2016 Biennial Narrative Report
School of Library and Information Science
The University of Southern Mississippi
February 15, 2017

Introduction

The Southern Miss School of Library and Information Science (SLIS) has been continuously accredited since 1980. In 2012, SLIS received continued accreditation with the next comprehensive review scheduled in 2019 (ALA, 2017). This is the second biennial report since the comprehensive review in 2012. General institutional updates at Southern Miss and SLIS since the last report include:

- Dr. Rodney D. Bennett, the first African-American president of Southern Miss, continues to serve with distinction as President of the University.
- Dr. Ann Blackwell, Dean of the College of Education and Psychology, is scheduled to retire in June 2017; search for a new dean is in progress.
- SLIS Director Dr. Haynes retired in June 2015 and an endowed scholarship was established in her honor. In spring 2016, she was awarded Faculty Emerita status.
- Dr. Bomhold was promoted to Associate Professor, Dr. Welsh promoted to Full Professor and Director, and Dr. Creel tenured and promoted to Associate Professor.
- SLIS hired one new full-time professor, Dr. Cunningham, who began in August 2016.
- In 2015, SLIS celebrated the 50th anniversary of the first MLS degrees awarded at Southern Miss with a reception at the Mississippi Library Association Conference honoring alums, Advisory Board, students, and supporters of the program; a special edition of *SLIS Connecting* that featured an article on the history of the program (Griffis, 2015); and an online SlideShare presentation on the history of the program (Welsh, 2015).
- In 2015, the Children's Book Festival and de Grummond Children's Literature Collection received a $100,000 endowment from Richard Peck.

Standard I: Systematic Planning

Our **strategic planning process** is based on "ALA's Core Competencies of Librarianship" (2009) and informed by **qualitative assessment data** collected from focus groups held at the annual conference of the Mississippi Library Association and through informal and formal interaction with our Advisory Board via emails, an advisory board listserv and at conferences. **Quantitative**

assessment data are collected through an exit survey distributed to MLIS candidates at the end of their program and by survey data collected from Advisory Board, alums, and other practitioners.

In 2015, Dr. Griffis led a review of the SLIS Strategic Plan. After extensive discussion and comparison with professional standards as well as mission, values, and goals of the University and College, the revised mission statement, values, and general goals were approved by faculty on January 22, 2016 (Appendix A). The slightly revised mission statement reads, "The mission of the School of Library and Information Science is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities."

The SLIS goals and objectives were reviewed, discussed, and revised for greater consistency with goals and objectives of the University and College during faculty meetings in February and March 2016 and were approved on April 21, 2016 (Appendix B).

At the College level, faculty are actively involved in strategic planning and discussion: 1) Dean, department chairs, and college administrative staff meet twice a month, 2) Dean and chairs have a planning day retreat each semester, 3) SLIS Director meets with the Dean once a month, 3) SLIS Director and faculty meet once a month, and 4) faculty, staff, and Director meet as needed.

Standard II: Curriculum

Program Self-Assessment

As part of University accreditation, each year we prepare a WEAVE assessment report for the MLIS and LIS BA/BS degree, as well as two graduate certificate programs. These reports *evaluate progress in meeting student learning outcomes as well as program outcomes* such as graduation rates. Action plans are required and implemented for courses that do not meet the targeted SLO goals. WEAVE assessment data as well as ALA MLIS Program Presentation (2012) and LIS BA/BS Report (2015) are available online (www.usm.edu/library-information-science/program-assessment).

WEAVE student learning outcomes (SLO) were revised by the Curriculum Committee and approved by faculty in 2015-16 to comply with new SACS Accreditation Standards (2016):

SLO 1: Knowledge of and commitment to ethical practices

SLO 2: Professional practice and training experiences

SLO 3: Knowledge of LIS literature

SLO 4: Engagement in research

SLO 5: Technology competency.

As a part of the ***process for continuous improvement***, the SLIS Curriculum Committee and faculty conduct ongoing review of courses to map professional competencies addressed by courses, how those competencies are assessed, and technology competencies and skills embedded and addressed in courses. The intended result of this review is to see where we may have gaps, both in competencies-related content and technology skills. The following ***course modification*** proposals were approved by SLIS faculty, College Curriculum Committee, Graduate Council, and Provost:

- In 2014-15, titles and descriptions were revised for LIS 636 and LIS 651, effective spring 2015 (Appendix C).
- A review of technology courses was completed in 2015 and resulted in a proposal to modify titles and descriptions of LIS 557, LIS 558, and LIS 654, effective fall 2016 (Appendix D).

Program Modifications

The MLIS degree requires 40 credit hours. The following program modifications proposed by the Curriculum Committee were approved by SLIS faculty, College Curriculum Committee, Graduate Council, Provost, and Mississippi Institutions of Higher Learning (IHL):

- Based on feedback from focus groups, students, and alumni, as well as conversations with USM Instructional Technology faculty, a new dual degree, MLIS/Instructional Technology MS, the first fully online dual master's degree at USM, was proposed by SLIS and the Department of Instructional Technology effective spring 2016 (Appendix E)

- The school licensure emphasis and courses were scheduled for review in 2015 and the Curriculum Committee began by collecting data - qualitative data about school licensure emphasis requirements were collected in the MLA focus group in fall 2015 and an online survey was distributed to students, graduates (particularly school librarians), and Advisory Board to collect quantitative data. Data analysis indicated a need for a course on educational theory and best practices and also a need for practicum hours in a school library during a school semester that include collection development activities (instead of practicum hours embedded in/split between three different licensure courses). The Curriculum Committee proposed adding an option of LIS 590: Library Instruction and a new school library practicum course that includes collection development activities effective fall 2016 (Appendix F).

Program Evaluation

Program evaluation data include ***qualitative assessment data*** collected from focus groups held at the annual conference of the Mississippi Library Association and through informal and formal interaction with our Advisory Board via emails, an advisory board listserv, and at conferences. ***Quantitative assessment data*** are collected through an online exit survey distributed to MLIS candidates at the end of their program, other survey data, and statistical analysis of enrollment, retention, and graduation rates.

Other ***evaluative data*** include faculty research on community-building activities in SLIS online courses (Creel & Welsh, 2014). Survey data of SLIS students related to satisfaction with online courses and rating of various community-building activities have been collected and analyzed by Dr. Creel and Dr. Welsh for publication in a scholarly journal. Preliminary results were presented at the 7th International Qualitative and Quantitative Methods in Libraries Conference at the IT Universite Paris Descartes, Paris (2015).

