

2020 Biennial Narrative Report
School of Library and Information Science
The University of Southern Mississippi
February 15, 2021

Introduction

Southern Miss School of Library and Information Science (SLIS) has been continuously accredited since 1980, with the next comprehensive review scheduled in 2026 ([ALA, 2019](#)). This is the first biennial report since the review in 2019. General updates include:

- The University of Southern Mississippi Carnegie Classification changed from Higher to Very High Research Activity in spring 2019.
- Dr. Rodney D. Bennett, the first African-American president of Southern Miss, continues to serve with distinction as President of the University.
- Dr. Trent Gould continues to serve as Dean of the College of Education and Human Sciences. Dr. Noal Cochran is the Associate Dean for Education Preparation and Accreditation, and Dr. Melissa Thompson is the Associate Dean for Faculty Development and Graduate Affairs.
- Dr. Norton retired in spring 2020; Dr. Jeff Hirschy filled her tenure-track line.
- Dr. Griffis was promoted to Associate Professor; he resigned effective May 2021 to move back to Canada. SLIS is in the process of filling his tenure-track line.
- SLIS hired Dr. Jennifer Steele in fall 2019 as a full-time tenure-track faculty to replace Dr. Chris Cunningham, who resigned to return to the private sector.
- SLIS hired a full-time instructor, Ms. Ashley Marshall, in fall 2020 to replace Ms. Jessica Whipple, who resigned to move with her family to Virginia.
- SLIS has a new full-time non-tenure-track faculty position; Dr. Sarah Mangrum has been hired as an Assistant Teaching Professor to begin in fall 2021.
- The 2020 Kaigler Children's Book Festival was canceled in April due to COVID, but a virtual festival was held November 16-20. The keynote speaker sessions are archived at <https://aquila.usm.edu/bookfest/2020/>.

Standard I. Systematic Planning

The SLIS *strategic planning process* consists of:

1. Defining the mission, vision, values, and goals
2. Collecting stakeholders' input, program statistics, other relevant data
3. Utilizing inputs to develop and implement action plans
4. Assessing and communicating the results.

1. Defining the Mission, Vision, Values, and Goals

Faculty and staff reviewed the SLIS mission statement and educational goals, updated the values, and developed a vision statement in spring 2019 (Appendix A) to be in alignment with the mission, values, and vision of the College and University, which were revised during the Vision 2020 reorganization process.

SLIS's strategic goals and objectives were reviewed and reaffirmed in spring 2019 and will be reviewed again in spring 2021 (Appendix B). Educational goals and student learning outcomes (SLOs), revised in 2016 to align with SACSCOC accreditation requirements, were used for the annual WEAVE Reports (Appendix C). The WEAVE Reports include assessment data for at least two program-level measures, such as graduation rate and retention rate, and two measures for each student learning objective/outcome. In 2021, SLIS updated the relational table that maps educational goals to "ALA's Core Competencies of Librarianship" (2009) and to specific course objectives and student learning outcomes (Appendix D).

2. Collecting Stakeholders' Input, Program Statistics, Other Relevant Data

SLIS is a small school of nine full-time faculty (to increase to ten faculty in fall 2021), with four adjuncts, five graduate assistants, and two staff. SLIS is well-connected to a variety of stakeholders – students, alumni, employers, Advisory Board, and internal stakeholders within the University and College. Table 1 lists the SLIS stakeholders, their data input, and frequency.

Table 1. Stakeholders, Input Data, and Frequency

Stakeholders	Input Data	Frequency
Students	Course Evaluations	Each Semester
Students	Exit Surveys	Each Semester
Students	WEAVE SLO Assessments	Annually
Students	Capstone Research Project, e-Portfolio	Each Semester
Employers and Alumni	Focus Groups (Reports)	Annually
Employers and Alumni	Surveys	Every few years
Practicum Supervisors	Student Practicum Evaluations	Each Semester
Advisory Board	Retreats (Minutes)	Every few years
Faculty & Staff	Faculty/Staff Meetings (Minutes)	Monthly
Faculty & Staff	Performance Evaluations	Annually
SLIS Admin Team	Meetings (Notes)	Bi-Weekly
Curriculum Committee	Curriculum Modification Proposals	Monthly as needed
EHS College Dean	Dean/Directors Meetings (Minutes)	Twice a month
USM Council of Directors	Council Meeting (Minutes, Reports)	Twice a month

Other input data sources include:

- Formal and informal interaction with SLIS Advisory Board and alumni at professional conferences and via emails to the advisory board and alumni listservs.
- Information about SLIS graduates' job placement and advancement collected through social media and the slisalums listserv and compiled in an Excel spreadsheet.
- Enrollment, retention, and graduation statistical data (USM Institutional Research).

3. Utilizing Inputs to Develop and Implement Action Plans

The input data are reviewed and discussed in monthly SLIS Faculty/Staff meetings to identify gaps in the program and curriculum and in planning to address future trends. The Curriculum Committee, in particular, reviews stakeholder input and develops program and curriculum modification or development proposals that are presented at the monthly faculty/staff meetings for discussion and approval. The proposals are submitted to the College Curriculum Committee for review, then Graduate Council for final approval. Two recent proposals approved for fall 2021 modified course titles and descriptions to reflect updated content (Table 2).

Table 2. Course Modifications

Revised Title and Description	Previous Title and Description
<i>LIS 545. Information Needs of Underserved Populations.</i> Explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.	<i>LIS 545. Sources of Information for a Multicultural Society.</i> Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.
<i>LIS 629. Studies in Early Children's Literature.</i> Advanced study and evaluation of early children's literature and trends in the field of storytime and literacy.	<i>LIS 629. Studies in Children's Literature.</i> Advanced study and evaluation of children's literature and publishing trends in the field.

4. **Assessing and Communicating the Results**

The primary assessment of SLOs is the annual WEAVE Report, compiled by SLIS faculty, then reviewed and assessed by the University Assessment Committee and [Office of Institutional Effectiveness](#). Statistical data such as semester enrollment, retention rates, and graduation rates are reported on the SLIS website "[About](#)" page and discussed at faculty/staff meetings and Dean/directors meetings.

The College of Education and Human Sciences (EHS) conducted program reviews in 2019 and 2020 to assess each School's programs, flag weak programs to phase out or revitalize,

and identify emphasis areas that would be more appropriate as career tracks. The four SLIS programs (LIS Bachelor of Science, MLIS, Archival Certificate, Youth Services Certificate) have experienced substantial growth (since 2015, 89% increase in overall enrollment, 95% increase in graduate enrollment); MLIS was number one (49 degrees awarded) in Southern Miss Top Ten Master's Degrees Awarded in 2020 (Appendix E). SLIS revised the licensure emphasis to licensure career track since the MLIS with licensure and MLIS differ only in the electives (approved by Graduate Council in fall 2020).

Program data such as enrollment statistics and the number of degrees awarded, along with SLIS faculty, program, and curriculum updates are presented annually to alumni, employers, and supporters each October in a [SLIS Director's Report](#) at the Mississippi Library Association, then sent as a link to the student, alumni, and Advisory Board listservs. Program data and updates are also published [online](#) and in the [SLIS Connecting](#) e-journal.

Standard II. Curriculum

The [MLIS degree](#) requires 40 credit hours, 25 core course hours, and 15 elective hours (Appendix F). Online classes require live sessions each week in Zoom virtual classrooms, where students may see, hear, and interact with professors and work collaboratively on group projects and presentations. Class sessions are recorded with transcription and available on a cloud server for at least two weeks.

- Students with little or no library experience are encouraged to do a library practicum.
- Two courses are designated service-learning – LIS 545: Information Resources for Underserved Populations and LIS 641: Public Libraries.
- Students can earn six credit hours in a study-abroad option in summer; [LIS 580/587: British Libraries, Archives, and Special Collections](#), based in London and Edinburgh.

- In fall 2019, faculty voted to revise the comprehensive exam from an open-book essay exam to a capstone e-portfolio that includes selected class papers, projects, and digital artifacts.

Course Sequence and Technology

LIS 500 is the one-credit hour orientation course taken in the first semester. The 500-level courses on reference, cataloging, and collection development are taken early in the program. Scheduling of mid-level courses and electives is flexible; courses taken at the end of the program include LIS 651: Fundamentals of Information Science, LIS 668: LIS Research Methods (where they develop a research proposal), then LIS 695, where students complete a research project and capstone e-portfolio.

In addition to a capstone e-portfolio, technology is incorporated throughout the curriculum (Appendix G). Examples include:

- In LIS 500, students download and use Microsoft Office 365 to submit assignments in docx, xlsx, pptx, or pdf format, and Grammarly to check their work before submitting. They use SOAR (Southern's Online Accessible Records) to register for classes, and use Canvas to access course materials, assignments, interactive discussion boards, and Zoom virtual classrooms.
- Database searching is required to locate the resources needed for classes, including general databases such as *Academic Search Premier*, *WorldCat*, and *Credo Reference*; specialized databases such as *LISTA*, *ISTA*, *LISS*, *ERIC*, *Education Source*, *JSTOR*; *Web of Science* citation databases and *JCR*; *Cabell's* and *Ulrichsweb* directories; archival databases and finding aids.

- LIS 505: Cataloging and Classification and 506: Cataloging Multimedia Objects requires proficiency in specialized cataloging software including RDA Toolkit WebDewey, and Classification Web; ContentDM and FOAF Javascript are required for 645: Digital Preservation; Omeka.net and XML are required for LIS 652: Metadata for Multimedia Collections.
- Students are required to create Web 2.0 digital artifacts such as RSS feed, wikis, or blogs in LIS 516: Technology in School Libraries, LIS 557: Information Technology in Libraries, LIS 648: Archival Practicum, LIS 689: Library Practicum, and LIS 580 British Studies; HTML, XML, CSS are required to create webpages for LIS 558: Web Design and Evaluation.

Standard III. Faculty

The current faculty of SLIS is comprised of nine full-time: seven tenured or tenure-track faculty and two instructors. In fall 2021, SLIS will have ten faculty when Dr. Sarah Mangrum joins us as an Assistant Teaching Professor (non-tenure-track).

New SLIS instructor, Ms. Ashley Marshall, is mentored by our senior instructor and undergraduate advisor, Mr. Edmand Pace. Two additional new faculty members, Dr. Jennifer Steele and Dr. Jeff Hirschy, are mentored by Dr. Matthew Griffis. New faculty participated in orientation activities and training in the [USM Center for Faculty Development](#).

SLIS faculty are diverse (two are from underserved populations, two are international); they earned degrees from a variety of universities, and they represent SLIS in various types of university service (Appendix H). Faculty are active members in a variety of professional organizations, including an international organization QQML (Qualitative and Quantitative Methods in Libraries); national organizations such as ALA, ALISE, Medical Library Association,

Society of American Archivists; regional and state organizations such as the Southeastern Library Association, Mississippi Library Association, and Society of Mississippi Archivists.

Faculty Evaluation

The SLIS Director evaluates faculty and staff, and the Promotion and Tenure Committee evaluates the Director. In 2020, annual evaluation guidelines (Appendix I) and tenure and promotion guidelines were updated and approved (Appendix J); each School's documents are in the process of being updated in spring 2021 for final approval by the Dean and Provost.

Standard IV. Students

Since we are an online program, there is great geographic diversity in the student body; 108 of the 257 graduate students (42%) live in Mississippi, while 58 percent are in 40 other states and Canada. We strive for diversity in our student population, and 40 percent of FTE graduate students are minorities (USM Institutional Research). Faculty advisement is assigned based on student interests and plan of study. For example, Dr. Creel advises the students earning a youth services certificate.

According to USM Institutional Research, the average 2-year retention rate for MLIS students is 90 percent, and the average graduation rate is 85 percent within five years. In fall 2020 and all semesters in 2021, the Graduate School allowed a GRE waiver for applicants since the testing centers were closed due to COVID. During this period, an analysis of applicants indicated no change in the quality; the Admissions Committee relied on other criteria such as undergraduate GPA, admissions essay, and recommendation letters.

SLIS communicates with students through the student listserv, [SLIS website](#), [SLIS Graduate Student Handbook](#), and [SLIS Connecting](#) e-journal, published twice annually and downloaded more than 108,000 times from locations worldwide. SLIS is active on social media, primarily Facebook, Twitter, and YouTube.

Graduate Assistants

SLIS has five graduate assistants who receive a tuition waiver and a stipend of \$7200 over nine months in return for working 20 hours a week. One MLIS student has a graduate assistantship in de Grummond Children's Literature Collection, and another has an assistantship in the Graduate Dean's Office. Two MLIS students represent SLIS in the [Graduate Student Senate](#).

Student Research and Accomplishments

Graduate students are required to pass a comprehensive exam and complete a capstone 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 (Appendix K).

Standard V. Administration, Finances, and Resources

SLIS is a part of the College of Human Sciences, a wonderful home for us. The Dean of the College supports the School, providing funding and support for accreditation activities and faculty hiring. 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 Mississippi Legislature approved an across-the-board raise of 2 percent for state university employees who had not increased salary since 2015. One faculty received a promotion increase in salary, and four faculty had a raise (2%), so the School's annual budget increased from \$891,244 in 2019 to \$917,770 in 2020 (3% increase).

A new Assistant Teaching Professor position has been filled for fall 2021, and a tenure-track position to fill Dr. Griffis' line is approved for fall 2021, which will increase SLIS to ten full-time faculty.

Physical Resources and Facilities

SLIS moved to the Fritzsche Gibbs Hall (FGH) in August 2019. This historic building is located on a corner lot with Cook Library across the street in one direction and McCain Archives and Special Collections across the street in another direction. Public areas in FGH include a large reception area, large administration offices for the Director and staff, large conference room, workroom, kitchen/lounge with adjoining, spacious side porch and lawn. There are ten faculty offices, an advising room, and two storage rooms that could be converted to office spaces.

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 (now more than 1900), an Excel file of alums' professional positions and locations, and increased social media presence.

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

Appendix A. Mission, Vision, Values (2020)

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

Mission

USM	CoEHS	SLIS
<p>The University of Southern Mississippi 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.</p>	<p>The College of Education & Human Sciences educates the public through exemplary teaching, excellence in research, and meaningful service that advances professional knowledge and practice so that individuals are empowered to transform the human condition.</p>	<p>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.</p>

Vision

USM	CoEHS	SLIS
<p>The University of Southern Mississippi aspires to be a model student-centered public research university that prepares students to thrive in a global society by providing high quality programs and transformative experiences in a community distinguished by inclusiveness.</p>	<p>The College of Education & Human Sciences aspires to improve the educational, physical, psychological, and social well-being of our students and society through high impact practices in teaching, research, and student success.</p>	<p>The School of Library and Information Science aspires to promote student success, improve information literacy, and serve diverse populations through excellence in teaching, research, service, and the use of emergent technologies.</p>

Values

USM	CoEHS	SLIS
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Student learning and the creation of knowledge 2. Health and wellness of self and society 3. Professional integrity and personal development 4. Inclusive cultural competency and diversity practices 5. Community engagement and selfless service. 	<ol style="list-style-type: none"> 1. Student-centered learning 2. Diversity and Inclusion 3. Intellectual freedom 4. Service 5. Community 6. Research

Appendix B. SLIS Strategic Goals (2016, reaffirmed 2019)

The School of Library and Information Science's strategic goals support the University's Strategic Goals (www.usm.edu/university/vision-mission-values.php)

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: 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 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 LIS programs.

