available at this writing. Our graduates have gone on to earn doctoral degrees in programs at Urbana-Champagne Illinois, Rutgers, Simmons, University of Mississippi, Alabama, and others. The School has sponsored and directed the Fay B. Kaigler Children's Book Festival for the last 47 years. The festival attracts national attention and participants to the university for the Southern Mississippi Silver Medallion awarded annually for the last 46 years. The 2012 winner was author and poet Jane Yolen, 2013 was Jon Scieszka, and the 2014 winner was Christopher Paul Curtis; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. In 2012, the Erza Jack Keats Book Awards were moved from the New York Public Library to the Festival for annual presentation. The festival is one of the features of The University of Southern Mississippi that is nationally recognized in conjunction with the de Grummond Children's Literature Collection. The School of Library and Information Science has been a leader in the development and offering of online courses since offering the first online courses in 1995. The MLIS was the first approved online Master's degree program at The University of Southern Mississippi (2002). SLIS faculty members have participated in the pilots for WebCT, Horizon Wimba, Collaborate Live Classroom, and Podcasting and continue to be active in testing new technology appropriate for our field. Our courses include aspects of Web and Library 2.0, social

media, wikis, blogs, globs, social networking, and the evolving information technologies. The field of library and information science is a dynamic and evolving collection of many disciplines. Our students are prepared to work and excel in diverse venues, limited only by the imagination of the student. Our faculty have expertise in public, school, special and academic libraries as well as archives, museums, telecommunications, information science theory, digitization, records management, distance education and much more. The School of Library and Information Science engages in an ongoing self-review of all aspects of the program. As an American Library Association accredited program we report on our enrollments, student composition, activities, and budgets annually, and prepare a biennial overview report. We are conscious of the character and quality of our program as a component of retaining accreditation and presenting The University of Southern Mississippi in the best light. We underwent our seven year accreditation review in February 2012 and received the full 7 year continuing accreditation until 2019. ALA accreditation is essentially a continuous process, but the seven year review involves a focused campus visit by an assessment team composed of practitioners, educators and administrators in our disciplines. The standards of our accreditation cover the I Mission, Goals and Objectives of the program, II Curriculum, III Faculty, IV Students, V Administrative and Financial Support, and finally VI the Physical Resources and Facilities.

Continuous Improvement Initiatives

The entire assessment process must be handled as a continuous improvement initiative. We are striving to align all of our assessments with our mission, goals and objectives as linked to the American Library Association's core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign. Significant progress has been made, but we are still aligning courses and competencies. Additionally, one new faculty member was added during this past cycle and brings a new area of expertise which will allow SLIS to offer new courses and highlight their talent. A comprehensive planning and review process for the department has been initiated and is envisioned to take several years. The focus for 2014-15 will be a complete curriculum review to pinpoint duplication, ensure coverage of needed material, and focus on embedded technologies. Recruitment, retention, and graduation remain priorities for the department.

Closing the Loop

Since library and information science has very dynamic evolving technology systems and structures, e.g., blogs, wikis, gaming, social media etc., we need to continuously monitor and appropriately increase technology engagement in the courses for the students. The Curriculum Committee has recently reviewed the technology implemented in each course and selected a common assignment in three courses to serve as the assignment for M11. The faculty will be reviewing courses and assignments this next cycle to identify if there are more appropriate courses and assessments to use as measures as well as to improve the quality of the program by avoiding duplication and ensuring coverage. Data were gathered during this cycle for M11 for the first time in three years and the assessment will be refined further during the coming cycle. Target percentages for those assessments falling in the three beginning courses were revised to 85% to reflect the subject matter difficulty and issues that students sometimes have in learning to balance work, family and school, especially online courses, as they begin a graduate program. Target percentages rise to 90% and finally to 95% as students progress through the program. This change was addressed in several action plans that were finalized during this cycle. Measure 1, Library Bill of Rights analysis, was moved to a different course in accordance with an action plan for this cycle. This relieved the assessment burden on LIS 511 Collection Development and the M1 assessment fit equally well in the other course. The master's project timeline has been monitored, as per an action plan, and an effort has been made to allow students more time to incorporate changes from proposal to draft to final paper. The assessment target was met in all sections during this cycle. Retention and graduation rates were added as assessments for the first time. Initial targets were met but recruitment, retention, and graduation remain a priority for the department. During the coming cycle a comprehensive curriculum review is planned which may result in changes to outcomes, assessments, etc., depending on findings by the faculty.

Appendix 4: Selected Faculty Productivity (January 2013-November 2014)

Dr. Catharine Bomhold

2014   Bomhold, C. and Elder, T. *Build It, Make It, Do It, Play It: Subject Access to the Best K-12 How-to Books.* Libraries Unlimited.

2014   Bomhold, C. Research and Discovery Functions in Mobile Academic Libraries: Are university libraries serving mobile researchers? *Library Hi-Tech*, manuscript accepted 10/15/2014.