Standard III: Faculty

The current faculty of SLIS is comprised of eight full-time members: seven tenured or tenure-track Ph.D. faculty and one instructor. Dr. Cunningham joined the faculty in August 2016 as our newest tenure-track faculty. He was the first doctoral student from the University of South Carolina to win the *ALISE Proquest Doctoral Dissertation Award* in 2015. He has a strong research agenda and interest in information access/digital divide, economic impacts of information, and GIS applications in libraries. He has several articles in progress and serves on the University Diversity Council (www.usm.edu/library-information-science/faculty/dr-chris-cunningham). Dr. Cunningham is mentored by Dr. Matthew Griffis and Dr. Teresa Welsh and has participated in new faculty orientation activities (www.usm.edu/center-faculty-development/new-faculty-orientation).

SLIS tenure-track faculty, including two international faculty, come from a variety of Ph.D. programs and have a mixture of strengths that address various areas of the curriculum. Faculty are active at the University level with service on Faculty Senate, Graduate Council, Academic Council, University Assessment Committee, Diversity Council, Research Council, Institutional Review Board, and University Council of Chairs. Two faculty members serve on the College Curriculum Committee and two serve on the Professional Education Council, the governing body for school licensure.

Faculty highlights from 2014 - 2016 include:

- Dr. Catharine Bomhold, promoted to Associate Professor in 2015, founded and directs the USM Council on Community Literacy and Reading (CCLR). She authored a book, three peer-reviewed journal articles, and a professional journal article. In addition to numerous presentations, she was awarded $3500 in grant funding for the CCLR. Service activities include Faculty Senate, Academic Council, Online Learning Steering Committee, and advisor for school library licensure students (www.usm.edu/library-information-science/faculty/dr-catharine-bomhold).

- Dr. Stacy Creel, awarded tenure and promoted to Associate Professor in 2016, authored two scholarly book chapters with another in press, two peer-reviewed journal articles with four others in progress, co-edited as well as written numerous columns for a scholarly e-journal, presented research at international, national, and state conferences, and served on the Committee on Services and Resources for Women, as Chair of the Mississippi National Library Week, and advises students earning a youth services certificate. She was awarded $9,000 in external grant funding and the 2014 *Excellence in Teaching Award* (www.usm.edu/library-information-science/faculty/dr-stacy-creel).

- Dr. Matthew Griffis authored four peer reviewed journal articles with another four in progress, four professional journal articles, a refereed occasional paper, and co-authored a scholarly book. He was recipient of two research grants: OCLC-ALISE Research Grant for $13,650 (2014) and Laura Bush 21st Century Librarian IMLS Grant for $82,251 (2016) and he presented research at national, regional, and state conferences. In addition to serving on university, college, and department committees, he was recipient of the 2015 *Excellence in Teaching Award,* advises students earning an archival certificate, and advises the Southern Miss Student Archivists (www.usm.edu/library-information-science/dr-matthew-griffis).

- Dr. J. Norton returned to full-time faculty status following an 18-month stint as Interim Dean of University Libraries and has been very active in grant-writing, submitting a major funding pre-proposal to IMLS in 2016 and is working on two others to submit in 2017. Her experience has been invaluable in her contributions to evaluation reports, program and curriculum development. She advises students interested in academic librarianship and serves on the Admissions Committee, SLIS Advisory Committee, and College Advisory Committee (http://melanienorton.wixsite.com/mysite1).

- Mr. J. Edmand Pace, an Instructor who excels in teaching, advising, mentoring, and recruiting students into the undergraduate program, has grown the undergrad program from less than ten to fifty in fall 2015 and seventy-three in fall 2016. Mr. Pace is currently working on a new edition of a book on information literacy. He serves on SLIS Curriculum Committee and College Student Success Committee and received two letters of commendation from USM President Bennett, stating in surveys, students named a course he taught as the most useful in their academic career (www.usm.edu/library-information-science/faculty/j-edmand-pace).

- Dr. Teresa Welsh, promoted to Full Professor and Director in 2015, published three refereed articles and is working on another with Dr. Creel. She is co-editor for a scholarly e-journal and presented research at international, national, and state conferences. She is currently serving on the Graduate Council and Council of Chairs at College and University levels. Each summer, she leads a study-abroad course in London with students from USM and programs across the U.S. and Canada (www.usm.edu/library-information-science/faculty/dr-teresa-s-welsh).

- Dr. Xinyu (Cindy) Yu, an Associate Professor who authored two articles with another in progress, has presented at numerous scholarly conferences. She serves as Faculty Advisor for LISSA, the LIS Student Association (official ALA student group) and advisor for students interested in special libraries. She serves on the University Institutional Review Board and Library Advisory Committee, ALA Research and Statistics Committee, Mississippi Library Association Awards Committee and MLA Special Libraries Section Nominating Committee (www.usm.edu/library-information-science/faculty/dr-xinyu-yu).

Adjunct Faculty

Dr. Suellen Adams has been a regular adjunct for the School since 2012, teaching one or two courses per semester. She is an accomplished scholar with a wealth of experience in teaching and research (http://suellen21.wixsite.com/mysite).

Mr. J. Stephen Parks, J.D., MLIS, the State Law Librarian who oversees the Mississippi Supreme Court Library, occasionally teaches elective courses such law librarianship or government documents. He is an experienced legal researcher and has numerous scholarly publications and presentations (http://courts.ms.gov/news/2016/01.08.16Parks,%20Law%20Librarian.pdf).

Faculty Evaluation

SLIS faculty voted for the Director to conduct the annual evaluations. Tenure-track faculty evaluations focus on teaching and mentoring; research, publication, grants, other scholarly activities; and service to the University, College, SLIS, the profession, and the community. In 2016, tenure and promotion guidelines were updated and approved (Appendix G). Non-tenure track faculty are evaluated on teaching, mentoring, advising, recruitment and service. In addition to student course evaluations, a second evaluative measure for teaching was required by the University in 2016; SLIS requires a teaching e-portfolio for the corps of instruction.

Support Staff

The School is fortunate to have two very capable staff - one handles budgets and financial records, enrollment management, and student support while the other is charged with recruitment activities, student application support, Web page management, and coordination of special events such as the Fay B. Kaigler Children's Book Festival, currently in its 50th year.