- **Objective 1:** Participate in and utilize all available student support services.
- **Objective 2:** Add student support statement and contact links to course syllabi.

Goal 5: Emphasize professional development for faculty 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 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: 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 8: Review departmental processes, objectives, and activities as necessary for continuous accreditation (ALA's *Resources for Program Administrators*: 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 9: Contribute to 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.

Detailed Assessment Report

As of: 10/03/2019 04:23 PM CDT

2018-2019 Library and Information Science MLIS

Mission / Purpose

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. SLIS aspires to promote student success, improve information literacy, and serve diverse populations through excellence in teaching, research, service, and the use of emergent technologies.

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

SLO 1: Knowledge of and commitment to ethical practices

Master's degree candidates will demonstrate a knowledge of and commitment to ethical practices on the part of library and information professionals.

Related Measures:

M 1: Interpret the Library Bill of Rights

Students write a 1500-word paper on "The Library's Mission and the Library Bill of Rights" in which they select a particular type of library (i.e., public, academic, school, special, etc.) state the mission, role(s), and stakeholders in this type of library then discuss possible challenges to the library's mission related to the ALA Library Bill of Rights OR the ALA Code of Ethics. The paper is assessed using the Library Bill of Rights evaluation rubric. [LIS 636]

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

Target:

85% of students will achieve satisfactory or excellent ranking on the evaluation rubric for interpreting the Library Bill of Rights.

Findings (2018-2019) - Target: Met

online (n=47) 89.4% of the students (42/47 fall and spring semesters combined) achieved excellent or satisfactory ranking on the Library Bill of Rights interpretation rubric. Non-licensure students - 90.9% (30/33 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric. Licensure emphasis students - 85.7% (12/14 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric.

M 2: Develop balanced and inclusive collection policies

Students develop collection policies for providing libraries and information centers with a variety of viewpoints through a balanced and inclusive selection of materials and services and fostering the patron's right to read. As a team, students write a collection development policies for a hypothetical library and provide information about the mission, community profile and needs assessment, goals by subject

area/category or format, selection process, gift policy, de-selection process, collection evaluation, complaint policy, and copyright policy. [LIS 511]

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

Target:

90% of students will achieve satisfactory or excellent ranking on the collection development policy rubric.

Findings (2018-2019) - Target: Met

(online, n=53) 100% (53/53 fall and spring semesters combined) achieved excellent or satisfactory ranking using the collection development policy rubric. 100% (42/42) of non-licensure students achieved excellent or satisfactory ranking and 100% (11/11) licensure students achieved excellent or satisfactory ranking.

SLO 2: Professional practice and training experiences

Master's degree candidates will locate and evaluate appropriate reference sources to meet the informational needs of their patrons and they will demonstrate the basic tenets of cataloging through cataloging and classification exercises.

Related Measures:

M 3: Locate and evaluate appropriate reference sources

Students demonstrate the role of the library and of the librarian in the information-seeking process by locating and evaluating reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, and 4) government or statistical sources. [LIS 501]

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

Target:

90% of students will achieve satisfactory or excellent ranking using the reference source evaluation rubric.

Findings (2018-2019) - Target: Met

(online, n=72) 100% (72/72 fall and spring semesters combined) achieved excellent or satisfactory ranking on the rubric for evaluating reference sources. 100% of non-licensure students achieved excellent or satisfactory ranking and 100% of licensure students achieved excellent or satisfactory ranking.

M 4: Catalog a variety of materials

Demonstrate ability to catalog a variety of materials so that they are readily accessible to patrons served by a library or information center. [LIS 505]

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

Target:

85% of students will achieve excellent or satisfactory ratings on cataloging exercises using the cataloging rubric.

Findings (2018-2019) - Target: Met

(online, n=59) 96.6% (57/59 fall and spring semesters combined) achieved excellent or satisfactory ranking using the cataloging rubric; 97.6% of non-

licensure students achieved excellent or satisfactory ranking using the rubric and 94.1% (16/17) licensure students achieved excellent or satisfactory ranking.

SLO 3: Knowledge of the LIS literature

Master's degree candidates will demonstrate a knowledge of the scholarly library and information science literature.

Related Measures:

M 5: Locate and evaluate library management articles

Students locate and evaluate at least two articles on a library management issue such as managing change, managing people, managing technology, HR issues, getting and managing grants. [LIS 605]

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

Target:

85% of students will achieve excellent or satisfactory ratings using the article evaluation rubric.

Findings (2018-2019) - Target: Met

(online, n=45) 100% (45/45 fall and spring semesters combined) achieved excellent or satisfactory ranking using the management article evaluation rubric; 100% (26/26) of non-licensure students achieved excellent or satisfactory ranking and 100% (19/19) licensure students achieved excellent or satisfactory ranking.

M 6: Create annotated bibliography of IS research

Students create an annotated bibliography of twenty resources related to an information science research topic. Annotations should be an objective critical analysis of the resources and should consider authority, bias, content, and recency (date) of the source. [LIS 651]

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

Target:

90% of students will achieve excellent or satisfactory ratings using the annotated bibliography rubric.

Findings (2018-2019) - Target: Met

(online, n=47) 93.6% (44/47 fall and spring semesters combined) achieved excellent or satisfactory ranking using the annotated bibliography rubric; 93% (28/30) non-licensure students achieved excellent or satisfactory ranking and 94% (16/17) licensure students achieved excellent or satisfactory ranking.

SLO 4: Engagement in research

Master's degree candidates will engage in research and apply appropriate research methodology to specific problems in library and information science.

Related Measures:

M 7: Research and write a bibliometric study

Students complete a bibliometric study based on the characteristics of a specific set of scholarly, peer-reviewed articles. The study should include 1) introduction section, which includes background information purpose of the study, problem statement, research questions or hypotheses, definitions, limitations, and assumptions; 2) review of relevant literature; 3) methodology, which includes description of data sources, data collection, how data will be compiled and analyzed; 4) results or findings of the research; 5) discussion of implications of the research results and conclusion with recommendations for further research. [LIS 651]

Source of Evidence: Academic direct measure of learning - other

Target:

90% of students' bibliometric research papers will be rated excellent or satisfactory using the bibliometric research paper rubric.

Findings (2018-2019) - Target: Met

(online, n=47) 93.6% (44/47 fall and spring semesters combined) achieved excellent or satisfactory ranking using the bibliometric research paper rubric; 93% (28/30) non-licensure students achieved excellent or satisfactory ranking and 94% (16/17) licensure students achieved excellent or satisfactory ranking.

M 8: Research and write a master's research project

Students demonstrate an understanding of the process and role of research in library and information science through the completion of an original research project and report. The process includes submission of a research proposal in LIS 668, a LIS research methods course, then completion of the research project and report in LIS 695 capstone course. Evaluation of the capstone research project is by at least two faculty who review and give feedback to the students at the proposal and draft stages of the project. The research project is evaluated on content and format using a master's research project rubric. [LIS 668, LIS 695]

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

Target:

95% of students' research projects will be rated excellent or satisfactory as determined by at least two faculty evaluators using the rubric for the master's research project.

Findings (2018-2019) - Target: Met

(online, n=39) 100% (39/39 fall and spring semesters combined) achieved excellent or satisfactory ranking using the master's research project rubric; 100% (30/30) non-licensure students achieved excellent or satisfactory ranking and 100% (9/9) licensure students achieved excellent or satisfactory ranking.

SLO 5: Technical competency

Students will use a variety of information technologies to create educational artifacts including podcasts, vodcasts, and e-portfolios,

Related Measures:

M 9: Create multimedia vodcast or podcast

Students create a 3-5 minute podcast of a bibliographic instruction lesson (i.e., how to use the catalog, plagiarism, how to evaluate a website, etc.) or introduction to a reference resource (i.e., database, tool, etc.). Students may do an enhanced podcast (usually includes some images or screen shots) or a vodcast (includes video) and may upload their vodcast/podcast to any site, such as DailyMotion, Podomatic, Google Apps, or YouTube, that may be accessed by their classmates. Students also submit a brief description, intended audience, and how it could be used in the library. [LIS 501]

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

Target:

90% of students will achieve an excellent or satisfactory rating based on the rubrics for the multimedia instructional vodcast or podcast, which includes criteria for content and presentation.

Findings (2018-2019) - Target: Met

(online, n=72) 100% (72/72 fall and spring semesters combined) achieved excellent or satisfactory ranking using the rubric for creating an instructional vodcast or podcast; 100% (55/55) non-licensure students achieved excellent or satisfactory ranking and 100% (17/17) licensure students achieved excellent or satisfactory ranking.

M 10:Create an e-Portfolio

Students create an e-portfolio that contains: 1) an image of themselves and some basic information on the home page; 2) resume or vita in pdf format; 3) links to at least two student papers, and multimedia projects such as blog, glog, vodcast and/or podcast, powerpoint or prezi. [LIS 516, 557, or 558]

Source of Evidence: Portfolio, showing skill development or best work

Target:

95% of students' e-portfolios will be rated excellent or satisfactory using the e-portfolio rubric.

Findings (2018-2019) - Target: Met

(online, n=44) 100% (44/44 fall and spring semesters combined) non-licensure students achieved satisfactory or excellent ranking using the rubric for creating an e-portfolio in LIS 557: Information Technology in Libraries or LIS 558: Web Design and Evaluation. (online, n=24) 100% (24/24, spring semester) licensure students achieved satisfactory or excellent ranking using the rubric for the e-portfolio required for LIS 516: Technology in School Libraries, a required course for licensure students.

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.

Relevant Associations:

Institutional Priority Associations:

1 Graduation Rate

Related Measures:

M 11:Retention

New students admitted to the library and information science master's program in fall will return in fall the following year.

Source of Evidence: Academic indirect indicator of learning - other

Target:

85% of new students admitted to the library and information science master's program in fall will return in fall the following year as determined by data from Institutional Research.

Findings (2018-2019) - Target: Met

95% of students admitted in fall 2017 returned to the program in fall 2018 as determined by data from HelioCampus.

M 12:Graduation

Students admitted to the library and information science master's program will graduate within five years.

Source of Evidence: Academic indirect indicator of learning - other

Target:

75% of the students admitted to the library and information science master's program will graduate within five years as determined by data from HelioCampus.

Findings (2018-2019) - Target: Met

90% of the students admitted to the MLIS program in 2014 graduated within five years as determined by data from HelioCampus.

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

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: In-Progress

Priority: High

Responsible Person/Group: Faculty advisors.

Emphasize academic integrity policy

Emphasize USM academic integrity policy and required tutorial in class syllabi and Blackboard coursesites.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Emphasize resources for student success

Resources for student success will be emphasized and links to the Student Success website will be provided in Blackboard coursesites and in the syllabus.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Analysis Questions and Analysis Answers

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

Student learning outcomes/objectives that were revised to comply with SACSCOC standards (knowledge of LIS literature, professional practice/training experiences, and engagement in research) as well as previous outcomes/objectives such as knowledge of and commitment to ethical practices and technology competency targets were met. The program-level outcomes, retention rate and graduation rate, were met this cycle, which reflected the University, College, and School's emphasis on student success and retention. An increasing emphasis on technical competency by the American Library Association list of professional competencies led SLIS to increase the level of technology required for the MLIS degree. The common technology requirement for the three technology courses, an e-portfolio assignment, requires a variety of digital artifacts such as links to blogs, glogs, and wikis, links to digital multimedia instructional projects, and class papers in pdf format.

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

While all of the student learning outcomes/objectives measures were met this cycle, SLIS faculty strives for continuous review, evaluation, improvement, and updating of the curriculum and the program. After a rigorous review and evaluation process, the MLIS program was given continued accreditation by the American Library Association in July 2019. ALA has rigorous standards and requires evidence of student competency and student success. SLIS offers three practicum courses: LIS 589: School Library Practicum, LIS 648: Archival Practicum, and LIS 689: Library Practicum for student with little or no library work experience. Since many of the best practicum supervisors and mentors are graduates of the Southern Miss MLIS program, an alumni database is updated each semester with information such as work title, location, and professional contact information. SLIS faculty meet each month and one of the topics discussed are problems that arise related to student success. Faculty are encouraged to contact students if they miss class or fail to submit assignments; faculty and students who are stressed are encouraged to use Eagle Cares, the online emotional support application. A second ongoing initiative is to remind students each semester of the academic integrity policy included in the syllabi and the importance of communicating with faculty. SLIS policies, procedures, degree requirements, and contact information, as well as tips on how to be a successful graduate student are updated each year in the Graduate Student Handbook, which is available online and reviewed in the LIS 500 introductory orientation course.

Annual Report Section Responses

Program Summary. Summarize highlights of the past year for this particular academic program. Provide context to an outside reviewer.

The Master of Library and Information Science (MLIS) program has been accredited by the American Library Association (ALA) since 1980 and was awarded continuous accreditation status in July 2019 until 2026. The MLIS program is comprehensive with a required core of courses to prepare students for a wide variety of roles in the profession. Within the curriculum there are opportunities to choose electives or career tracks that enable students to assume professional positions in school, academic, public and special libraries as well as archives. The MLIS with school licensure emphasis is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Forty semester hours are required for graduation, which includes completion of a three-credit hour master's research project and a comprehensive exam. SLIS offers a Graduate Certificate in Archives and Special Collections and a Graduate Certificate in Youth Services and Literature, which may be earned with the MLIS or post-MLIS. SLIS is a leader in innovative online education within the university and offered the first fully-online master's degree at USM in 2002. Some highlights of the past year include: In 2019, the MLIS program was ranked #1 Most Affordable Online MLIS degree by www.affordablecollegesonline.org MLIS degree was #4 in Top Ten Graduate Degrees Awarded at Southern Miss (Degree Book, IHL 2018). SLIS faculty completed Quality Matters training for online courses and Dr. Bomhold completed QM peer-review training. SLIS supports the Council on Community Literacy and Reading, directed by Dr. Bomhold, which distributes many hundreds of new early literacy books each semester at literacy events. SLIS supports and coordinates the annual Fay B. Kaigler Children's Book Festival, which attracted more than 550 teachers, librarians, and scholars in April 3-5, 2019. Tamora Pierce was the USM Medallion Award Winner and keynote speakers included Brian Floca, Kevin Lewis, Javaka Steptoe, and Coleen Salley Storytelling Award recipient William Joyce. At an associated literacy event, Brian Floca spoke to students in local middle schools about his latest book on space travel and free books were distributed to the students. SLIS publishes a scholarly refereed e-journal SLIS Connecting twice a year (<http://aquila.usm.edu/slisconnecting/>) that is indexed in UlrichsWeb and in Directory of Open Access Journals and has been downloaded internationally more than 79,000 times. SLIS students have published their research papers in a variety of peer-reviewed and professional journals and conference proceedings - <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm> SLIS Director publishes a SLIS Notes column in Mississippi Libraries, a refereed journal published quarterly by the Mississippi Library Association.