2014   Bomhold, C. & Westbrook, A. The Shared Reading and Children's Home Library Project: A pilot study to increase book ownership and shared reading experiences in low income families. In review, *Delta Journal of Education*, submitted 7/31/2014.

2014   Bomhold, C. Mobile Services at Academic Libraries: Meeting the Users' Needs? *Library Hi-Tech* 32(2), 336-345. (Double-blind peer-review, acceptance rate 47%)

2013 "Discovery Functions in the Mobile Library Environment" MidSouth Distance Learning Conference, University of Memphis, October 24-27, 2013.

2013   "Academic Libraries Are Moving to the Mobile Web – Or Are They?" MSU Libraries eResources & Emerging Technologies Summit. Starkville, MS, July 31-Aug. 2, 2013.

2013 $2000 Target Corporation for the *Shared Reading and Children's Home Library Project*

Dr. Stacy Creel

Peer-Reviewed Abstracts:

Creel, S. (In Press). The impact of assigned reading on reading pleasure in young adults. *Journal of Research on Young Adults and Libraries*, *5*.

Creel, S. & Welsh, T.S. (2014). Virtual and physical connections: An assessment of an online program. *Global eLearning Journal*, *3*(1).

 Welsh, T.S. & Creel, S. (2013). Geographic distribution of an open access e-journal. *Information Services and Use*, *33*(2).

Creel, S. & Welsh, T.S. (2013). Usage data of an open access e-Journal in a digital repository. *17th International Conference on Electronic Publishing Mining the Digital Information Networks*, Karlskrona, Sweden 13-14 June 2013. http://elpub.scix.net/cgi-bin/works/Search?search=year%3A2013

Peer-Reviewed Book Chapters:

Creel, S. (2014). Interface design: The impact of images and catalog organization on information retrieval by children ages 5 to 8 while subject browsing. In Bilal, D. and Beheshti, J. (Eds.). *Library and Information Science, Volume 10, New Directions in Children's and Adolescents' Information Behavior Research* (pp. 263-291). United Kingdom: Emerald Library and Information Science Book Series. (In Press).

Book Chapters:

Creel, S. (2014). Creating and running a digital bookmaking fair for school or public libraries. In Smallwood, C. & Harrod, K. (Eds.). *Library Youth Outreach: 26 Ways to Connect With Children, Young Adults and Their Families.* Jefferson, NC: McFarland and Company. (In Press).

Creel, S. (2013). Service learning in the preparation and mentoring of LIS students: One method of keeping current. In Harrod, K., Smallwood, C, & Gubnitskaia, V. (Eds.). *Continuing education for librarians: Essays on career improvement through classes, workshops, conferences, and more.* Jefferson, NC: McFarland and Company.

Professional Articles:

Creel, S. (2013). Talk dirty to me: Why books about sex and relationships belong in libraries (Reprint). *Mississippi Libraries*, 76(2).

Welsh, T. & Creel, S. (2013). E-Resource round up column: Free technology and web 2.0 tools for your library. *The Journal of Electronic Resources Librarianship, 25*(1).

GRANTS:

Applicants	Role	Funding Source, Title, Funds Sought	Outcome

Creel, S. (November 2014)	Lead-PI and Applicant	ALA Carnegie-Whitney Award *The importance of play: A selected bibliography of resources related to learning through play* Sought $5000	Under review
Englert, T., Creel, S., Guo, S., & Pigza, J. (November 2014)	Key Personnel	National Science Foundation NISE Net 2015 Mini-Grant Sought $3000	Awarded $3000
Williams, A., Kimberly, C. & Creel, S. (September 2014)	Co-Investigator	Foundation for the Scientific Study of Sexuality. *Women's consumption of erotic literature and engagement with online erotica forums.* Sought $1000	Awarded $1,000
Creel, S. & Welsh, T.S. (October 2013).	Co-Investigator	Aubrey K. Lucas & Ella G. Lucas Endowment for Faculty Excellence in Instruction and Research Grant:	Not funded.

		Virtual and Physical Connections: Students' Perceptions of an Online Program. Sought $5000	
Creel, S. (October 2013).	Lead-PI and Applicant	USM's Summer Grants for Improvement of Instruction *The One Hour Electives Option – Creating Cohesive, Meaningful Options.* Sought $6,000	Awarded $6,000 from USM's SGII
Williams, A., Kimberly, C. & Creel, S. (March 2013).	Co-Investigator	Peggy Jean Connor Grant Competition: *Women's High-Tech Erotic Literature Engagement and Relationship Well-Being: Implications for Family Life, Education, Marriage, and Family Therapy.* Sought $550	Awarded $550 from CSRW

Williams, A., Kimberly, C. & Creel, S. (September 2013).	Co-Investigator	National Council on Family Relations: Women's High-Tech Erotic Literature Engagement and Relationship Well-Being: Implications for Family Life, Education, Marriage, and Family Therapy. Sought $10,000	Not funded.
Creel, S. & Welsh, T.S. (September 2013).	Co-PI and Co-Applicant	ALISE Research Grant: Virtual and Physical Connections: Students' Perceptions of an Online Program. Sought $2345 from Association of Library and Information Science Educators	Not funded

Dr. Matthew Griffis – see vita in Appendix 1

Dr. Elizabeth Haynes

Haynes, E., Fountain, J. and Zwierski, M. *Unlocking the mysteries of cataloging: A workbook of examples, 2ⁿᵈ ed.* Libraries Unlimited. (in press).