Standard IV: Students

Since we are an online program, there is great geographic diversity in the student body; about half of the 140 graduate students are in Mississippi and the other half from 24 states and Canada. We strive for diversity in our student population and are especially cognizant of the need for minority librarians in our state and region. After a successful IMLS Minority Scholarship initiative in 2009-12 resulted in ten minority students earning a MLIS and placement in professional positions, SLIS has a goal of obtaining funding for another scholarship initiative for underserved populations. Student advisement is done by each faculty and advisees are assigned based on their interests and plan of study. For example, Dr. Griffis advises the students earning an archival certificate.

Online classes require live sessions each week in virtual classrooms, allowing interaction between faculty and students. Class break-out sessions, group projects, and discussion board interaction foster a sense of community. The school licensure emphasis requires a school library practicum, the archival certificate requires an archival practicum, students with little or no library experience are encouraged to do   a library practicum, and some courses have a service learning component. SLIS communicates with students through a listserv and updates the Graduate Student Handbook each spring.

After a very large graduating class of 63 in 2013-14, SLIS experienced a decline in graduate degrees awarded (40 MLIS degrees in 2014-15, and 36 in 2015-16) but an increase in enrollment (110

graduate students in fall 2014, 124 in fall 2015, and 142 in fall 2016), so it is expected that the number of degrees awarded will increase in the next few years. This positive trend in enrollment reflects overall enrollment at the graduate level in the University.

Graduate Assistants

SLIS has five graduate assistants, two of which may teach an undergrad information literacy course after earning 18 hours of LIS credits. GAs receive a tuition waiver and a stipend of $7200 over nine months in return for working 20 hours a week. Another LIS student has a graduate assistantship in de Grummond Children's Literature Collection. All six GA's as well as other student volunteers participate in the Fay B. Kaigler Children's Book Festival each April.

Student Organizations

We have two active student organizations, LIS Student Association (LISSA) and Southern Miss Students Archivists (SMSA). In addition to an annual service project, LISSA sponsors a student each year to participate in the ALA Student-to-Staff program. Meetings are held with remote attendance available through Blackboard. SMSA sponsors student participation and attendance at various archival conferences and workshops and is sponsoring two Digi Days in 2017 in cooperation with USM Digitization Lab to give students training in digital preservation. Both LISSA and SMSA assist with the Children's Book Festival each spring.

Three LIS students are College of Education and Psychology Scholars and participate in outreach and recruitment activities (www.usm.edu/education-psychology/scholars) and one student is a member of the Graduate Student Senate (www.usm.edu/graduate-school/graduate-student-senate).

Student Research and Accomplishments

Graduate students are required to pass a comprehensive exam and to complete a master's research project as well as research papers in several core classes; some student research papers have been published in peer-reviewed and professional journals (Welsh, 2016a). Students are required to take at least one technical elective, either LIS 516, LIS 557, or LIS 558, with the common element being the creation of an e-portfolio (Welsh, 2016b).

Numerous SLIS students were recipients of University research awards; national, state, University and SLIS scholarships; conference travel awards; and paid national internships such as Summer

Transportation Internship at the Federal Highway Administration Research Library in Washington, and the ARL Career Enhancement Fellowship (*SLIS Connecting* "From the GA's").

Standard V: Administration, Finances, and Resources

SLIS 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, providing funding and support for accreditation activities, faculty hiring activities, literacy initiatives and the Children's Book Festival. Funding is allocated equitably within the College. The University provides an operating budget as well as money for faculty and staff salaries and fringe. The Provost's Center for Faculty Development includes resources for faculty development and schedules events such as teaching forums and workshops. The Provost sponsors a Student Success initiative with a website that lists available student resources.

SLIS budget varies per year, primarily due to personnel changes, but funding is stable and adequate. The budget was $876,615 in 2014-15; $822,993 in 2015-16; and $887,518 in 2016-17. In fall 2015, the Mississippi Legislature approved a merit raise for state university employees of 1% to 5%. SLIS faculty and staff raises based on annual evaluations averaged about 3%. Dr. Bomhold, Dr. Creel, and Dr. Welsh received salary adjustments upon promotion. Cuts in state funding at the University level led to analysis of program productivity to identify emphasis areas that should be cut or consolidated and programs with growth potential that should be supported. SLIS has shown steady growth since 2015 in both student enrollment and student credit hours and so was approved for a new tenure-track faculty in 2016 and for a new instructor in 2017.

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 within the College.

Physical Resources and Facilities

The School of Library and Information Science has an office suite with individual offices for each faculty and staff member as well as a conference room and common reception and work area. We control three classrooms, but given the online nature of the program, these are not used by SLIS but by a variety of other departments across campus. This use increases our program exposure since SLIS bulletin boards and promotional materials are available in or near each classroom.

SLIS formerly controlled a computer lab but maintenance of the projector and computers was expensive and the lab used only for undergrad information literacy classes. In December 2014, SLIS and University Libraries signed an MOU so that control of the computer lab was assumed by University Libraries and it would become a public computer lab when not used for classes. In return for funding some LIS database subscriptions, SLIS retained priority access to schedule classes but are no longer responsible for maintenance (Appendix H). University Libraries has an agreement with i-Tech to furnish them office space within Cook Library in return for maintenance of public computers so the MOU is advantageous to all three parties: SLIS, University Libraries, and i-Tech.

The University uses Blackboard as its platform for online classes and Blackboard Collaborate for interactive synchronous class sessions. Support and maintenance of Blackboard is handled by USM Learning Enhancement Center (LEC). University Libraries works with SLIS to identify and provide both print and online resources needed for faculty and student research and scholarship. The Library provides services for online students http://libguides.lib.usm.edu/online_students and technical support for students is provided by both Blackboard and USM i-Tech.

SUMMARY

Since 2015, the School has experienced steady growth in enrollment and student credit hours. Attention is focused on strategic planning, program assessment, student recruitment and retention. As a part of our community-building efforts, we created a listserv of SLIS alumni (more than 1200), an Excel file of alums' professional positions and locations, and increased social media presence.