Continuous Improvement Initiatives. Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field.

American Library Association accreditation requires ongoing program assessment and improvement and this is accomplished by: regular faculty curriculum review to determine if the most current ALA professional competencies are addressed in SLOs, an annual review of the strategic plan, an exit survey of graduates, an annual focus group of students, alums, and employers at the Mississippi Library Association annual conference, and communications with alumni and the SLIS Advisory Board. The School of Library and Information Science is an organizational member of ALISE (Association of Library and Information Science Educators) and is required to report annual program statistics, including faculty credentials.

Closing the Loop. Summarize the results of previous action plan implementation. Provide evidence of improvement based on analysis of the results.

SLIS increased efforts to connect and communicate with online students during 2018-19. In addition to social media (Facebook, Twitter, YouTube), SLIS maintains

webpages, publishes a refereed e-journal SLIS Connecting twice a year, a regular column "SLIS Notes" in Mississippi Libraries Journal, and five different listservs: one for SLIS faculty, staff, and graduate students; one for faculty, staff, undergrad students, one for alumni; one for the Advisory Board, and a slisjobs listserv. Updates about the program are posted to the Mississippi Library Association listserv, Southeastern Library Association listserv, and College of Education and Health Sciences listserv. Each year, changes in the program and curriculum are presented at the Alumni Breakfast and at the focus group at the annual Mississippi Library Association Conference and feedback is sought about the updates and about other curricular needs of students, alums, and employers. In 2019, SLIS sponsored an exhibit table as well as a reception for students, alums, and others interested in the program, during the American Library Association Annual Conference, Washington, D.C., June 22-25. The reception was held on Sunday afternoon, June 23, at Busboys and Poets.

GEC Writing Requirement. In this field, give a brief summary of how the course meets the 2500 word writing assignment. For example, explain if this takes place in a series of lab reports with each report including a minimum of X number of words or if the writing requirement is met through 3 short papers of X words each based on reviews of concerts, etc.

MLIS students complete a bibliometric research paper in LIS 651 that is at least 2,500 words; in LIS 668: Research Methods, they develop a research proposal of at least 2,500 words, and in LIS 695 capstone course, they complete a research project that is at least 3,500 words. According to ALA's Core Competencies of Librarianship, the fourth core competency is: 4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. To address the ALA technology core competency, students are required to take at least one of three technology courses: LIS 516. Technology in the School Library. 3 hrs. A survey of technology utilized in elementary and secondary school libraries. LIS 557. 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. Introduces principles of Web design and development including basic HTML and XML coding, Web usability, and evaluation of Web sites including library Web sites. Technology-related outcomes required for various courses include: creation and evaluation of Web 2.0 applications: blogs, wikis, etc.; creation of an e-portfolio with appropriate images, links, and examples of class papers and multimedia projects; creation of an instructional vodcast or podcast; cataloging exercises using online professional cataloging tools. Technology Use Part 2. Develop a narrative to support Technology Use Part 1 by providing program assessment results (if applicable), examples of technology being used to enhance student learning, examples of technology being used to meet program objectives/outcomes, and examples of providing access to and training in the use of technology. Technology is a vital part of librarianship so it is important for LIS students to become proficient in various computer applications, emergent technologies, creative and appropriate use of social media so they can teach technology skills to patrons and students. Examples of technology being used to enhance student learning in online classes include: use of Adobe Connect virtual classroom for synchronous online class sessions where students see, hear, and interact with the professor, present materials to other students, view and discuss educational videos, and practice searching scholarly databases; requirement to

evaluate various online tutorials and to create and upload their own instructional vodcasts or podcasts. Students have access to Microsoft Office 365 and are required to use Microsoft applications to create and format documents, spreadsheets, and presentations; students are required to complete tutorials and format documents in APA format. In the required cataloging course, students become proficient in online cataloging by completing exercises using Library of Congress and OCLC online software. University Libraries provides a subject LibGuide and tutorials for various databases and useful free online tools such as citation managers (Mendeley, Zotero). In LIS 501 and 557, students are required to locate and evaluate emergent technology tools.

Detailed Assessment Report

As of: 10/03/2019 04:23 PM CDT

2018-2019 Youth Services and Literature Graduate Certificate

Mission / Purpose

This certificate prepares students for educational or library careers related to children and young adult literature, programs and services.

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

SLO 1: Knowledge of children's or young adult literature

Students will create an online annotated bibliography related to LIS 517: Children's Literature or LIS 518: Young Adult Literature.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency.

Related Measures:

M 1: Online Annotated Bibliography

Using the online application of their choice, students will create an online annotated bibliography incorporating appropriate books, websites, and media related to children's literature or young adult literature; the project will be evaluated for content, writing and aesthetics using the pathfinder evaluation rubric.

Source of Evidence: Project, either individual or group

Target:

Using the Annotated Bibliography Evaluation Rubric, 90% of students will be rated commendable or exceptional.

SLO 2: Professional practice and training for youth services in libraries

Students will create a year's worth of programs (12), coordinating audience, topic, themes, planning, supplies and budget, implementation, advertisements, and select examples for a targeted youth population.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency. To align with the American Library Association's Public Programs Office, the former calendar assignment was modified to fit their Program Guide Format.

Related Measures:

M 2:Youth Library Program Planning

The library program planning for youth assignments will be assessed using the appropriate rubrics paying special attention to the incorporation of theme months, creativity, age-appropriate selection of materials and program. Source of Evidence: Rubric rating score for calendar, budget, advertisements, and examples.

Source of Evidence: Project, either individual or group

Target:

Using the Rubrics, 90% of students will be rated satisfactory or excellent.

SLO 3:Capstone e-Portfolio

Program-level SLO: Students will create an e-portfolio on youth services and literature that includes a professional competencies statement, relevant course descriptions, assignment examples and reflection.

Relevant Associations:

Educational Goals: SLIS educational goals for MLIS students include: Knowledge of and commitment to ethical practices Professional practice and training experiences Knowledge of the LIS literature Engagement in research Technical competency.

Related Measures:

M 1:Online Annotated Bibliography

Using the online application of their choice, students will create an online annotated bibliography incorporating appropriate books, websites, and media related to children's literature or young adult literature; the project will be evaluated for content, writing and aesthetics using the pathfinder evaluation rubric.

Source of Evidence: Project, either individual or group

M 2:Youth Library Program Planning

The library program planning for youth assignments will be assessed using the appropriate rubrics paying special attention to the incorporation of theme months, creativity, age-appropriate selection of materials and program. Source of Evidence: Rubric rating score for calendar, budget, advertisements, and examples.

Source of Evidence: Project, either individual or group

M 3:Capstone e-Portfolio

Students will create a capstone e-portfolio that includes a statement on the importance and value of working with youth (using YALSA or ALSC competencies) and how the certificate helped prepare them to work with youth, course descriptions and relevance, assignment examples including multimedia, and reflection. Source of Evidence: Rubric rating score for e-portfolio on design/layout and content.

Source of Evidence: Portfolio, showing skill development or best work

Target:

Using the Rubrics, 100% of students' e-Portfolios will be rated satisfactory or excellent. As a requirement for graduation, the students are allowed revisions as needed to be rated satisfactory or excellent.

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

Assessment of certificate against other university certificates

Review graduate Youth Services and Literature Certificates at other universities to ensure that courses in the certificate is comparable and competitive.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: Medium

Projected Completion Date: 05/10/2019

Responsible Person/Group: Dr. Stacy Creel

Assessment of course rotation

Review courses in the certificate plan (including non-LIS courses) to ensure that courses are running annually and should remain on the certificate.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: Medium

Implementation Description: After review, LIS 641 will be added as an elective.

Projected Completion Date: 05/11/2018

Responsible Person/Group: Dr. Stacy Creel

Additional Resources Requested: None

The University of Southern Mississippi

Detailed Assessment Report

As of: 10/03/2019 04:23 PM CDT

2018-2019 Archives and Special Collections Graduate Certificate

Mission / Purpose

This certificate provides the opportunity to add a credential to allow an individual to prepare for a career in Archives and Special Collections.

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

SLO 1:Principles of archival theory, organization, and methods

Students will apply the principles of archival theory, organization, and methods, including conservation, preservation and digitization, in a real-world environment by completing 150 hours of supervised practicum work in an archive or special collection.

Related Measures:

M 1:Practicum

The on-site practicum supervisor will evaluate the student's work using a Practicum Evaluation Rubric (Appendix 1).

Source of Evidence: Standardized test of subject matter knowledge

Target:

Using the Practicum Evaluation Rubric, 90% of students will be rated satisfactory or exceptional.

M 2:Practicum Journal

Student's Reflective Practicum Journal will be evaluated by the faculty practicum adviser using the Reflective Journal Rubric (Appendix 2).

Source of Evidence: Academic indirect indicator of learning - other

Target:

Using the Reflective Journal Rubric, 90% of students will be rated satisfactory or excellent.

SLO 2:Scholarly Paper

Students will demonstrate the ability to write a scholarly 2500-word paper about a specific, approved topic related to archives or special collections.

Related Measures:

M 3:Paper

The required archival capstone paper will be assessed using the paper writing rubric (Appendix 3).

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

Target:

Using the writing paper rubric, 90% of students will be rated satisfactory or excellent.

Detailed Assessment Report

As of: 10/03/2019 04:23 PM CDT

2018-2019 Library and Information Science BS

Mission / Purpose

The purpose of the undergraduate library and information science major (B.A./B.S.) is to educate students for careers in the field of librarianship and other information professions. Covering all types of media formats, the curriculum prepares future librarians and information professionals to create, develop, organize, access and evaluate print and digital resources in a variety of settings.

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

SLO 1: Locate, evaluate, and utilize appropriate reference resources

Students will locate, evaluate and utilize appropriate reference resources to resolve information problems by locating specific reference tools, in print or online, that offer information relevant to the question.

Related Measures:

M 1: Evaluating and Using Reference Tools

Students locate and evaluate reference resources to resolve reference questions. They report on the reference interview, types of questions, and types of appropriate reference resources such as encyclopedias, dictionaries, etc. [LIS401]

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

Target:

80% of students will identify and locate appropriate reference resources to address the information needs of the patron.

M 2: Annotated Bibliography of Reference Resources

Students locate and evaluate appropriate reference resources and create a library handout. Selected resources are organized into categories based on common reference questions and annotated with source descriptions.

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

Target:

80% of students will complete a library handout of annotated reference resources and achieve excellent or satisfactory rating as measured by the rubric, which includes: 1) grammar and spelling 2) bibliographic citation 3) source selection and justification, 4) detail of description. [LIS 401]

SLO 2: Demonstrate and articulate basic philosophy of the field.

Students will demonstrate an understanding of the key philosophies of the field through written assignments on specific topics and participation in practicum experiences.

Related Measures:

M 3:Library Bill of Rights Challenge

Students use a news article provided by the instructor that reports an event attempting to censor library materials (or restrict access). Students identify places within the article where The Library Bill of Rights was violated and they explain how specific sections of the Library Bill of Rights relate to the challenge. [LIS 440]

Source of Evidence: Academic direct measure of learning - other

Target:

80% of students will achieve a satisfactory or excellent rating on the Library Bill of Rights challenge rubric.

M 4:Collection Development Policy

Students create a collection development policy with appropriate citation support. [LIS 411]

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

Target:

80% of students will achieve satisfactory or excellent rating using the collection development policy rubric.

SLO 3:Demonstrate written and oral communication skills in context

Students will write policies or analyses for hypothetical library situations that demonstrate writing skills as well as address specific elements of assignments with clarity and appropriate citation support.

Related Measures:

M 5:Capstone Paper

Students research and write a 3,000 word scholarly paper as part of the capstone experience. The paper includes scholarly sources as well as information gathered on-site and from organizational documents and websites. The paper is assessed based upon content, appropriate research documentation, consistent citation of sources, and appropriate formatting with no or few errors in grammar, punctuation, spelling and usage. [LIS 489]

Source of Evidence: Capstone course assignments measuring mastery

Target:

95% of students will achieve satisfactory or excellent ranking using the writing rubric for the LIS 489 scholarly paper.

M 6:Oral presentation

Students make an oral presentation that is assessed for content, organization, language, and quality of the supporting PowerPoint design. [LIS 489]

Source of Evidence: Presentation, either individual or group

Target:

90% of students will achieve satisfactory or excellent rating based on the oral presentation rubric.

SLO 4: Demonstrate technology competency

Students will employ current technology tools appropriate to the library field in coursework assignments.

Related Measures:

M 7:e-Portfolio

Students create an e-portfolio of appropriate digital artifacts. [LIS 416, LIS 457, or LIS 458]

Source of Evidence: Project, either individual or group

Target:

90% of students will achieve satisfactory or excellent rating based on the e-portfolio rubric.

M 8: Instructional vodcast or podcast

Students create a bibliographic instruction vodcast or podcast. They create a lesson plan, record it, and post on YouTube, DailyMotion, Google, or some other website. The final product must be at least 5 minutes and is assessed against a rubrics for instructional design and presentation. [LIS 491]

Source of Evidence: Academic direct measure of learning - other

Target:

85% of student instructional vodcasts/podcasts will be rated satisfactory or excellent on the instructional design and presentation rubric.

SLO 5: Program ranking and graduation rate

The BA/BS in Library Science will be ranked in a national list of best online programs; students majoring in library science will progress through the program and graduate.

Related Measures:

M 9: Program Ranking

The online bachelor of library science program will be ranked in a national list of best college programs.

Source of Evidence: Honors and awards outside the institution

Target:

The LIS bachelor's degree program will be ranked on a national list of best college programs.

M 10: Graduation Rate

Students choosing library and information science as a major will graduate with a B.A. or B.S. degree.

Source of Evidence: Academic indirect indicator of learning - other

Target:

65% of the students choosing library and information science as a major will graduate with a Bachelor degree in six years or less.

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

Retention

Students who do not register will be contacted by advisor to see if they can be persuaded to return or if intervention would be helpful.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Faculty advisors

Emphasize Resources for Student Success

Resources for student success will be emphasized and links to the Student Success website will be provided in Blackboard coursesites and in the syllabus.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Implementation Description: Resources for student success will be emphasized and links to the Student Success website will be provided in Blackboard coursesites and in the syllabus.
Projected Completion Date: 08/23/2016
Responsible Person/Group: SLIS corps of instruction

Exit survey

An exit survey was developed for LIS BA/BS majors and was first administered in spring 2016. SLIS has been asked to keep track of placement rate so a question about whether a student has obtained a LIS position has been added. This survey will be administered each year and data compiled to determine trends and identify needed modifications to course requirements.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: SLIS Curriculum Committee

Student success emphasized

Resources for student success will be emphasized and links to the Student Success website will be provided in Canvas coursesites and in the syllabus.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

The following table illustrates the relationship of educational goals, selected course objectives and SLOs to ALA Core Competencies. The SLOs are representative, not comprehensive.