Dr. Teresa Welsh

Scholarly Book

Bolner, M., Poirier, G.A., Welsh, T. S., & Pace, J. E. (2013). *The research process: Books and beyond*. (5th ed.) Dubuque, IA: Kendall Hunt Publishing.

Peer-Reviewed Journal Articles

Vinson, T.C. & Welsh, T.S. (2014). A comparison of three library and information science databases. *Journal of Electronic Resources Librarianship* 26(2), 114-126.

Creel, S. & Welsh, T.S. (2014). Virtual and physical connections: An assessment of an LIS online program. *The Global eLearning Journal* 3(4), 1-18.

Welsh, T.S. & Creel, S. (2013). Geographic distribution of an open access e-journal. *Information Services & Use* 33(2), 103-111.

Column in Peer-Reviewed Journal

Welsh, T.S. & Creel, S. (2013). Free technology and Web 2.0 tools for your Library. E-Resource Round Up, *Journal of Electronic Resources Librarianship 25*(1), 79-80.

Juried Conference Research Papers Published in Conference Proceedings

Welsh, T.S. & Creel, S. (2013). Usage data of an open access e-journal in a digital repository. Extended abstract, *Mining the Digital Information Networks: Proceedings of the 17th International Conference on Electronic Publishing* (ELPUB-2013), Blekinge Institute of Technology, Karlskrona, Sweden, June 13, 2013.

Professional Publications

Welsh, T.S. (2014). Aesop through the ages: An Examination of Aesop's Fables in the de Grummond Children's Literature Collection. *Mississippi Libraries* 77(1), 5-8.

Hussey, J., Lyon, K., Cunetto, S., Jennings, J., Keys, O.R., Nathan, C., Oglesby, V., Robinson, C., & Welsh, T.S. (2013). Jackson: Mississippi Department of Education.

Internal Grants - Funded

Welsh, T.S. & Creel, S., "Continued Study into Community Building in SLIS Online Courses" Proposal Development Grant, USM Office of the Vice Provost for Research, $2,000 funded by CoEP, Spring 2013.

Dr. Xinyu (Cindy) Yu

Presentations

Yu, X., Xie, Y., Whipple, J., Mayfield-Johnson, S., & Ezbarkt, E. (2014, October 28). A collaborative
project: Creating an informatics curriculum. Presented at the Southern Chapter/Medical Library
Association Annual Meeting in Mobile, AL.

Yu, X. (2014, October 18). Meaningful engagement: Crowdsourcing and digital preservation projects.
Presented at the Mississippi Library Association Annual Conference in Vicksburg.

Yu, X. (2014, May 23). The value of academic libraries through a design of Web resources. Presented at
Monthly Pudong Academic Libraries Meeting in Shanghai, China.

Yu, X., Xie, Y., Mayfield-Johnson, S. &Whipple, J.(2014, April 16). An update on *strengthening the 21st*
Century public health informatics: Outreach to the future public health professionals at the
University of Southern Mississippi. A Webinar presented at National Network/Libraries of
Medicine Southeastern Atlantic Region Beyond SEA.
http://nnlm.gov/sea/newsletter/2014/03/beyond-the-sea-april-16-2014-an-update-on-
strengthening-the-21st-century-public-health-informatics-competencies-an-nnlm-sea-funded-
project/

Jackson, A., Moman, C., **Yu, X**., Stewart, B. & Sanders-Dean, B. (2013, October 17). Pathways to
become an effective leaders. Plenary session sponsored by Black Caucus Roundtable, the
Mississippi Library Association Annual Meeting, Biloxi, MS.

Yu, X., Xie, Y., Johnson, S. & Whipple, J**. (**2013, October 19). Information needs of public health
information professionals. Poster presented at the South Central/Medical Library Association
Conference, Ridgeland, MS.

Grant

Yu, X. (Principal Investigator). (2013-2014). strengthening the 21st century public health
informatics competencies: Information outreach to the future public health professionals
at the University of Southern Mississippi. (National Library of Medicine, NN/LM SEA $20,000).

Website Development

Yu, X., Whipple, J. & Ezbarkt, E. (2014). Public Health Informatics Subject Guide. USM University
Libraries. http://libguides.lib.usm.edu/public_health_informatics