- SLIS Facebook
- SLIS LinkedIn
- SLIS YouTube
- *SLIS Connecting* refereed e-journal, indexed in *DOAJ*, *Google Scholar*, and *Ulrich's Directory*, is published twice a year contains updates on student, faculty, and alumni as well as faculty and student essays and at least three refereed student research papers. Journal articles have been downloaded 50,000+ times from locations around the world.

SLIS is perceived as a pioneer on campus in online programs and digital publishing. Our graduates do well and are placed in positions all over the country in many different types of libraries and archives. Enthusiastic young faculty have brought a new energy and focus to the School and interested alums continue to support and encourage us. SLIS strives for continuous program improvement to better serve our students and our constituents.

Appendix A. Mission, Goals, Values

The University of Southern Mississippi/College of Education and Psychology/School of Library and Information Science

Mission

USM	CoEP	SLIS
USM is a community of engaged citizens, operating as a public, student-centered, doctoral-granting research university serving Mississippi, the nation, and the world. The University is dedicated to scholarship and learning, integrating students at all levels in the creation and application of knowledge through excellence in teaching, research, creative activities, outreach, and service. The University nurtures student success by providing distinctive and competitive educational programs embedded in a welcoming environment, preparing a diverse student population to embark on meaningful life endeavors.	Building on the distinctive heritage of our University as a normal college, the CoEP has expanded its mission to prepare not only successful professional educators but also influential researchers, mental health and human service professionals, and information specialists. The College 1) delivers high quality teaching that transforms the lives of students, 2) generates and disseminates knowledge through research that impacts societal needs, and 3) engages in professional service that multiplies the effects of both teaching and research. The CoEP provides a student experience characterized by student support that fosters success, provides exposure to diversity of people and ideas, includes active engagement in research, offers quality practicum and internship experiences, and provides opportunities for professional service.	The mission of SLIS is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Goals

USM	CoEP	SLIS
1. Support student success to foster retention, progression and graduation 2. Promote teaching, research, and creative excellence 3. Strategically expand undergraduate and graduate enrollment 4. Strengthen economic and community partnerships 5. Invest in faculty and staff to maximize their potential 6. Promote a culture of inclusiveness of people and ideas 7. Enhance physical, technological, and financial infrastructure to support our mission, vision, and values 8. Improve efficiency and effectiveness of institutional processes and systems	1. Achieve recognition as a premier provider of the academic programs in CoEP (evidenced by assessment measures; including national accreditation, rankings and licensure exams; related to faculty, curriculum, technology, research, and funding). 2. Maintain undergraduate and graduate programs that recruit the highest quality students (as measured by admission, retention, and graduation standards), faculty, and staff. 3. Achieve targeted and strategic enrollment growth in CoEP. 4. Achieve retention and graduation rates in the top quartile nationally in higher education. 5. Optimize synergy through communication, collaboration, and planning across programs and campuses. 6. Maintain an inclusive, engaged community of learners that reflects and respects diversity of people and ideas. 7. Continue to integrate & advance emergent technology. 8. Maintain strong connections and develop collaborative partnerships with alumni as well as	1. Maintain recognition as a strong, accredited provider of LIS education and training 2. Review departmental processes, objectives, and activities as necessary for continuous accreditation 3. Support targeted, strategic enrollment growth in undergrad and grad programs 4. Foster retention, progression, and graduation in all programs. 5. Enhance the visibility of SLIS programs and faculty 6. Maintain and develop connections with stakeholders to further the mission of SLIS 7. Emphasize professional development for faculty, staff, and students 8. Support student research activities 9. Support faculty contributions to research and scholarship.

	other individuals and groups, both internally and externally, to further the mission of CoEP 9.Ensure an infrastructure within the College that provides - educational opportunities that attract, engage, and retain diverse, well-prepared students who progress and graduate - professional opportunities that recruit, develop, engage, and retain a diverse and well-qualified faculty and staff - competitive graduate stipends - attractive, functional classroom, research, and office space - leadership that maximizes the results and resources through strategic planning and encourages responsible stewardship and ecological responsiveness.	

Values

USM	CoEP	SLIS
1. Research and instructional excellence focused on student success at all teaching sites and through campus-based and distance education 2. Student engagement that fosters personal growth, professional development, and a lifelong commitment to wellness 3. An inclusive community that embraces the diversity of people and ideas 4. Institutional governance that respects academic freedom and faculty inclusion 5. A campus culture characterized by warmth and mutually-supportive connections among students, faculty, staff, and alumni 6. An approach to academics, research, and personal conduct based on integrity and civility 7. An evolving curriculum that fosters lifelong curiosity and critical thinking 8. Community participation that promotes social responsibility and citizenship	Students, faculty, and staff in the CoEP are committed to: - learning and its value for individuals, families, communities, and society; - an inclusive environment that reflects and respects diversity of people and ideas; - success for all students based on holistic and contextual supports; - high quality teaching, research, and service that merits respect from one's peers; - personal integrity, individual responsibility, and a demonstrated work ethic; - professional collaboration that maximizes both resources and results; - a positive work environment that promotes and supports individual and collective professional growth, recognition, and success; and - educational attainment for the citizens of Mississippi and beyond and the resulting impact on quality of life and economic development.	SLIS is committed to: - Student-centered learning: to cultivating an active, student-centered learning community. - Diversity: We recognize and value the diversity of modern society and support inclusiveness in learning. - Intellectual freedom: We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas. - Service: Because it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge. - Community: We believe in creating, fostering, and participating in learning and research communities that spans state, national, 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 sharing of new knowledge with multiple communities of interest.

Appendix B. SLIS Strategic Plan

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

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

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

Goals
The School of Library and Information Science's internal goals will support the University and College of Education and Psychology's current areas of strategic focus.

Goal 1:   Maintain recognition as a strong, accredited provider of library and information science education and training.

- **Objective 1:** Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching.

- **Objective 2:** Promote departmental scholarship and assistantship opportunities at state, regional, and national levels.

- **Objective 3:** Sustain quality of MLIS program by maintaining ALA accreditation.

- **Objective 4:** Prepare graduates for the current LIS job market.

- **Objective 5:** Maintain an inclusive community of learners that reflects and respects diversity of people and ideas.

Goal 2:   Review departmental processes, objectives, and activities as necessary for continuous accreditation. (For a list of available resources, including models of program assessment, see the ALA's *Resources for LIS Program Administrators* page: www.ala.org/accreditedprograms/standards.)