Appendix D. Relation of SLIS Educational Goals, Course Objectives, Student Learning Outcomes to ALA Core Competencies

SLIS Educational Goals	ALA Core Competencies	Course Objectives	Student Learning Outcomes
<p>1. Knowledge of and commitment to ethical practices.</p> <p>Master’s degree candidates foster and promote a knowledge of and commitment to ethical practices on the part of library and information professionals</p>	<p>1. Foundations of the Profession</p> <p>1A. Ethics, values, foundational principles of the library and information profession; 1B. Role of library and information professionals in promotion of democratic principles and intellectual freedom.</p> <p>1C. The history of libraries and librarianship.</p> <p>1D. The history of human communication and its impact on libraries.</p> <p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.</p> <p>1G. Legal framework within which libraries and information agencies operate that includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., ADA) and intellectual property.</p> <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.</p> <p>1J. Effective communication techniques (verbal and written).</p>	<p>LIS 636. Demonstrate an understanding of the importance of Library Bill of Rights and its significance to the past, present, future of LIS.</p> <p>LIS 533. Demonstrate knowledge of social, cultural, political, economic contexts that shaped books and manuscripts from ancient times to present.</p> <p>LIS 631. Demonstrate understanding of the history and present state of librarianship, including professional ethics, values, issues.</p> <p>LIS 651. Demonstrate understanding of basic theoretical concepts of communication and information.</p> <p>LIS 500. Report on specific type of librarianship, related professional organizations and competencies.</p> <p>LIS 511. Describe the relationship of copyright laws to collection development.</p> <p>LIS 636. Communicate a sense of tradition and respect for librarianship.</p> <p>LIS 695. Write a research report.</p>	<p>LIS 636. Paper on the library’s mission and the Library Bill of Rights; paper on censorship and intellectual freedom</p> <p>LIS 533. Short paper on books from antiquity to Gutenberg, short paper on books from Renaissance to Digital Age.</p> <p>LIS 631. Historical research paper related to library history.</p> <p>LIS 651. Class discussions on theoretical concepts of communication and information.</p> <p>LIS 500. Report on a specific type of librarianship, related professional organizations and competencies.</p> <p>LIS 511. Class Discussions.</p> <p>LIS 636. Class discussions, critical analysis of professional events.</p> <p>LIS 695. Master’s research project, class discussions.</p> <p>(see course requirements and SLOs for each specialty)</p>

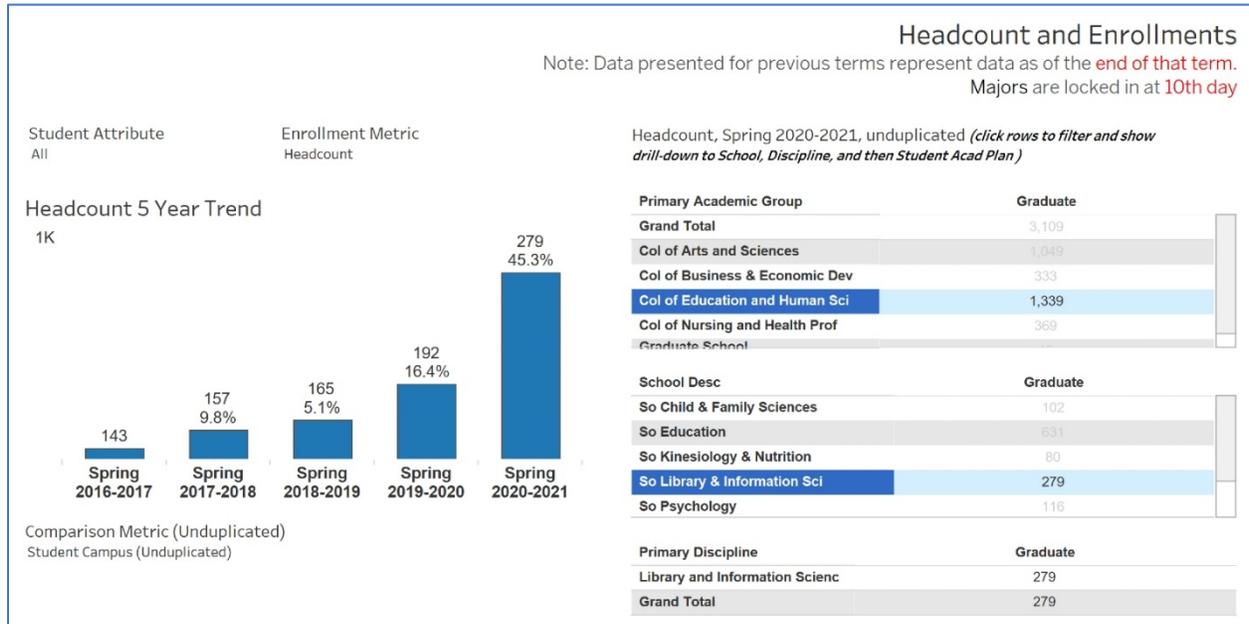
	<p>1K. Certification and/or licensure requirements of specialized areas of the profession.</p> <p>2. Information Resources 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection; 2C, management of various collections; 2D, maintenance of collections, including preservation, conservation.</p> <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.</p>	<p>MLIS with licensure career track, Certificate in Archives and Special Collections, Certificate in Youth Services, Literature</p> <p>LIS 511. Develop balanced collection policies.</p> <p>LIS 511. Gather and analyze data relating to the information needs of a service community.</p>	<p>LIS 511. Collection development policies providing libraries with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read.</p> <p>LIS 511. Community Analysis Report</p>
<p>2. Professional practice and training experiences</p> <p>Master's degree candidates demonstrate knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises.</p>	<p>3. Organization of Recorded Knowledge and Information 3A. The principles involved in the organization and representation of recorded knowledge and information; 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources; 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.</p> <p>5. Reference and User Services 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups; 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.</p>	<p>LIS 505. Demonstrate ability to catalog a variety of materials so that they are readily accessible to patrons served by a library or information center.</p> <p>LIS 501. Demonstrate a knowledge of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.</p>	<p>LIS 505. Completion of a variety of cataloging exercises, midterm exam, and final exam.</p> <p>LIS 501. Location and evaluation of appropriate reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, 4) government or statistical sources.</p>

	<p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information;</p> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.</p>	<p>LIS 501. Demonstrate the role of the library and of the librarian in the information-seeking process.</p>	<p>LIS 501. Reference source evaluations, reference interview role-playing, reader's advisory role-playing, reference hunts, bibliographic instruction vodcast or video tutorial.</p>
<p>3. Knowledge of the LIS literature</p> <p>Master's degree candidates demonstrate knowledge of the body of literature related to the discipline of library and information science.</p>	<p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.</p> <p>7. Continuing Education and Lifelong Learning</p> <p>7A. The necessity of continuing professional development of practitioners in libraries, other information agencies; 7B. The role of the library in the lifelong learning of patrons, including understanding of lifelong learning in the provision of quality service and use of lifelong learning in the promotion of library services.</p> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies; 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.</p> <p>8. Administration and Management</p> <p>8A. The principles of planning and budgeting in libraries and other information agencies; 8B. The principles of effective personnel practices and human resource development.</p> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations,</p>	<p>LIS 651. Create an annotated bibliography of IS research.</p> <p>LIS 636. Understand the importance of professional development and the role(s) of professional and related organizations.</p> <p>LIS 590. Demonstrate a basic knowledge of instructional design, teaching methods, and learning theory.</p> <p>LIS 590. Demonstrate basic knowledge of concepts of information literacy and bibliographic instruction.</p> <p>LIS 605. Locate and evaluate library management articles</p> <p>LIS 605. Demonstrate an understanding of how to effectively negotiate management</p>	<p>LIS 651. Annotated bibliography of twenty resources related to an information science research topic.</p> <p>LIS 636. Class discussions and a related discussion post activity.</p> <p>LIS 590. Critiques of articles related to library instruction and information literacy, class discussions.</p> <p>LIS 590. Design and presentation of a bibliographic lessons.</p> <p>LIS 605. Location and evaluation of articles on library management issues such as managing change, managing people, technology, HR issues, getting and managing grants.</p> <p>LIS 605. Required readings and class discussions on organizational culture and diversity.</p>

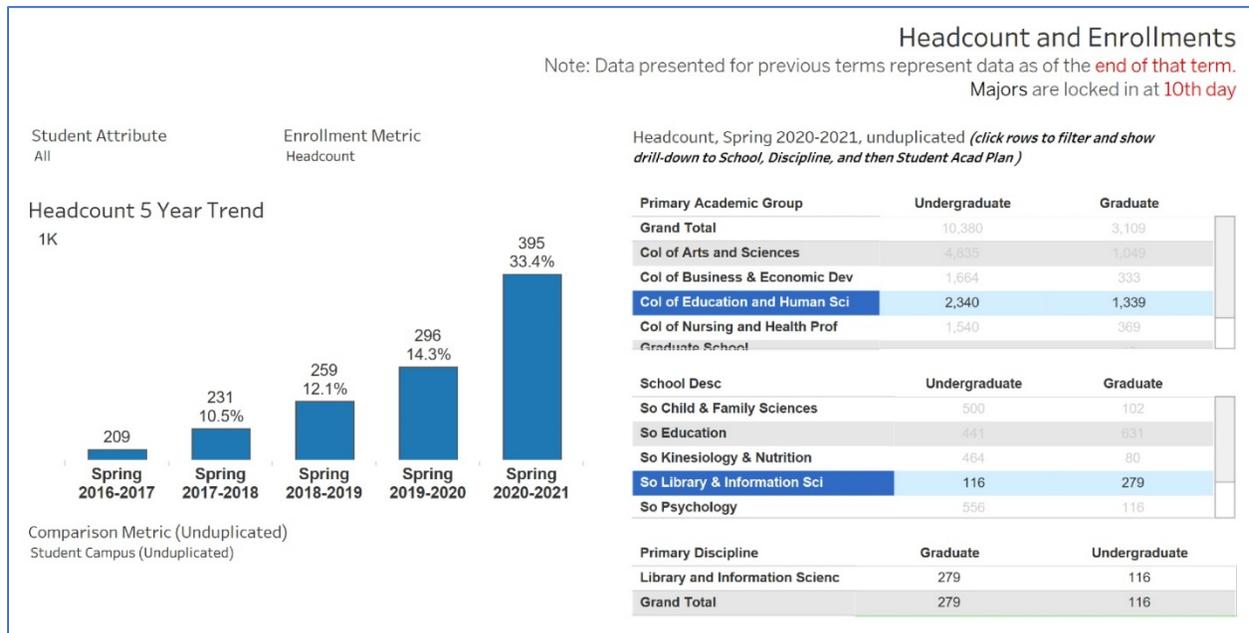
	networks, and other structures with all stakeholders and within communities served.	issues and how to effectively market library services.	
<p>4. Engagement in research</p> <p>Master's degree candidates demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify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

Appendix E. Program Growth, MLIS Degrees Awarded

SLIS Enrollment Headcount 5-Year Trend (Graduate Students)



SLIS Enrollment Headcount 5-Year Trend (All Students)



Number of Degrees Awarded, 2020

University of Southern Mississippi

Total Degrees Awarded

	AY 2017	AY 2018	AY 2019	AY 2020
Certificate	61	77	117	97
Bachelor's	1,948	2,001	2,053	2,149
Master's	661	648	639	594
Specialist	5	7	12	11
Doctoral - Res.	142	128	156	139
Total	2,817	2,861	2,977	2,990

AY 2020 Degrees Awarded by Ethnicity and Gender

	White	Black	Other	Male	Female
Certificate	64	24	9	28	69
Bachelor's	1,422	523	204	755	1,394
Master's	449	90	55	174	420
Specialist	8	3	0	3	8
Doctoral - Res.	104	24	11	71	68
Total	2,047	664	279	1,031	1,959

Top Ten Bachelor's Degrees

CIP Degree Program

CIP Degree Program	AY 2020 Degrees
Business Administration and Management, General - 520201	144
Nursing/Registered Nurse (RN,ASN,BSN,MSN) - 513801	140
Kinesiology and Exercise Science - 310505	107
Elementary Education and Teaching - 131202	102
Family Systems - 190704	100
Liberal Arts and Sciences/Liberal Studies - 240101	98
Biology/Biological Sciences, General - 260101	95
Psychology, General - 420101	91
Architectural Engineering Technology/Technician - 150101	74
Criminal Justice/Safety Studies - 430104	61

Top Ten Master's Degrees

CIP Degree Program

CIP Degree Program	AY 2020 Degrees
Library Science/Librarianship - 250101	49
Nursing - 513899	44
Business Administration and Management, General - 520201	39
Sport and Fitness Administration/Management - 310504	31
Public Health, General (MPH, DPH) - 512201	29
Audiology/Audiologist and Speech-Language Pathology/Pathologist - 510204	26
Social Work - 440701	25
Music, General - 500901	20
Foods, Nutrition, and Wellness Studies, General - 190501	20
Accounting - 520301	17

Note: AY 2020 indicates academic year and includes Summer and Fall 2019, and Spring 2020 terms. Top ten baccalaureate and master's programs reflect the most awarded degrees.

Appendix F.

USM MLIS Requirements (40 hours – 25 required, 15 elective)

<http://www.usm.edu/slis>

Required Courses

LIS 500 – LIS Orientation (1 hour)
LIS 501 – Reference Resources and Services
LIS 505 – Cataloging and Classification
LIS 511 – Collection Development and Management
LIS 605 – Library Management
LIS 636 – Foundations of Librarianship
LIS 651 – Fundamentals of Information Science
LIS 668 – Research Methods in LIS
LIS 695 – Master's Research Project
*One 3-hour elective must be a technology course: LIS 516, LIS 557 or LIS 558
LIS 689: Library Practicum is strongly recommended for those with little or no library experience.

School Licensure Career Track (15 hours)

LIS 508 – School Libraries
*LIS 516 – Technology in the School Library
LIS 607 – School Library and the Curriculum

Choose two:

LIS 517 – Literature & Related Media for Children
LIS 518 – Literature & Related Media for Young Adults
LIS 590 – Library Instruction

Note: licensure career-track students who need practicum hours may take LIS 589: School Library Practicum instead of LIS 511.

Graduate Certificate in Archives & Special Collections (18 hours)

LIS 646 – Introduction to Archival Theory & Practice
LIS 647 – Introduction to Archival Organization
LIS 648 – Archival Practicum
LIS 645 – Digital Preservation
LIS 652 – Metadata for Digital Collections

Archival Certificate Electives (choose one):

LIS 506 – Cataloging Multimedia Objects
LIS 533 – History of the Book
LIS 580 – British Studies
LIS 631 – History of Libraries and Librarianship
LIS 634 – History of Children's Literature
LIS 649 – Preservation of Documentary Materials

Note: up to 12 hours of electives can count toward both a certificate and MLIS if earned together

Graduate Certificate in Youth Services & Literature (15 hours)

LIS 517 – Literature & Related Media for Children
LIS 518 – Literature & Related Media for Young Adults
LIS 519 – Programs and Services for Youth

Youth Certificate Electives (choose two; one 600-level)
LIS 528 – Storytelling
LIS 590 – Library Instruction
LIS 629 – Studies in Early Children's Literature
LIS 634 – History of Children's Literature
LIS 670 – Topics in Services to Library
 Clientele: Information-Seeking Behavior of Youth, Multicultural Resources for Youth, Graphic Novels
FAM 650 – Family Life Cycle Development
FAM 652 – Advanced Child Development

Career Track Elective Recommendations

Public Librarianship

LIS 517 – Literature & Related Media for Children
LIS 518 – Literature & Related Media for Young Adults
LIS 519 – Programs and Services for Youth
LIS 545 – Info Needs of Underserved Populations
LIS 590 – Library Instruction
LIS 641 – Public Libraries
LIS 664 – Government Resources and Publications
LIS 670 – Topics in Services to Library Clientele
LIS 689 – Practicum (in a public library)

Academic Librarianship

LIS 540 – Information Ethics
LIS 590 – Library Instruction
LIS 640 – Academic Libraries
LIS 656 – Online Information Retrieval
LIS 664 – Government Resources and Publications
LIS 689 – Practicum (in academic library)

Special Librarianship

LIS 642 – Special Librarianship
LIS 646 – Introduction to Archival Theory & Practice
LIS 590 – Library Instruction
LIS 656 – Online Information Retrieval
LIS 664 – Government Resources and Publications
LIS 689 – Practicum (in a special library)

Technical Services

LIS 506 – Cataloging Multimedia Objects
LIS 557 – Information Technology & Libraries
LIS 558 – Web Design & Evaluation
LIS 645 – Digital Preservation
LIS 652 – Metadata for Digital Collections
LIS 656 – Online Information Retrieval
LIS 689 – Practicum (in technical services)

Appendix G. Technology Coverage in the Graduate Curriculum, Spring 2021

In spring 2021, SLIS faculty were surveyed about the technology that students were required to use in the classes they taught. Canvas, Zoom, email, and Word are givens that are used in every class. Technology includes graduate required and elective courses for MLIS, licensure career track, and certificates. Students are required to download and use Office 365, free to USM faculty, staff, students.

Assignment/Skill	Courses including this skill/product	Names of specific products (where applicable)	Assignment/Activity
Require students to use specialized software	LIS 501, LIS 517 Children's Lit/Media, LIS 518 (YA) & LIS 519 Youth Program/Services	WIX, YouTube, Animoto, Powtoons	Discussion boards, Booktalk
	LIS 500: LIS Orientation	Grammarly.com	
	LIS 505: Cataloging	WebDewey, Classification Web, RDA Toolkit	LC and Dewey cataloging exercises
	LIS 590: Library Instruction	Sli.do, Survey Monkey, Quizizz, Google Forms, etc. (students' choice of online evaluation tools).	Discussion board, in-class experiences, assessment for teaching assignment
	LIS 645: Digital Preservation, LIS 652: Metadata	ContentDM, Omeka.net	Develop a digital collection; Create a web interface
	LIS 692 (Library PR & Marketing)	Animoto, Go Animate, Tellagami, Pow Toon, iMovie, Adobe Spark, Blender, Filmora, Moovly, Storybird, (students' choice from previous); Gimp & Canva required	Create a library meme, library ad, library flyer, library social media ad, library movie
	LIS 695: Master's Research Project	Mendeley or Zotero Citation Manager	

Require students to use/create blogs or wikis (Specify which or both)	LIS 557: Info Technology in Libraries	Blogger, WordPress or Tumblr (students' choice), Excel, PowerPoint	Create a blog
	LIS 648: Archival Practicum, LIS 689 Library Practicum, LIS 580: British Studies	Blogger, WordPress or Tumblr; PowerPoint or Prezi (students' choice)	Create a reflective blog of practicum or British Studies experiences
Require students to use Excel or other spreadsheet software	LIS 557: Info Tech in Libraries	MS Excel	Create a library budget
	LIS 652: Metadata	MS Excel	Record metadata
	LIS 647: Intro to Archival Organization	MS Excel	Create container list for final paper
Require students to use PowerPoint or other presentation software	LIS 528: Storytelling	YouTube (create, upload video)	Multiple presentations for assignments and peer review
	LIS 557: Info Tech in Libraries	YouTube or Prezi	Group presentations
	LIS 505: Cataloging	MS PowerPoint	Presentation
	LIS 533: History of the Book, LIS 636: Foundations of LIS	Prezi or YouTube	Presentation
	LIS 590: Library Instruction, 605: Management, 629: Early Literacy & Storytime, 641: Public Libraries, 670: Special Topics	Jing or TechSmith Capture, Screencast-o-Matic, Powtoons, Windows Movie Maker, YouTube	Multiple presentations for assignments and peer review including but limited to Library Instruction Lessons (590), Library Board Policy (605), Early Lit Storytime and Literacy Card Lessons (629), Community Presentations (641), and Graphic Novel Book Group (670)

	LIS 648: Archival Practicum, LIS 689 Library Practicum	MS PowerPoint	Presentation
Require students to create webpages or e-portfolio	LIS 516: Tech in School Libraries, 557: Info Tech in Libraries, LIS 558: Web Design & Evaluation	Atom, Wix, other application of choice	Create an e-portfolio
	LIS 516: Tech in School Libraries	Webquest.org	Create a webquest
	LIS 501: Reference	Wix or students' choice	Library Guide
	LIS 558: Web Design & Evaluation	Filezilla, WinSCP, Fetch; Notepad or HTML editor, W3C XML	Create a webpage
	LIS 645: Digital Preservation	WordPress	Create a web interface for digital collection
Require students to use/create other Web 2.0 applications not listed above	LIS 516: Technology in School Libraries	Microblogging such as Twitter; RSS app such as Feedly	Create a school library-related microblog; create a RSS feed
	LIS 645: Digital Preservation, LIS 652: Metadata	FOAF Javascript, W3C XML	Group project presentation
Require students to use specialized databases	LIS 500: LIS Orientation	<i>ISTA, LISTA, LISS, ERIC, Education Source, UlrichsWeb</i>	Database search exercises
	LIS 501: Reference and Information Sources	<i>Web of Science (JCR), Cabell's Directories, Ulrichsweb, Credo, Nexis-Uni, Ebscohost, Academic Search Premier, Library & Information Science Source; Library, Information Science, & Technology Abstracts, Legal Collection, JSTOR, Library of Congress Catalog, WorldCat, Google Scholar, etc.—</i>	Reference hunts on the following: encyclopedias & biographical resources, ready reference resources & dictionaries, bibliographies, medical & legal, government and statistical, databases & indexes, and readers' advisory. Reference evaluations of resources on: encyclopedias &

	<p>LIS 642: Special Libraries</p> <p>LIS 648: Archival Practicum</p> <p>LIS 651: Fundamentals of Information Science; LIS 656: Online Information Retrieval</p> <p>LIS 668: Research Methods in LIS</p> <p>LIS 695: Master's Research Project</p>	<p>students have access to and exposure to USM's databases related to course topics.</p> <p><i>Nexis-Uni, PubMed</i></p> <p>Various local archival databases</p> <p><i>Nexis-Uni, PubMed, Web of Science, Google Scholar, Scopus</i></p> <p><i>Web of Science (JCR), Cabell's Directories, Ulrichsweb</i></p> <p><i>ISTA, LISTA, LISS, ERIC, Education Source, UlrichsWeb</i></p>	<p>biographical resources, medical & legal, and government.</p> <p>Database search exercises</p> <p>Archival database searches</p> <p>Database search exercises, database evaluation assignment</p> <p>Database search exercises</p> <p>Database search exercises</p>
<p>Require students to use technology hardware other than computers (digital cameras, scanners, etc.)</p>	<p>LIS 648: Archival Practicum</p>	<p>Scanner such as Epson Perfection series, digital SLR cameras</p>	<p>Students encouraged to gain experience using archival quality digital scanners</p>
<p>Require an assignment that deals with technology trends (either general or specialized)</p>	<p>LIS 558: Web Design & Evaluation</p> <p>LIS 645: Digital Preservation</p>		<p>Evaluate web sites; discussion posts on new or future technology applications</p> <p>Create DMP (data management plan) to go with grant proposal</p>

Require specialized technology-related assignments/usage not included above	LIS 516: Tech in School Libraries, LIS 557: Info Tech in Libraries, LIS 558: Web Design & Evaluation	Video podcast, narrated PowerPoint, or other multimedia app of choice	Create a multimedia library tutorial
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Appendix H. SLIS Full-Time Faculty

Name, Title	Terminal Degree	University Service, Honors
Catharine Bomhold, Associate Professor	Ph.D., Library and Information Science, University of Alabama, 2003	USM Faculty Senate, Council on Community Literacy and Reading, ACUE 2019 Distinguished Teaching Scholar
Stacy Creel, Associate Professor	Ph.D., Library and Information Science, University of North Texas, 2007	USM Graduate Council, Committee on Services & Resources for Women, ACUE 2021 Distinguished Teaching Scholar
Matthew Griffis, Associate Professor	Ph.D., Library Science and Administration, University of Western Ontario, 2013	Faculty Affiliate, USM Center for Undergrad Research; USM New Faculty Transitions Committee
Jeff Hirschy, Assistant Professor	Ph.D., Communications and Information Science, University of Alabama, 2020	University Libraries Search Committee, Catalog Librarian
Sarah Mangrum, Assistant Teaching Professor	Ed.D., Higher Education Administration, University of Southern Mississippi, 2019	Faculty Senate 2020 Award, Excellence in Librarianship; Kaigler Children's Book Festival Steering Committee
Ashley Marshall, Instructor	MLIS, University of Southern Mississippi, 2020; MS, Family and Consumer Sciences, UTM, 2017	Student Mentor, Kaigler Children's Book Festival Steering Committee
J. Edmand Pace, Instructor	MLIS, University of Southern Mississippi, 2011	USM Academic Council, LIS Undergraduate Program Coordinator
Jennifer Steele, Assistant Professor	Ph.D., Information Science, University of Alabama, 2017	Deans Advisory Council, LIS Student Association Faculty Advisor
Teresa Welsh, Professor and Director	Ph.D., Information Sciences, University of Tennessee, 2002	USM Director's Council; Fellow, 2019 Faculty Leadership Institute; USM COVID-19 Planning Committee
Xinyu (Cindy) Yu, Associate Professor	Ph.D., Information Science, University of North Texas, 2007	USM Libraries Advisory Committee; USM Institutional Review Board Analyst; Student Archivists Faculty Advisor

Adjunct Faculty

Name, Title	Terminal Degree	Courses
Suellen Adams Adjunct	Ph.D., Library and Information Science, University of Texas at Austin, 2006	Collection Development, Library Management
Rachel McMullen, Adjunct	MLIS, University of Southern Mississippi, 2019; MED, University of South Alabama, 2014	School Libraries, History of the Book
Stephen Parks, Adjunct	JD, Mississippi College, 2010; MLIS, University of Southern Mississippi, 2013	Government Resources and Publications

Staff

Name, Title	Terminal Degree	University Service
Adrienne Patterson, Assistant to the Director, Budget and Personnel Coordinator	MS, Child Development, University of Southern Mississippi	USM COVID-19 Building Committee
Karen Rowell, Assistant to the Director, Outreach and Special Events Coordinator, Children's Book Festival Coordinator	MLIS, University of Southern Mississippi, 2007	USM COVID-19 Contact Tracing Committee

Appendix I. SLIS Annual Evaluation Guidelines (2019-2020)

Vision, Mission & Values

MISSION

The University of Southern Mississippi 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.

VISION

The University of Southern Mississippi aspires to be a model student-centered public research university that prepares students to thrive in a global society by providing high quality programs and transformative experiences in a community distinguished by inclusiveness.

VALUES

The mission of the institution is supported by the following values:

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

INSTITUTIONAL STRATEGIC GOALS/ACADEMIC MASTER PLAN

1. Support student success to foster retention, progression and graduation
 - 1.a. *Implement comprehensive student recruitment, success, and retention efforts.*
 - 1.b. *Provide deliberate interventions for underprepared and/or underperforming students.*
 - 1.c. *Promote opportunities to further enhance the quality of students' educational experiences.*
2. Promote teaching, research, and creative excellence
 - 2.a. *Develop, promote, and support teaching and campus citizenship.*
 - 2.b. *Develop, promote, and support scholarly research, creative output, and professional engagement.*
 - 2.c. *Expand the depth and breadth of funded research and creative programs.*
3. Strategically expand undergraduate and graduate enrollment
 - 3.a. *Support current and new high-interest degree programs with growth potential.*
 - 3.b. *Implement intentional, targeted marketing and recruitment strategies.*
 - 3.c. *Explore and support alternative course delivery options for programmatic flexibility.*
 - 3.d. *Coordinate enrollment and admissions initiatives across academic affairs.*
4. Strengthen economic and community partnerships
 - 4.a. *Grow commercialization activities that move research initiatives from the laboratory to the business incubator and ultimately to new businesses in the marketplace.*
 - 4.b. *Utilize faculty and staff expertise to promote external partnerships.*

- 4.c. *Promote strategic economic development that will attract businesses to the region and utilize academic research to bolster the local and state economy.*
- 4.d. *Highlight and promote the university's significant role in improving and enhancing quality of life in Mississippi and beyond.*
- 4.e. *Leverage partnerships to enrich student learning opportunities (internships, job shadowing, etc.)*
- 5. Invest in faculty and staff to maximize their potential
 - 5.a. *Identify, invest in, honor and celebrate our academic program strengths and accomplishments.*
 - 5.b. *Reward excellence in teaching, research and service.*
 - 5.c. *Build compensation, opportunities, and infrastructure to develop and retain faculty and staff.*
 - 5.d. *Provide and sustain competitive packages to recruit high quality faculty and staff.*
- 6. Promote a culture of inclusiveness of people and ideas
 - 6.a. *Hire, retain, and develop strong, diverse faculty and staff whose talents align with institutional priorities.*
 - 6.b. *Utilize and support faculty and staff expertise, foster collaboration, and enhance shared government.*
 - 6.c. *Promote diversity and encourage inclusiveness in the student body.*
 - 6.d. *Promote diversity and encourage inclusiveness across curricula and in all educational programming.*
- 7. Enhance physical, technological, and financial infrastructure to support our mission, vision, and values
 - 7.a. *Focus on enhancing learning environments and modalities when renovating or modifying existing and adding new academic facilities*
 - 7.b. *Develop technology, processes, and procedures to facilitate continuous improvement in academic affairs.*
 - 7.c. *Incentivize revenue-generating initiatives.*
 - 7.d. *Facilitate and improve communication within academic affairs and with other units to guide and inform infrastructural changes, procedures, and policy changes.*
- 8. Improve efficiency and effectiveness of institutional processes and systems
 - 8.a. *Identify practices, procedures, and systems to review for effectiveness.*
 - 8.b. *Evaluate policies to reduce duplication and improve consistency.*
 - 8.c. *Provide technology and training to enable effectiveness at all levels.*

COLLEGE MISSION/VISION/VALUES

Mission

The College of Education & Human Sciences educates and empowers professionals to transform the human condition through advancing knowledge and practice, embracing diversity, and pursuing excellence in research, teaching and community engagement.

Vision

The College of Education & Human Sciences aspires to improve physical, psychological, educational, and social well-being through high impact practices in research and student success.