- **Objective 1:** Regularly review SLIS mission, goals, and objectives.

- **Objective 2:** Regularly review curricular objectives to support established professional competencies.

- **Objective 3:** Regularly review and update student policies and procedures.

Goal 3:   Support targeted and strategic enrollment growth in undergraduate and graduate programs.

- **Objective 1:** Identify additional opportunities and/or methods for recruiting students into our undergraduate and graduate programs.

- **Objective 2:** Identify additional opportunities and/or methods for recruiting transfer students into the undergraduate program.

- **Objective 3:** Support institutional promotional activities.

Goal 4:   Foster retention, progression, and graduation in all programs.

- **Objective 1:** Participate in and utilize all available student support services.

Goal 5:   Enhance the visibility of SLIS programs and faculty.

- **Objective 1:** Seek opportunities for collaboration with faculty from other departments or academic units.

- **Objective 2:** Distribute information on the accomplishments of the SLIS community.

- **Objective 3:** Faculty members maintain active memberships in appropriate professional and academic organizations.

Goal 6:   Maintain and develop connections with stakeholders to further the mission of the School of Library and Information Science.

- **Objective 1:** Explore possibilities for increasing cross-discipline course offerings, joint degrees and/or additional electives from other departments.

- **Objective 2:** Maintain official status for our SLIS student associations.

Goal 7:   Emphasize professional development for faculty, staff, and students.

- **Objective 1:** Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).

- **Objective 2:** Faculty members participate in professional development activities (as resources permit).

- **Objective 3:** Enhance student education with opportunities for professional development and training.

Goal 8:   Support student research activities.

- **Objective 1:** Seek opportunities to mentor student research activities.

- **Objective 2:** Seek opportunities to collaborate with students on research.

- **Objective 3:** Encourage and support student scholarly communication.

Goal 9:   Support faculty contributions to research and scholarship.

- **Objective 1:** Establish scholarly profiles through appropriate venues and tools.

- **Objective 2:** Participate in funding initiatives.

- **Objective 3:** Contribute to scholarly and professional publications.

- **Objective 4:** Participate in institutional scholarly activities.

- **Objective 5:** Participate in external scholarly activities.

Appendix C. Curriculum Committee Memo

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

College of Education and Psychology

TO: Graduate Council, The University of Southern Mississippi

VIA: College Curriculum Committee

FROM: Elizabeth Haynes, Director, School of Library and Information Science

DATE: September 4, 2014, for approval for Spring 2015

RE: Proposal to revise course titles and descriptions of LIS 636 and LIS 651

The School of Library and Information Science (SLIS) requests approval for revision of course titles and descriptions to more accurately reflect the course content and current professional standards related to accreditation.

No additional faculty or resources are needed for the revision of the course titles and descriptions.

From:	To:
LIS 636. Information: The Library and Society	LIS 636. Foundations of Librarianship
The library as a social institution, its background, and the forces that have shaped its development.	Examines the history and present state of librarianship and the ethics, values, and issues of the profession.

From:	To:
LIS 651. Introduction to Information Science	LIS 651. Fundamentals of Information Science
Survey of information science as a field of study; examines the role of the library as an information transfer model and the associated implications to the profession and the future.	Examines the evolution of information science, communication and information theory, information organization and retrieval, and bibliometrics.

The School of Library and Information Science (SLIS) requests approval for revision of the Graduate Certificate in Archives and Special Collections requirements to reflect the new course numbers approved by Graduate Council on April 28, 2014.

No additional faculty or resources are needed for the revision of the Certificate to reflect the new course numbers and titles.

Appendix D. Curriculum Committee Memo

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

College of Education and Psychology

TO: Graduate Council, The University of Southern Mississippi

VIA: College Curriculum Committee

FROM: Teresa Welsh, Director, School of Library and Information Science

DATE: September 17, 2015, for approval for Fall 2016

RE: Proposal to modify course titles and descriptions of LIS 557, 558, and 654

The School of Library and Information Science (SLIS) requests approval for modification of course titles and descriptions to more accurately reflect course content and current professional standards related to accreditation. No additional faculty or resources are needed for the modifications.

From:	To:
LIS 557. Computer Applications in Libraries	LIS 557. Information Technology and Libraries
Examines the various applications in which computers are utilized in different types of information centers and libraries.	Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries.

LIS 558. Internet Resources & Applications	LIS 558. Web Design and Evaluation
Introduces the practical and theoretical issues related to Web design and development as well as other Internet resources and applications	Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites.

LIS 654. Library Automation	LIS 654. E-Resources Management
Prerequisites LIS 557 and LIS 605 or permission of the instructor. Systems analysis, planning, and implementation of automation in various library and information settings.	Prerequisites LIS 557 and LIS 605 or permission of the instructor. Planning, implementation, and management of electronic resources in various library and information settings.

Appendix E. Curriculum Committee Memo

College of Education and Psychology

TO:	Graduate Council, The University of Southern Mississippi
VIA:	College Curriculum Committee
FROM:	Teresa Welsh, Director, School of Library and Information Science
DATE:	September 28, 2015, for approval for Spring 2016
RE:	Proposal for Dual Master's Degree MLIS and MS in IT

The School of Library and Information Science (SLIS) offers three dual master's degrees: MLIS/MA History, MLIS/MA Anthropology, and MLIS/MA Political Science. We get many calls from students who are interested in earning a dual master's degree but disappointed when they find out the other degrees are not available online. The MS in Instructional Technology degree is now fully online and would be a logical choice to offer as a dual degree with MLIS since most large universities require reference librarians to have a dual masters (MLIS and other master's degree) and a dual MLIS/MS IT would be useful for many types of librarians in public, research and academic libraries who typically teach both library skills and information technology to patrons, faculty, and students.

The School of Library and Information Science (SLIS) Curriculum Committee consulted with IT faculty and approved a proposal for a dual master's degree in LIS and in IT. This proposal was approved by SLIS graduate faculty and is supported by the SLIS Director. No new faculty or resources would be required to offer this dual degree.