Values

Health and wellness
 Professional integrity and personal development
 Student learning and creation of knowledge
 Diversity, cultural competence, information literacy, and inclusion
 Community service.

SCHOOL MISSION/VISION/VALUES

Mission

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. (AMP 1, 2, 3)

Vision

The School of Library and Information Sciences aspires to promote student success, improve information literacy, and serve diverse populations through excellence in teaching, research, service, and the use of emergent technologies.

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 and Inclusion*: 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 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 research is an essential part of scholarship, not just for creation of new knowledge but for support of teaching and learning and sharing of new knowledge with multiple communities of interest.

Administrative Program Goals

1. Maintain recognition as a strong, accredited provider of library and information science education and training.
2. Enhance the visibility of SLIS programs and faculty. (AMP 2)
3. Support targeted and strategic enrollment growth in undergraduate and graduate programs. (AMP 3)
4. Foster retention, progression, and graduation in LIS programs. (AMP 1)
5. Emphasize professional development for faculty and students.
6. Maintain and develop connections with stakeholders to further the mission of the School of Library and Information Science.
7. Support student research activities.
8. Review departmental processes, objectives, and activities as necessary for continuous accreditation.
9. Contribute to scholarship.

Educational Goals for Students

1. Knowledge of and commitment to ethical practices
2. Professional practice and training experiences
3. Knowledge of the LIS literature
4. Engagement in research
5. Technical competency.

FACULTY EVALUATION

Option 1: Authority for all personnel evaluations and recommendations, exclusive of recommendations for pre-tenure review, tenure, and promotion, is vested in the school Director.

ANNUAL EVALUATION

1.0 Faculty Evaluation Process

The annual evaluation process should offer an opportunity for faculty members to communicate with their supervisors about professional objectives for the year ahead and to request resources necessary to accomplish those objectives. Evaluation meetings with individual faculty members should stimulate communication to achieve objectives, not merely serve as a disclosure and arbitration about activities during the previous year. Meetings should further include a conversation about how faculty can best align their professional goals with the needs and vision of the School, College, and University.

All faculty members of the Corps of Instruction will submit annual activity reports to the school Director. These should include a summary of professional activities in the areas of teaching, research/scholarly activity, and service during the year evaluated. School directors are evaluated for all work-related categories, including administrative performance, by the college Dean.

Evaluation meetings should be scheduled annually. Two distinct meetings are necessary to complete the annual evaluation process for each faculty member: (i) review and evaluation of the previous year's activities and (ii) establishment of professional objectives and workload allocation for the year ahead.

The first meeting to evaluate the previous year will include the faculty member, school Director, and EEC members. The proceedings should disclose rationale for the evaluation and clarify any miscommunications with respect to faculty activities during the year evaluated.

The second meeting to establish professional objectives and allocate workload percentages for the following academic year is to be done exclusively between the Director and the individual faculty member. In the event that a faculty member and the Director are unable to establish a consensus for what constitutes appropriate annual objectives, the college Dean serves as the final arbitrator.

Prior to signing completed annual evaluations, faculty members may request written communication from administrative evaluators to outline strategies for improving workload allocation issues and/or requesting resources available for high-quality teaching and research/scholarly activities. Faculty may also appeal results of their annual evaluation if they disagree with the assigned categories (i.e., "Does Not Meet Expectations" and "Meets Expectations") or written comments. In either case, if the return communication remains unsatisfactory to the faculty member and efforts to resolve issues are unsuccessful at the school level, an appeal process can be initiated pursuant to the grievance procedure outlined in the Faculty Handbook. Faculty who are repeatedly overruled in their efforts to appeal annual evaluation results, but nevertheless continue to appeal evaluation results, are subject to reprimand and concerns regarding their collegiality.

Although not required, quarterly or mid-year meetings are strongly encouraged between faculty and directors as an opportunity to revisit objectives and to promote faculty success and continuous professional development.

2.0 Workload Allocation/Assignment

(administrator workload; circumstantial adjustments included in this section)

Faculty workload allocation decisions are made at the school level and should:

- ensure instructional functionality of degree programs
- support innovative modes of instruction
- promote student success and involvement
- encourage progress in research and scholarly activities
- accentuate strengths of disciplinary clusters
- foster interdisciplinary engagement
- support professional development opportunities for faculty

- serve the needs of the School, College, University, professional organizations, and communities

Allocation of workload should be established through meetings as needed between the school Director and the individual faculty member in consultation with the college Dean as appropriate, documented and signed by both parties to acknowledge completion of the process and receipt of the assignment, and approved by the college Dean.

General Guidelines

Course load allocation is based on the equivalent of four 3-hour courses per semester. Each course is assigned a percentage that is determined in consultation with the faculty and Director. For more specific guidelines than those listed below, please refer to Appendix A (AMK comment: more specifics can be found in Appendix A of Initiative #1). Deans and directors, or any other administrator responsible for determining workload allocation, should also consult the workload policy in the Employee Handbook.

- Faculty members with any expectations for research/creative activities should receive a reduction in course load in order to meet expectations for those research/creative activities.
- Assigned course load or allocation of teaching (or service at the discretion of the School) should take into account student mentorship activities not directly associated with classroom instruction.
- Assigned course load or allocation of teaching should take into account other factors that may increase time devoted to teaching activities.
- Service contributions (to the program, School, College, University, or profession) requiring a time commitment above and beyond the usual expectation for the School may warrant a reallocation of workload from either teaching or research/creative activities. This is particularly relevant for academic programs with few faculty members to sustain essential functions (e.g., annual reporting, academic advisement) and/or support strategic initiatives requiring service.
- Circumstantial adjustments to a faculty member's workload allocation (e.g., any sudden adjustments in workload due to unforeseen circumstances, such as unexpected increases in enrollment, the departure of a faculty that leaves a gap in the curriculum that must be covered, commitments as part of a new external funding agreement, or the need to participate in a significant service activity) may warrant an adjustment to the workload allocation.
- Workload allocation should be aligned with expectations for the identified role (teaching track, tenure track) for which the faculty member has been employed, such that decisions for promotion or tenure are based upon criteria appropriate for that role (see Promotion and Tenure Guidelines).

Administrator workload

- School Directors are administrators who hold faculty rank, however all aspects of job performance (i.e., teaching, research/creative activities, service, administrative functions) are annually evaluated by their immediate superior administrator.
- School Directors are generally expected to teach a minimum of one class per year. Depending upon the scope and breadth of responsibilities, however, more or less courses could be required to be taught by these administrative faculty.
- Faculty administrators are expected to remain current in their respective field and demonstrate some contribution to scholarship in their field. However, as it is recognized that faculty administrators have significant administrative duties that impact their ability to sustain a program of research, scholarship, or creative activity, they should not be evaluated with the same expectations as the tenure-track faculty. General expectations for scholarly productivity should be established each year between the faculty administrator and the Dean. If the faculty administrator meets these expectations, they should receive a minimum evaluation of "Meets Expectations" in the category of research, scholarly, and creative activity (see Section 1.6 of Initiative #1).

- Administrative duties are separate from service. Significant service contributions (in quantity of time or quality of contribution) to the University or profession should allow for reallocation of workload from either teaching or research/creative activities. It is the responsibility of the faculty administrator to demonstrate that a service activity is significant and requires extra consideration for workload reallocation. If the service is to the School or College, it is the responsibility of the faculty administrator to demonstrate how the service is separate from their administrative duties. Serving on committees without demonstration of contribution does not automatically result in reallocation.

Circumstantial adjustments to workload allocation

Circumstantial adjustments to a faculty member's workload allocation (e.g., any unexpected or sudden adjustments in workload due to unforeseen circumstances such as the departure of a faculty member which leaves a gap in the curriculum that must be covered, commitments as part of a new external funding agreement, need to participate in a significant service activity) should:

1. Be negotiated between the faculty member and the school Director (in consultation with the Dean as necessary);
2. Be documented, and signed or electronically approved by both the school Director and the faculty member;
3. Include a defined period of time for the adjusted workload allocation; and
4. Hold a provision that if the affected faculty member disagrees with the proposed circumstantial workload allocation, an appeal pursuant to the grievance procedure outlined in the Faculty Handbook can be made, which can also serve as a mechanism to appeal for the expiration date of the re-allocated responsibilities.

3.0 Goals: current evaluation period

(including mapping to school/college/AMP goals or actions and tenure/promotion criteria)

Professional goals of faculty at The University of Southern Mississippi are facilitated by setting clear and measurable annual objectives for professional contributions. Within this broad framework, school directors work with faculty members to establish professional objectives for the year and further evaluate how objectives align with the aspirations of the School, College, and the larger institutional vision. Annual evaluations provide the opportunity to determine the extent to which objectives were met from the prior year and to set appropriate and aspirational targets for the year ahead. Although objectives are set annually, it is appropriate and encouraged to have discussions about progress towards objectives on an as needed basis, for example, when a major objective is attained early or some significant obstacle to fulfilling an objective arises or a new opportunity presents itself that cannot be postponed to the next evaluation year.

4.0 Evidence of Activities

(source evidence of performance activities and actions)

PERFORMANCE CATEGORIES

Meets Expectations

Expectations for faculty performance in teaching, research/scholarship, and service should be designed to promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Meeting expectations imply that faculty achieve articulated and measurable professional objectives and maintain continuous career advancement, including progress toward tenure and/or promotion. Faculty are also expected to contribute positively to a culture of support for students and for unit development (i.e., collegiality).

Examples of expectations for teaching could include, but are not limited to the following:

- Development of courses consistent with school directives.

- Good scores on student course evaluations.
- Current teaching e-portfolio with all the required elements
- Direction of undergraduate Honors student thesis projects or SPUR projects.
- Direction of graduate student research.
- Demonstration of course breadth and periodic improvements through teaching portfolio.

Examples of expectations for research/scholarly activities could include, but are not limited to the following:

- Publication of peer-reviewed journal articles.
- Submission of a book draft as part of a contract with a publisher.
- Development and submission of a proposal for external funding.
- Administration of an externally funded grant.
- Presentation of research at national or international conferences.

Examples of expectations for service to the University and professional communities could include, but are not limited to the following:

- Participation in student recruitment and retention initiatives.
- Peer review of manuscripts for academic journals.
- Membership in University or college committees.
- Editorship for an academic publishing company or academic journal.
- Session organization at a regional, national, or international conference.
- Serving in a disciplinary cluster or school in one or more unfunded (i.e., no stipend) or uncompensated (i.e., no course release) capacities (e.g., undergraduate or graduate coordinator).
- Participation in sanctioned outreach programs
- Committee or board appointments serving the State or other entity approved by the School Director.

Does Not Meet Expectations

Assignment of "Does Not Meet Expectations" should be made for faculty who are unable to produce evidence for having met objectives established in the prior year. Faculty whose objectives are met early in the year who did not recalibrate objectives in conjunction with their director also are not meeting expectations for faculty performance.

Exceeds Expectations

Assignment of Exceeds Expectations should be reserved for faculty who demonstrate excellence far beyond professional objectives set for the year, for achievement of highly ambitious objectives, or for a high level of contributions deemed complimentary to the program; or School, College, and/or institutional initiatives that further the vision of the University. Importantly, this designation should be reserved for faculty who provide evidence that indicates high levels of performance in either teaching, research/scholarly activities, or service.

Examples for exceeding expectations for teaching could include, but are not limited to the following:

- Innovative development and successful implementation of service learning or active learning courses consistent with school directives.
- Very high scores on student course evaluations (e.g., >1 standard deviation of the school mean).
- Very high scores on peer-review evaluations (e.g., >1 standard deviation of the school mean).
- Direction of substantially more undergraduate Honors student thesis projects or SPUR projects than needed to meet school expectations.
- Direction of substantially more graduate thesis or dissertation projects than needed to meet school expectations.
- Demonstration of superior course breadth or major improvements through a teaching portfolio.

Examples for exceeding expectations for research/creative activities could include, but are not limited to the following:

- Publication of peer-reviewed journal articles in excess of school expectations.
- Publication of a book with an internationally-recognized publisher.
- Successful acquisition of external funding in excess of school expectations.
- Presentation of research as a keynote speaker at national or international conferences.

Examples for exceeding expectations for service could include, but are not limited to the following:

- Initiation of an outreach program that definitively resulted in recruiting ## students.
- Peer-review of manuscripts for academic journals well in excess of school expectations.
- Participation in a proposal-review board at an established national funding agency.
- Editor-in-chief responsibilities for a peer-reviewed journal.
- Serving as President of Faculty Senate or Chair of the Undergraduate or Graduate Councils.
- Lead organizer of a traveling regional, national, or international conference.
- Direction of a University-sponsored research center or outreach program.
- Chair of a committee or board serving the State or other entity approved by the school.

8.0. Noteworthy Activities and Remarks

For evidence presented that a faculty member achieved more than school expectations but not enough to merit assignment of "Exceeds Expectations", a specific mention of this achievement should be included in the Noteworthy Activities and Remarks section of the annual evaluation form.

Examples of noteworthy activities or remarks could include, but are not limited to the following:

Achievements

- Faculty member A jointly developed a new interdisciplinary course with faculty member B that attracted ## students and resulted in addition of ## new majors to the program.
- Faculty member served as Chair of the ... Committee.
- Faculty member received an award from the American Society for ...for excellence in creativity.
- Faculty member was co-author on a research article published in..., which is the top peer-reviewed journal in the discipline.
- Faculty member authored and submitted two research proposals to the National Institute of... and two research proposals to the National Academy of..., all of which were unfunded but received promising comments for re-submission.
- Faculty member received an invitation to participate in a summer workshop to develop strategies for developing education programs in schools in Mississippi.
- Faculty member is exceptionally collegial in and/or outside of the classroom; exemplified by and ... (see Promotion & Tenure guidelines).

Deficiencies

- Faculty member has received multiple complaints about being absent from scheduled office hours.
- Faculty member is unresponsive to e-mail communications within a reasonable amount of time (i.e., within three business days).
- Faculty member did not contribute to any research proposal submissions. [In disciplines in which regular proposal activity is expected.]
- Faculty member consistently exhibits non-collegial and inappropriate behavior in and/or outside of the classroom; exemplified by, and ... (see Promotion & Tenure guidelines).

GOALS FOR NEXT EVALUATION PERIOD

(including mapping to school/college/AMP goals or actions and tenure/promotion criteria as relevant)

EVALUATION RUBRICS

TEACHING				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate University groups, (e.g. online steering committee).	Coursework reflects innovative development, which may include service learning, active learning, honors theses, SPUR projects, etc. consistent with school directives and exceeding the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to University calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to University calendar and guidelines.	Course delivery exceeds unit and University guidelines by the addition of independent studies, thesis or dissertation coursework, etc. added to existing load.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	
Teaching e-Portfolio	Teaching e-portfolio is missing one or more of the required items and/or one or more of the items are not current	Teaching e-portfolio includes all the required elements: instructor image & teaching philosophy on main page, links to updated vita (pdf), course info or syllabi.	Teaching e-portfolio has excellent design and exceeds the requirements to include other relevant items such as an image gallery.	
Innovative teaching	Teaching evaluations and/or peer reviews reflect a lack of change or inclusion of relevant material in the course experience	Teaching evaluations and/or peer reviews reflect the use of new materials, new approaches to engage students	Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods	
TOTAL SCORE: 3/5 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 3/5 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				
Collegiality is defined and examples of collegiality in teaching are listed in the Collegiality section below (p. 13).				