Other MLIS dual degrees require 61 credit hours (31 LIS hrs & 30 hrs in other field) so SLIS proposes:
- 25 hrs of core LIS courses plus 6 hrs. of LIS electives (31 hours)
- 18 hrs. of core IT courses (except the research course) and 12 hours of IT electives (30 hours)
- **61 hrs for both degrees; LIS would drop three electives (-9 hrs) and IT would drop the research REF course (- 3 hrs) and add another required course IT 644**
- Research proposal developed in LIS 668 and completed in LIS 695 could be one that is related to LIS and IT such as a bibliometric study of IT literature, Web site analysis, or Web usability study.
- LIS research is supervised by the director and another faculty so we propose an IT faculty member as the third reader for the master's project and contributor of one question to the comp exam. This would follow the model of the other MLIS dual degrees.

MLIS Degree (40 credit hours)	MLIS Dual Degree (31 credit hours)
LIS 500 – LIS Orientation (1 hr)	LIS 500 – LIS Orientation (1 hr)
LIS 501 – Reference Resources & Services (3 hrs)	LIS 501 – Reference Resources & Services (3 hrs)
LIS 505 – Cataloging & Classification (3 hrs)	LIS 505 – Cataloging & Classification (3 hrs)
LIS 511 – Collection Development & Mgmt (3 hrs)	LIS 511 – Collection Development & Mgmt (3 hrs)
LIS 601 – Library Management (3 hrs)	LIS 601 – Library Management (3 hrs)
LIS 636 – Foundations of Librarianship (3 hrs)	LIS 636 – Foundations of Librarianship (3 hrs)
LIS 651 – Fundamentals of Information Sci. (3 hrs)	LIS 651 – Fundamentals of Information Sci. (3 hrs)
LIS 668 – LIS Research Methods (3 hrs)	LIS 668 – LIS Research Methods (3 hrs)
LIS 695 – Master's Research Project (3 hrs)	LIS 695 – Master's Research Project (3 hrs)

Five LIS electives – 15 credit hours	Two LIS electives – 6 credit hours

MS Degree in IT (30 credit hours)	MS in IT Dual Degree (30 credit hours)
IT 636 – Instructional Design & Developmnt (3 hrs)	IT 636 – Instructional Design & Developmnt (3 hrs)
IT 645 – Technology in Education (3 hrs)	IT 644 – Instructional Multimedia Design (3 hrs)
IT 648 – Digital Communication in Edu (3 hrs)	IT 645 – Technology in Education (3 hrs)
IT 650 – Instruct. Strategies Online Teaching (3 hrs)	IT 648 – Digital Communication in Edu (3 hrs)
IT 755 – Web Development & Assessment (3 hrs)	IT 650 – Instruct. Strategies Online Teaching (3 hrs)
REF 601 – Edu Research: Interpretation/App (3 hrs)	IT 755 – Web Development & Assessment (3 hrs)
Four IT electives – 12 credit hours	Four IT electives – 12 credit hours

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Appendix F. Curriculum Committee Memo

College of Education and Psychology

TO:	Graduate Council, The University of Southern Mississippi
VIA:	College Curriculum Committee and Professional Education Council (PEC)
FROM:	Teresa Welsh, Director, School of Library and Information Science (SLIS)
DATE:	November 19, 2015, for approval for Fall 2016
RE:	Modification of MLIS with School Licensure Emphasis (AA Level)

Rationale

The SLIS Curriculum Committee recently reviewed the requirements for the MLIS degree with school licensure emphasis, which has not been updated for many years. The Curriculum Committee Chair Dr. Stacy Creel, along with the School Licensure advisor Dr. Catharine Bomhold created a survey asking respondents to identify electives that were most useful for the school licensure emphasis. The survey was distributed via the SLIS student listserv, Mississippi Library Association (MLA) listserv, and Mississippi School Librarian listserv. Out of more than 100 respondents, 73 had MLIS degrees w/licensure emphasis, and courses most identified were LIS 508, 516, 607, 517, 518, and 590.

The courses that focus on school libraries (LIS 508, 516, 607) require 40 practica hours within each course. School librarians in recent focus groups stated agreed it would be more useful to complete a 150 hour practicum in one semester so students could get a more realistic experience of school librarianship. They suggested the practicum include collection development activities and replace LIS 511: Collection Development, which focuses more on public and academic collections. The school librarians noted that 511 is not as useful for school libraries, which are very different from other types of libraries; for example, school libraries support Common Core curriculum requirements, so LIS 589: Library School Practicum is proposed to address the need for a school library practicum.

Based on the results of the survey and focus groups, a proposal for modification of the MLIS with Licensure emphasis was proposed by the Curriculum Committee, approved by faculty, and supported by the Director.

Effective Date: Fall 2016

Official Title: School Library-Media Specialist Licensure at the Master's Level

MLIS w/Licensure Core Courses	Proposed MLIS w/Licensure Core
LIS 500: Orientation to LIS (1 hr)	LIS 500: Orientation to LIS (1 hr)
LIS 501: Reference (3 hrs)	LIS 501: Reference (3 hrs)
LIS 505: Cataloging & Classification (3 hrs)	LIS 505: Cataloging & Classification (3 hrs)
LIS 511: Collection Development (3 hrs)	LIS 589: School Library Practicum (3 hrs)
LIS 605: Library Management (3 hrs)	LIS 605: Library Management (3 hrs)
LIS 636: Foundations of Librarianship (3hrs)	LIS 636: Foundations of Librarianship (3hrs)
LIS 651: Fundamentals of Info Sci (3 hrs)	LIS 651: Fundamentals of Info Sci (3 hrs)
LIS 668: LIS Research Methods (3 hrs)	LIS 668: LIS Research Methods (3 hrs)
LIS 695: Master's Research Project (3 hrs)	LIS 695: Master's Research Project (3 hrs)

MLIS w/Licensure Electives (15 hrs)	Proposed MLIS w/Licensure Electives
LIS 508: School Libraries	LIS 508: School Libraries
LIS 516: Technology in the School Library	LIS 516: Technology in the School Library
LIS 607: School Library and the Curriculum	LIS 607: School Library and the Curriculum

LIS 517: Children's Literature
 	
LIS 518: Young Adult Literature
	Choose two:
	    LIS 517: Children's Literature
	    LIS 518: Young Adult Literature
	    LIS 590: Library Instruction

The proposed modifications offers students more flexibility while still keeping the three course requirements that are specific to school librarianship. No additional faculty or resources will be required for the modification.