RESEARCH/SCHOLARLY ACTIVITIES				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Participation in research/scholarly activities	Participates or demonstrates continuous effort in research/scholarly activities at a rate lower than the standard performance level identified within the unit.	Participates in research/scholarly activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in research/scholarly activities by initiating new collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of research/scholarly activities	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, presentations, etc.) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, presentations, etc.) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, presentations, etc.) at a rate that exceeds the standard performance level identified within the unit.	
Applications for internal/external funding	Submits application for internal/external funding of research/scholarly activities at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of research/scholarly activities as reflected within the standard performance level identified within the unit. (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions, etc.)	Procures internal/external funding of research/scholarly activities exceeding the standard performance level identified within the unit.	
TOTAL SCORE: 2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations 2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations				
Collegiality is defined and examples of collegiality in research/scholarship are listed in the Collegiality section below (p. 13).				

SERVICE				
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Institutional committees	Serves on appointed/elected committees at the department, college, and University level at a rate lower than the standard performance level	Serves on appointed/elected committees at the department, college, and University level as reflected within the standard performance	Serves on appointed/elected committees at the department, college, and University level at a rate exceeding the standard performance level within	

	identified within the unit or does not attend committee meetings to represent the unit.	level identified within the unit; attends meetings and contributes to the needs of the committee.	the unit; attends meetings, completes a leadership role for the committee or sub-committee.	
Professional organizations	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	Contributes to their identified field of study through membership and participation in professional organizations within their field internationally, nationally, regionally, and/or statewide as reflected within the standard performance level identified within the unit.	Contributes to their identified field of study through membership, participation in, and committee service on professional organizations, publications, activities within their field internationally, nationally, regionally, and/or statewide exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the University/college/school through active participation in University campus activities and community service related to their profession at a rate lower than the standard performance level identified within the unit.	Facilitates growth of the University/college/school through active participation in University campus activities and community service related to their profession as reflected within the standard performance level identified within the unit.	Facilitates growth of the University/college/School through active participation in University campus activities and community service related to their profession exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and research as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and research as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and research, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	

TOTAL SCORE:

3/4 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations

3/4 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Collegiality is defined and examples of collegiality in service are listed in the Collegiality section below (p. 13).

COLLEGIALITY

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 J. Southern Miss School of Library and Information Science Promotion and Tenure Guidelines 2019-2020

Tenure-Track Promotion

1. Introduction and Rationale

Promotion functions to recognize talented faculty members for their records of achievement within their respective disciplines or in interdisciplinary settings. Thus, promotion to the rank of Associate Professor is a necessary condition for tenure at The University of Southern Mississippi. There are inherently different criteria for tenure, such as an individual's potential for long-term contributions to the university.

The following guidelines take into account the need for uniform policies throughout the University, but also recognize that disciplinary variations necessitate a certain level of autonomy within schools.

2. Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the University through excellence in teaching, service, research and scholarship. The purpose of these proposed guidelines is to establish a unified University framework for deciding matters of promotion while acknowledging the need for discipline-specific variation.

2.1.1. Teaching

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Human Sciences. All faculty members seeking promotion and 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.

Evidence of teaching effectiveness must include:

- Student evaluations for each course for no less than the last three years, reflecting a pattern of positive evaluations
- Teaching e-portfolio
- Annual Director/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

Documentation

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

2.1.2. Service

Service refers to the function of applying academic expertise for the direct benefit of external audiences in support of SLIS, College, and University missions. The School of Library and Information Science values service to society as well as to the University, College, School, and to professional disciplines and organizations. Service may include applied research, service-based instruction, program and project management, and technical assistance. SLIS recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations.

Service to the University includes, but is not limited to, participating in School, College or University committees, developing, implementing or managing academic programs

or projects. All faculty members within the School are expected to participate in faculty meetings and to support the SLIS strategic plan.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for national, regional, or state 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.

A faculty endeavor may be regarded as service to society for purposes of promotion if any of the following conditions are met and deemed appropriate by SLIS:

1. Utilization of the faculty member's academic and professional expertise.
2. Direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
3. Ultimate purpose for the public or common good.
4. New knowledge generated for the discipline and/or the community.
5. Clear relationship between the program/activities and the mission of SLIS.

2.1.3 Research and Scholarship

In accordance with the mission of this Carnegie R1 very high research university, the School of Library and Information Science and the College of Education and Human Sciences acknowledges that scholarship and the creation and production of research are crucial to the advancement of knowledge. To be considered for promotion, 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 promotion in rank to Associate Professor are to 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 consist of the following:

- Candidate has documented seven (7) significant contributions.
- Of the seven (7) significant contributions, four (4) must be refereed journal

articles 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/scholarship, 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 expected to demonstrate success in providing refereed or juried presentations to professional organizations and/or audiences appropriate to their disciplines.

The research expectations for promotion in rank to Full Professor are 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 refereed journal articles deemed appropriate to the range of our discipline.
- Significant contributions may also include national or international invited publications and/or funded external proposals.

Evidence of research or scholarly activities may include, but is not limited to:

- 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.

3. Interdisciplinary Contributions

SLIS encourages interdisciplinary efforts of faculty in teaching, service, and research/scholarship. Interdisciplinary collaborations are not feasible will be assessed by the same guidelines as contributions within the School or discipline.

4. Probationary Period for Promotion in the Tenure Track

In keeping with current University and IHL policy, the minimum five-year probationary period will remain in place for promotion from Assistant to Associate professor with the normal University process being that tenure-track faculty proceed to candidacy for promotion and tenure in their sixth year. Although it may be possible for an individual with qualifications far exceeding school guidelines to receive consideration for early promotion, any exemptions from the five-year probationary period should be considered the exception. In the sixth year of service at USM, unless credit for service prior to joining USM was awarded at the time of hire, the candidate must apply for promotion from Assistant to Associate Professor.

4.1.1. Exceptions to the Probationary Period

Extension of Probationary Period. Applicants may request an extension of the probationary period by one year for personal circumstances that are not under the control of the University. In recognition of current legal standards, the application for an extension of the probationary period as well as the reasons for such an application shall be kept confidential, although an approval of an extension may be made public. A candidate may request an extension in writing with rationale provided to the School Director. After receipt of the letter, the school director shall prepare a letter supporting or declining the application and submit that letter and application to the College Dean. From there, the College Dean shall prepare a letter supporting or declining the application and submit letters and application to the Provost. A final decision on the request, in keeping with current University policy, will then be rendered by the Provost, the chief academic officer. An example of reasons for such a request follows:

- i. **Reasons for Extension of Probationary Period.** Circumstances that warrant an extension of the probationary period include, but are not limited to the following:
 - Becoming a parent (birth or adoption)
 - Significant responsibilities for the care of an immediate relative (spouse/domestic partner, parent, child)
 - Death in the immediate family (spouse/domestic partner, parent, child).
 - Serious medical condition(s) or disability
 - Professional impediments
 - Prestigious external commitments

- ii. **Waiver of Probationary Period.** Higher rank can be awarded upon initial employment in certain circumstances. The granting of higher rank upon hire

shall be made only in consultation with relevant parties within the faculty member's school(s).

4.1.2 Early Promotion from Associate Professor to Professor

The standard probationary period for promotion from Associate Professor to Professor is five years. In the sixth year of service at rank, the candidate may apply for promotion from Associate Professor to Professor. To encourage, stimulate, and aspire to excellence at the national and international level, early promotion may be considered once excellence in achievement is established in the areas of research/scholarship/creative activity, teaching/librarianship, and service, beyond the record of achievement established during the promotion from Assistant Professor to Associate Professor. Generally, eligibility for early promotion may be granted in the fifth year at rank.

5. Outside Evaluators for Promotion from Associate Professor to Professor

External evaluators are required for evaluation of promotion from Associate Professor to Full 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.

i. Eligibility to Serve as an External Evaluator:

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.

ii. Size and Composition of the Set of External Evaluators:

The candidate and Director should work together to compile a list of a minimum of six potential qualified reviewers. The Director will then select three reviewers to evaluate the candidate on the criteria listed above (teaching, research, and service).

6. Unsuccessful Applications for Promotion

In the event of an unsuccessful application for promotion from Associate Professor to Professor, the applicant shall not be eligible to immediately reapply for promotion in the following year.

The applicant will be eligible to reapply once this year has passed. Exemptions may apply in exceptional circumstances identified by the School Promotion and Tenure Committee or by the School Director during the annual evaluations process.

7. Promotion and Tenure Committees

7.1.1. School Promotion and Tenure Committee

Given the importance of the probationary faculty's substantive output in terms of creative activity, research and scholarship, evaluation within the School is mandatory for promotion, including for interdisciplinary faculty.

- i. **Minimum Committee Size.** There must be a minimum size of three for a School Promotion and Tenure Committee. If a school does not have three eligible faculty to serve on such a committee, the school, in conjunction with the dean, must invite faculty from a discipline related to that of the faculty under review to serve on the School Promotion and Tenure Committee.
- ii. **Committee Composition.** Any tenure track Promotion and Tenure Committee must, for promotion deliberations, be comprised of faculty ranked higher than the candidate, and, for tenure deliberations, of tenured faculty. In the case of large schools or very disparate disciplinary cultures, schools are free to defer the bulk of deliberations to subcommittees.
- iii. **Committees for Interdisciplinary Applicants.** Because interdisciplinary applicants, by virtue of their appointments, serve multiple disciplines, all schools that fund the candidate's position must be represented on the candidate's promotion and tenure committee, ideally proportional to the percentage of the candidate's workload.

7.1.2. College Promotion and Tenure Committee

College-level evaluation is mandatory for tenure track faculty promotion, including interdisciplinary faculty. Because promotion and tenure processes often coincide, the composition of the committees may be similar, but all processes should be viewed as separate. The College Promotion and Tenure Committee shall consist of at least 5 members with at least one member from each school within the College. Composition and size of the committee is determined at the discretion of each college, except that all voting members of the College Promotion and Tenure Committee must have higher rank than the candidates under review and be in the tenure-track. For the evaluation of interdisciplinary candidates, the committee shall have a reviewer from each of the disciplines (internal as well as external to the college) with which the candidate interacts.

7.1.3 Faculty Recusals/Abstentions from Promotion and Tenure Committees

- i. **Recusals/Abstentions:** Otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Associate Provost, Vice-President, College Dean, Associate Dean or School Director must be recused from School, College or University Promotion and Tenure Committees unless they are invited by a majority vote by the committee to participate in which case they still must abstain from voting. Faculty who voted at lower levels of the process will follow the same restrictions.

- ii. **Faculty must vote at their lowest eligible level.** That is, when a faculty member from one's school is evaluated for promotion, an eligible College Promotion and Tenure Committee member must vote in the School Promotion and Tenure Committee and recuse him/herself from the College Promotion and Tenure Committee vote for that faculty member. Faculty from lower levels may be invited to consult on the case but will follow the same restrictions as 7.1.3.i.

Non-Tenure-Track Promotion

Note: "Promotion and Tenure" committees are referred to in this section. While the award of tenure is not possible for non-tenure-track faculty, the full name of the committee is used throughout for purposes of clarity. However, it is to be noted that, while the promotion of non-tenure-track candidates will be evaluated by the School/College/University "Promotion and Tenure" committees, considerations of tenure are excluded from such deliberations and recommendations when non-tenure track faculty are being evaluated by the committee.

1. Preamble

Promotion in the non-tenure-track corps of instruction is based on institutional recognition of meritorious achievement in both teaching and service. Specifically, promotion functions to recognize talented non-tenure-track faculty members for their records of achievement within their respective disciplines. The following guidelines provide a uniform framework across schools, colleges, and campuses but also recognize that disciplinary variations necessitate a certain level of autonomy within the schools.

2. Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the University through excellence in their assigned duties, which for Teaching Professors, Instructors, Lecturers, and Senior Lecturers, are teaching and service. The present guidelines establish a unified University framework for deciding matters of promotion for this group of faculty while acknowledging the need for discipline-specific variation. Annual evaluations of faculty performance must be closely linked with progress towards promotion at each level. To that end, many of the criteria for evaluation set forth for promotion should be synchronized with the criteria used in annual evaluations.

2.1 Teaching

Teaching and student learning are central to the mission of the School of Library and

Information Science and the College of Education and Human Sciences. Within the School, Instructors/Lecturers are responsible for preparing students to work in various types of libraries or other information repositories. Knowledge, skills and dispositions necessary for successful professional practice are developed through coursework and practicum experiences. Teaching includes not only formal classroom instruction but also advising, mentoring, and other forms of student engagement.

Instructors/Lecturers seeking promotion are expected to have demonstrated excellence in teaching, which includes continuous growth in the subject field, and ability to organize material and convey it effectively to students. Therefore, teaching effectiveness should be examined holistically based on an overall pattern of exemplary teaching evaluations rather than on evaluations received from any single course or section.

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)
- Teaching e-portfolio
- Annual faculty evaluations
- Third-year review letters from all levels of review.

Further evidence may include, but is not limited to, 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
- 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 or commendation by colleagues or administration
- 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 exceptional teaching is necessary for promotion from Instructor rank to Lecturer. Evidence of sustained exceptional teaching is necessary for promotion from Lecturer to Senior Lecturer.

2.2. Service

The School of Library and Information Science and the College of Education and Human Sciences values service to society, the University and to the School disciplines and professions. For teaching-track faculty, service to the University includes, but is not limited to, participating in School, College or University curriculum, teaching, accreditation, student success committee work, and advising/mentoring students. Developing, implementing and evaluating teaching, advising and student success initiatives are also recognized as acceptable service. All faculty members within the School are expected to participate in faculty meetings and to support the SLIS mission and strategic plan.

For Instructors/Lecturers at all ranks, credit for service is determined by the impact on instructional quality and student success.

1. University/academic service to include University, College and/or School level service with preference for those activities that focus on curriculum, recruitment, advisement, accreditation and student success initiatives.
2. Professional Service to include service to the profession and leadership roles in professional organizations.
3. Community Service to include community education/ outreach and consultation if connected to the instructional and/or field-based or service-learning activities associated with the position.

Evidence of service related to quality instruction, recruitment, and student success is necessary for promotion in rank to Lecturer.

For promotion in rank to Senior Lecturer evidence of sustained exemplary service related to quality instruction, recruitment, and student success is necessary.

2.3. Research/Scholarship

We recognize that the research expectations for instructors/lecturers/teaching faculty should differ significantly from those for tenure-track faculty. Therefore,

research endeavors specific to the teaching assignments and/or which support student success initiatives will be looked upon favorably but is not a requirement for promotion. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success. Efforts to secure internal/external funding that support or promote student success, quality instruction, and/or field-based instructional or service learning placements will be looked upon favorably but is not a requirement for promotion.