Appendix G. Tenure and Promotion Guidelines

**USM School of Library and Information Science
Tenure and Promotion Guidelines**

Effective January 1, 2017

Rationale

This document expresses the tenure and promotion expectations within the School of Library and Information Science, College of Education and Psychology, at The University of Southern Mississippi. This statement of expectations describes general requirements for promotion in rank and/or tenure of faculty members and is effective spring 2017. The School of Library and Information Science faculty voted to adopt these guidelines following a departmental faculty meeting on November 4, 2016. The results of the vote are listed below:

Voting to Adopt __8__ Voting in Opposition _0___ Abstentions __0__ Recusals __0__

The following guidelines were developed in consideration of the College of Education and Psychology tenure and promotion guidelines in order to give direction and set specific standards for the faculty member in the tenure and/or promotion process. While intending to provide a reasonable framework of the standards for tenure and promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve tenure and/or promotion. These guidelines do not create any contractually binding obligations for The University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of the State Institutions of Higher Learning.

The School of Library and Information Science abides by the tenure and promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted after the published date for tenure, promotion, and pre-tenure submissions, will not be considered in that academic year. In addition, dossiers submitted without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments in that academic year.

Mission

In alignment with the missions of the University and the College of Education and Psychology, the mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities. Faculty members strive to instill in students a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, service and lifelong learning. Faculty members support this mission through active engagement in all aspects of scholarship and professional service.

The School of Library and Information Science offers degrees at the baccalaureate and master's level and is accredited by the American Library Association. SLIS is a small department with no doctoral program so faculty members have high teaching and service expectations. Applicants for tenure and/or promotion are evaluated according to their responsibilities, negotiated with the Director and approved by the Dean, utilizing departmental tenure and promotion guidelines. Tenure-track faculty members must demonstrate

sustained quality performance in the areas of teaching/mentoring, research/scholarship, and service for tenure and/or promotion.

Associate Professors are expected to provide higher levels of services in order to reduce the service requirements, whenever possible, for Assistant Professors completing their probationary period.

External Review Requirement for Promotion to Professor

External review letters are required for promotion to the rank of Professor. Letters of support from three external reviewers should provide evidence that the applicant's work in the areas of teaching, research, and service has made a positive impact on the candidate's profession/discipline. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area, (b) are willing and able to make professional judgment about the quality of the scholarly activities in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. The external reviewers must have tenure and the rank of Professor at their respective institutions that have comparable programs. The candidate should submit a list of a minimum of six potential reviewers to the Director who will then select three reviewers to evaluate the candidate on the criteria listed above (teaching, research, and service).

Timeline for Tenure-Track Faculty

The guidelines for tenure and promotion to the rank of Associate Professor are based on the expectation that candidates will submit their tenure and promotion materials during their sixth year of employment or sooner if granted credit toward tenure. Only scholarly work published while at USM will be considered, with the exception of credit granted toward tenure or promotion, in which case any accomplishments from that time period should also be included. Candidates for Full Professor must serve at least five years in the rank of Associate Professor.

Teaching

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Psychology. All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

Documentation
Evidence of teaching effectiveness must include:
Student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
Annual department chair/department personnel committee evaluations
Third-year review letters from all levels of review

Further evidence may include, but is not limited to, any combination of the sources listed below:
Nature of courses typically taught
Number of different course and new course preparations
Contribution to develop and/or update syllabi, lecture notes and updated reading materials.
Considerations would include

Vehicle of delivery, face to face, online;
Student level, undergraduate or graduate.
Development or significant revision of programs and courses
Collaboration and cooperation in multiple section courses.
Creation or utilization of innovative teaching materials, instructional techniques, curricula or programs of study
Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated
Academic advising activity
Student mentoring activity
Number of mentored student research projects, indicating number completed
Number of external thesis or doctoral committees as member, indicating number completed
Number of practicum supervisions and independent studies directed
Accomplishments of the teacher's present and former students, including mentored publications, projects, presentations, etc.
Letters of support by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses
Participation in programs and/or conferences for improving teaching
Grants related to instruction
Receipt of grants/contracts to fund innovative teaching activities
Membership on panels to judge proposals for teaching grants/contracts programs
Honors or special recognitions for teaching accomplishments
Other evidence of teaching effectiveness as appropriate

Evidence of teaching effectiveness is necessary for tenure and promotion in-rank to Associate Professor. Evidence of sustained teaching effectiveness is necessary for promotion in-rank to Full Professor.

Research and Scholarly Activity

In accordance with the mission of this research extensive university, the School of Library and Information Science and the College of Education and Psychology acknowledges that scholarship and the creation and production of research are crucial to the advancement of knowledge. To be considered for tenure and promotion in SLIS and the College, a faculty member must be an active and productive researcher/scholar. Scholarship is multifaceted and scholarly activity must be assessed in diverse ways. The following proposed common college standards are for demonstrating research/scholarly productivity.

A. Maintenance of an active program of research.

B. Publications. Only work published while at USM will be considered, with the exception that if a candidate has been granted credit toward tenure or promotion, then any accomplishments from that time period should also be included. For example, if a candidate is granted two or three years' credit toward tenure his/her accomplishments from that specific period of time should also be considered.

C. Appropriate efforts to secure internal and external funding.

Research expectations for tenure and promotion in-rank to Associate Professor are:

The ideal candidate for promotion to Associate Professor and/or tenure will have an established and documented record of success in publishing, presenting, and/or obtaining funding. The approximate research expectations for receiving promotion in-rank to Associate Professor and/or tenure consist of the following:

Candidate has documented seven (7) significant contributions.
Of the seven (7) significant contributions, four (4) must be publications in refereed journals deemed appropriate to the range of our discipline. Significant contributions may also include national or international invited publications, books, book chapters, juried/refereed conference papers published in proceedings, and/or funded external proposals. An academic book/monograph that presents original research/thought, is peer reviewed, contracted, and published via a recognized university or private academic press that engages in rigorous professional/peer review may carry more weight than a single publication in a refereed journal. An authored scholarly/academic book may be given greater weight than a book that is an edited collection of articles/chapters or a textbook. Edited books and textbooks will be judged by scope, size, and impact of the text upon the academic field. Tenured faculty members within the School of Library and Information Science will review the published book and determine the number/weight of scholarly items the book represents.
Candidates for promotion to Associate Professor are also expected to demonstrate success in providing refereed or juried presentations to professional organizations and/or audiences appropriate to their disciplines.

In order to qualify as a peer-reviewed publication, the outlet should (a) have a formal review process prior to acceptance for publication, (b) needs to be published by a reputable publisher (i.e., no vanity press publications), (c) be abstracted in at least one recognized and appropriate abstracting index (*LISTA, ERIC*, etc.), and (d) provide information about its acceptance rate (i.e., the journal should not accept virtually all submissions).

The research expectations for promotion in-rank to Full Professor are:

The ideal candidate for promotion to Full Professor will have established and documented a consistent record of success in publishing, presenting and/or obtaining external funding. The approximate research expectations for receiving promotion in-rank to Full Professor consist of the following:

Contributions utilized for promotion to Associate Professor will be included in the total number of contributions necessary for promotion to Full Professor.
Fourteen (14) significant contributions of which at least eight (8) must be publications in refereed journals refereed journals deemed appropriate to the range of our discipline.
Significant contributions may also include national or international invited publications and/or funded external proposals.
Letters of support from three external reviewers should provide evidence that the applicant is engaged in meaningful research. The external reviewers need to indicate that they (a) are familiar with the applicant's scholarly/research area, (b) are willing and able to make a professional judgment about the quality of the scholarly selections in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. Nor can they be individuals who co-authored with or worked at the same institution as the applicant. The external reviewers must have tenure and the minimum rank of Full Professor at their respective institutions. These external reviewers should be employed in departments that are comparable to the applicant's department.

Evidence of research or scholarly activities may include, but is not limited to, the sources listed below.

Research and/or scholarly publications. Faculty should publish their research in nationally recognized competitive, refereed journals or other refereed works such as subject encyclopedia articles. In addition, discipline-specific publications (e.g., training manuals, handbooks, etc.), articles published in professional publications, research reports to sponsors, accepted manuscripts, refereed research or scholarly posters, research notes, published reports and bulletins will be considered.
Grants and other project applications, commissions and contracts (include source, dates, title and amount) completed or in progress.
Presentation of research papers before technical and professional meetings or scholarly conferences.
Honors or awards for research or scholarship.
Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional associations, or educational institutions
Other evidence of research or scholarly accomplishments as appropriate.

Service

The School of Library and Information Science and the College of Education and Psychology values service to society, the University and to the departmental disciplines and professions. It also recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations.

Service refers to the function of applying academic expertise for the direct benefit of external audiences in support of SLIS, College, and University missions. Service may include applied research, service-based instruction, program and project management, and technical assistance.
A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if any of the following conditions are met and deemed appropriate by SLIS:

There is utilization of the faculty member's academic and professional expertise.
There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
The ultimate purpose is for the public or common good.
New knowledge is generated for the discipline and/or the audience or clientele.
There is a clear relationship between the program/activities and the mission of SLIS.

Service to the University includes, but is not limited to, participating in departmental, college or University committee work, developing, implementing or managing academic programs or projects. All faculty members within the department are expected to participate in departmental faculty meetings and to support the departmental strategic plan.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for national or regional professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional associations and learned societies' publications; and review of grants applications

Collegiality

In considering an applicant for tenure, the reviewers will not only consider those same criteria required for promotion in rank but will also consider the individual's collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to

work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues (Hall, 2005). The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality as a requirement for tenure is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and discussions, but instead is intended to reduce unprofessional behaviors that result in purposeful division or disruption of the unit. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty.

Candidates are expected to demonstrate *a continuing pattern of respecting and working well with peers, students, staff, and the unit's common purpose.* Collegiality will be evaluated by the presence of a variety of positive indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

Specific examples of collegiality, which are not exhaustive, may include such positive indicators as:
Collaboration within the unit in program, department, college, and university
Regular attendance and engagement at meetings
Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
Personal and academic integrity
Volunteering in order to contribute to equity of departmental workload
Agreeing to take leadership roles
Respect for students
Providing timely feedback
Appropriate interpersonal interactions and awareness of professional boundaries per University standards and policies
Attendance at student presentations (particularly as a committee member)
Demonstrated interest and involvement in general departmental, college and university welfare
Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
A commitment to the sharing of departmental resources.

Examples of negative indicators of collegiality:
General unavailability
Routine unwillingness to serve on student committees
Pattern of non-attendance at
Departmental meetings
College/university meetings
Student committee meetings
A pattern of unwillingness to serve on or chair program, department, college, and university committees
Inadequate performance as a committee member or chair of a committee
Uncooperativeness including a pattern of unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
Failure to adhere to ethical academic practice
Violations of academic integrity (e.g., misrepresentation of productivity)
Repeated incivility.

Appendix H. MOU

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

UNIVERSITY LIBRARIES

118 College Drive #5053 | Hattiesburg, Mississippi 39406-0001
Phone: 601.266.4241 | Fax: 601.266.6033 | John.Eye@usm.edu | lib.usm.edu

MEMORANDUM OF UNDERSTANDING

BETWEEN

UNIVERSITY LIBRARIES

AND

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

AND

INFORMATION TECHNOLOGY (ITECH)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the University Libraries, School of Library and Information Science, and Information Technology (Itech) to cooperate in the purchase of computers and electronic databases to strengthen the overall delivery and access to technology and information to students.

Background
The University Libraries, the School of Library and Information Science, and Itech strive to facilitate and carry out efforts to provide students access to current information and technology, all in a way that compliments one another. By working together, the partnership will achieve a level of service and efficiency not previously possible.

Purpose
This MOU will articulate a combined effort that will:
1. purchase new desktop computers in LI 207 using university library funds
2. open up LI 207 to serve as a "public" open lab for use by students when the room is not scheduled with the understanding that Library and Information Science will still have priority on scheduling classes as needed in LIS 207.
3. finance library science subscription databases currently being paid by University Libraries to the amount equal to the cost of the newly purchased computers with the understanding that when the cost of the computers has been matched the School of Library and Information Science will not be required to continue paying for the databases.

With LI 207 classified as a "public" lab, Itech will maintain the hardware and software subsequent to this year's purchase of new computers.

Duration
This MOU is at-will and may be modified by mutual consent of authorized officials from University Libraries, School of Library and Information Science, and Information Technology). This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Contact Information
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Itech
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Chief Information Officer
david.sliman@usm.edu

_____ Date: 12/19/14
David Sliman

_____ Date: 12/18/14
Ann Blackwell

_____ Date: 12-19-14
John Eye