3. Probationary Period for Promotion from Assistant to Associate Teaching Professor, or from Instructor to Lecturer

A five-year probationary period for a new Assistant Teaching Professor or Instructor provides adequate time to demonstrate excellence in teaching and service. A notable exception to this probationary period applies to candidates whose initial appointment gave them credit for service prior to joining USM. Individuals with qualifications far exceeding guidelines may receive consideration for early promotion. However, non-tenure-track faculty do not have any mandate to move towards promotion unless that candidate so desires. Given the nature of non-tenured positions, promotion should be considered a desirable goal rather than a mandate. In particular, non-tenure-track promotable faculty at the University of Southern Mississippi are allowed to remain at the University even if there is no promotion from Assistant Teaching Professor to Associate Teaching Professor or from Instructor to Lecturer.

3.1. Early Promotion from Associate Teaching Professor to Teaching Professor or for Promotion from Lecturer to Senior Lecturer for Promotable Non- Tenure-Track Faculty

The standard probationary period for promotion from Associate Teaching Professor to Teaching Professor is five years. In the sixth year of service at rank, the candidate may apply for promotion. Exceptional teaching and or service may warrant early promotion to Teaching Professor/Senior Lecturer and may be considered for teaching faculty who exhibit exceptional teaching and service as qualified by annual evaluations. Generally, eligibility for early promotion may be granted in the fifth year at rank.

4. Unsuccessful Applications for Promotion for Promotable Non-Tenure-Track Faculty

In the event of an unsuccessful application for promotion, the candidate is *not* required to leave the University. Although promotion is desirable, it can be appropriate to maintain faculty at the rank of Assistant Teaching Professor/Instructor beyond the five-year probationary period. In the event of an unsuccessful promotion, the applicant is not allowed to apply for promotion in the following year with exceptions determined by the School Promotion and Tenure Committee or School Director in annual evaluations.

5. Promotion and Tenure Committees

5.1.1. School Promotion and Tenure Committee

Given the importance of the faculty's substantive output, evaluation within the School is mandatory for promotion, including for interdisciplinary faculty.

- i. **Minimum Committee Size.** There must be a minimum size of 3 for a school Promotion and Tenure Committee. If a school does not have 3 eligible faculty to serve on such a committee, the school, in conjunction with the dean, must invite faculty from a discipline related to that of the faculty under review to serve on the School Promotion and Tenure Committee.

- ii. **Committee Composition.** Associate Professors and Professors in the candidate's school plus any teaching track faculty ranked higher than the candidate evaluate the candidate for promotion. In the case of large schools or very disparate disciplinary cultures, schools are free to defer the bulk of deliberations to subcommittees.

- iii. **Committees for Interdisciplinary Applicants.** Because interdisciplinary applicants, by virtue of their appointments, serve multiple disciplines, all schools that fund the candidate's position shall be represented on the candidate's promotion and tenure committee, ideally proportional to the percentage of the candidate's workload spent in each school. Details of the makeup of each interdisciplinary candidate's promotion and tenure committees shall be specified in a letter of agreement to be signed at the candidate's initial appointment.

5.1.2. Promotion Committee Composition - College Personnel Committee

College-level evaluation is mandatory for faculty promotion, including interdisciplinary faculty. The College Promotion and Tenure Committee shall consist of at least 5 members with each school from the College represented on the Committee. All voting members of the College Promotion and Tenure Committee shall have higher rank than the candidate under review. For the evaluation of interdisciplinary candidates, the committee shall have a reviewer from each of the schools with which the candidate interacts. Further details regarding the specific composition of College Promotion and Tenure Committees are at the discretion of each college.

5.2. Faculty Recusals/Abstentions from Promotion and Tenure Committees.

- i. **Recusals/Abstentions:** Otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Associate Provost, Vice-President, College Dean, Associate Dean or School Director must be recused from School, College or University Promotion and Tenure Committees unless they are invited by a majority vote by the committee, in which case they still must abstain from voting. Faculty who voted at lower levels of the process will follow

the same restrictions.

ii. **Faculty must vote at their lowest eligible level.** That is, when a faculty member from one's school is evaluated for promotion, an eligible College Promotion and Tenure Committee member must vote in the School Promotion and Tenure Committee and abstain from the College Promotion and Tenure Committee vote for that faculty member. Faculty from lower levels may be invited to consult on the case but will follow the same restrictions as 5.2.i.

Tenure

1. Introduction and Rationale

Although tenure and promotion bear a close relationship with each other, the processes serve distinct purposes. Tenure and promotion both function to recognize talented faculty members for their records of achievement within their respective disciplines. However, tenure extends an additional level of protection to the faculty member in furtherance of the mutual desire for a long-term academic appointment. More broadly, by granting tenure the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community that advance the institution's goals - in short, tenure is critical to the University's mission. The ties between the University and tenured faculty are the strongest that exist in the corps of instruction, and provide the maximum protection for faculty to carry out their roles without undue influence or external pressures. Thus, ensuring the fidelity of the tenure process is essential to the University. Because promotion is viewed as a reflection of the disciplinary competence necessary for tenure, the promotion to the rank of Associate Professor is a necessary, but not a sufficient condition for tenure at The University of Southern Mississippi. There are inherently different criteria for the latter, such as an individual's potential for long term contributions to the University. The processes outlined below seek to clarify this point.

The tenure guidelines that follow recognize that disciplinary variations necessitate a certain level of autonomy at the school-level. This is particularly the case for interdisciplinary faculty who may have responsibilities to more than one school. To ensure that such faculty meet the same expectations and criteria for both tenure and promotion it is all the more essential to distinguish between tenure and promotion and establish uniform procedures for both. To this end, units must establish equitable and clear guidelines for the evaluation of faculty whose appointments are funded by multiple schools. Ideally, a letter of agreement should be signed upon the candidate's initial appointment to an interdisciplinary position, which will set forth the expectations of all relevant units with a clear breakdown of proportional obligations and objectives.

These guidelines aim to provide a unified framework for tenure while improving the University's ability to attract talented faculty through increased transparency, consistency, and fairness. Moreover, by establishing the additional recommendation of external evaluations, these processes will improve the reputation of the University as the research-based institution we aspire to be.

2. Definition of Tenure

Academic tenure is defined as the qualified expectation of a continuation of annual employment that may be awarded to a full-time member of the faculty after completing a probationary period. There is no guarantee that tenure will be awarded at the conclusion of the probationary period. Nor is tenure a guarantee of lifetime employment. Rather, tenure means that no person who has been awarded tenure may be discharged except upon certain grounds and in accordance with specified procedures. An award of tenure requires excellence in performance and the promise of continued excellence in teaching, research, and service. It is the duty of the faculty member to demonstrate that tenure should be awarded. If awarded, tenure is vested within the school or lowest unit of academic appointment (unless otherwise designated by the IHL Board (IHL 403.01)). Achieving tenure does not relieve a faculty member from the standards of professional performance, conduct, achievement, merit, and probity maintained by schools, divisions, colleges, the University, and by the Board of Trustees.

3. Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the University through excellence in teaching/librarianship, service, and research/scholarship/creative activities. The purpose of these guidelines is to establish a unified University framework for deciding matters of tenure, while acknowledging the need for discipline-specific variation. Although this section specifically addresses the tenure process, there must be a strong nexus between the annual evaluation process and a faculty member's progress towards tenure. To that end, many of the criteria for evaluation set forth must be synchronized with the criteria used in annual evaluations and promotion.

3.1.1. Teaching

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Human Sciences. All faculty members seeking 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.

Evidence of teaching effectiveness must include:

- Student evaluations for each course for no less than the last three years, reflecting a pattern of positive evaluations
- Teaching e-portfolio
- Annual faculty evaluations
- Third-year review letters from all levels of review.

Further evidence may include, but is not limited to, the sources listed below:

- Nature of courses typically taught
- Number of different course and new course preparations

Documentation

- 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.

3.1.2. Service

Service refers to the function of applying academic expertise for the direct benefit of

external audiences in support of SLIS, College, and University missions. The School of Library and Information Science values service to society as well as to the University, College, School, and to professional disciplines and organizations. Service may include applied research, service-based instruction, program and project management, and technical assistance. SLIS recognizes that service activities may be limited during the probationary period in order for the faculty member to meet teaching and research obligations.

Service to the University includes, but is not limited to, participating in School, College or University committees, developing, implementing or managing academic programs or projects. All faculty members within the School are expected to participate in faculty meetings and to support the SLIS strategic plan.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for national, regional, or state 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.

A faculty endeavor may be regarded as service to society for purposes of tenure if any of the following conditions are met and deemed appropriate by SLIS:

1. Utilization of the faculty member's academic and professional expertise.
2. Direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
3. Ultimate purpose for the public or common good.
4. New knowledge generated for the discipline and/or the community.
5. Clear relationship between the program/activities and the mission of SLIS.

3.1.3. Research/Scholarship

In accordance with the mission of this Carnegie R1 very high research university, the School of Library and Information Science and the College of Education and Human Sciences acknowledges that scholarship and the creation and production of research are crucial to the advancement of knowledge. To be considered for tenure, 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, 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 are to have an established and documented record of success in publishing, presenting, and/or obtaining funding. The approximate research expectations for receiving 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/scholarship, 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 tenure are expected to demonstrate success in providing refereed or juried presentations to professional organizations and/or audiences appropriate to their disciplines.

Evidence of research or scholarly activities may include, but is not limited to:

- 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.

3.1.4. Collegiality and Professional Behavior

Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality. Collegiality, although distinct from the other criteria for tenure, is interlinked with them and its evaluation should be in those contexts. Accordingly, the separate category of "collegiality" *should not be added* to the traditional three areas of faculty performance.

Schools and colleges will instead focus on developing clear definitions of teaching, scholarship, and service in which the virtues of collegiality are reflected (SLIS Annual Evaluation Guidelines, p. 13). Academic freedom does not protect legal or policy violations, including disrespectful speech to students, colleagues, or superiors; classroom speech that is not germane to the course subject; harassment of colleagues or students; research or scholarship misconduct; nonperformance of assigned tasks; or refusal to follow rules and policies. Collegiality is also not to be construed as promoting non-work-related social gatherings or to limiting robust discussion and conversation among faculty regarding topics important to the institution or the academy. Therefore, any concerns regarding a faculty member's collegiality or professional behavior must be shared in writing with said faculty member as soon as any concerns arise. At a minimum, any concerns about collegiality or professional behavior should be articulated in the faculty member's annual evaluation review as well as in the pre-tenure review (if applicable).

4. Interdisciplinary Contributions

SLIS encourages interdisciplinary efforts of faculty in teaching, service, and research/scholarship. Interdisciplinary collaborations will be assessed by the same guidelines as contributions within the School or discipline.

5. Tenure Framework

As tenure is an award granted by IHL upon nomination by the Institutional Executive Officer, which is built around contributions by a faculty member to their discipline and the institution, the framework for tenure has to be one that allows for input at all levels of the institution and that simultaneously allows flexibility across schools. This flexibility is particularly essential in the case of interdisciplinary faculty who may have responsibility to more than one unit. Additionally, although research/scholarship is a significant component of the University's identity, and although it is central to advancement in many fields, the idea that tenure can or should be awarded solely on the basis of outstanding research/scholarship is one that does not mesh with the necessity that candidates for tenure contribute to *all* parts of the mission of the University and show the potential for continued long-term contributions. Thus, the process for tenure attempts to balance the needs across schools, the needs within disciplines, and effective academic citizenship within the University. Additionally,

although tenure is a separate process from promotion, it is important that the tenure process is informed by the annual evaluation process so that probationary faculty members are not caught unaware if there are concerns regarding any of the evaluative elements within the tenure process. The criteria for tenure, therefore, are determined in the typical areas of assessment (teaching, service, research/scholarship) with additional considerations of collegiality (SLIS Annual Evaluation Guidelines, p. 13). Academic and potential for long term contributions to the University. These are outlined more completely in Section 3.1.4.

5.1.1. Probationary Period

5.1.1.1. Probationary Period for Tenure Application

Because the award of tenure implies a long-term commitment on the part of the University, there shall be a probationary period of six years with an application for the award of tenure a happening within the sixth year; exceptions are made for faculty who are awarded time towards tenure in their original hire negotiations. Additionally, tenure *may* be awarded, pursuant to IHL policy, at the time of hire. This option should be used with care. This option *may* be more frequently appropriate for hires with administrative duties. Regardless, the School Promotion and Tenure Committee for the potential hire shall be consulted regarding the awarding of tenure at the time of hire with adequate time to review the applicant's qualifications. This ensures that individuals will not be placed in the position of evaluating those who have input in probationary faculty's tenure application and maintains the integrity of tenure at the University.

5.1.1.2. Length of Probationary Period for Tenure Application

In keeping with current University and IHL policy, there shall be a probationary period of six years with the tenure application to be filed in year six of the appointment. This provides adequate time for faculty to demonstrate their ongoing impact within their respective disciplines but equally allows for the University to assess (and, where applicable, assist faculty in improving) collegiality and potential for long term contributions to the institution. In keeping with the University's goal of maintaining and improving the quality of the faculty, outside of cases in which credit for time served at another institution has been awarded in the hiring process, faculty must apply for tenure in their 6th year. Although this will most often coincide with the promotion from Assistant to Associate Professor, these are separate processes, and the evaluation for promotion and tenure should be independent.

5.1.1.3. Extension of Probationary Period

As there are a variety of circumstances beyond the control of the faculty applying for tenure, as well as beyond the control of the University, in special circumstances an extension can be applied to the faculty's

probationary period. This extension shall not extend the probationary period by more than one year. Circumstances that warrant an extension of the Probationary Period include, but are not limited to the following:

- a. Becoming a parent (birth or adoption)
- b. Significant responsibilities for the care of an immediate relative (spouse/domestic partner, parent, child)
- c. Death in the immediate family (spouse/domestic partner, parent, child).
- d. Serious medical conditions or disability
- e. Professional impediments
- f. Prestigious external commitments

5.1.1.3.1. Process for Extending the Probationary Period

Any request to extend the probationary period shall be made in writing, with attached justification, to the appropriate school director in the semester before the tenure application is due. The school director may support or decline this extension in a letter and will submit the application and the director's letter to the dean of the appropriate college. The dean may also support or decline this extension in a letter and will submit the application and the letters from director and dean to the Provost for a final decision on the extension.

5.1.1.4. Waiver of Probationary Period for Tenure

The University has a vested interest in attracting the best candidates to all levels of the University. Given that some of these candidates may be tenured at other institutions and in keeping with IHL policy 403.0101, the privilege of tenure *may* be granted to individuals who have held tenure at their previous institution. *There is no automatic course of action*, however, and care should be used in the case of the award of tenure upon hire. Any institutional appointments with tenure must be approved by the candidate's school during the hiring/negotiation process, and, again consistent with IHL policy, tenure for these faculty must be recommended by the President and approved by the Board.

5.1.2. If Tenure is Denied

As tenure is granted by the IHL upon nomination by the Institutional Executive Officer on the basis of both impact within the discipline as well as institutional considerations, in the event that tenure is denied, a final one-year non-renewable contract at the candidate's rank is to be issued to the candidate.

5.1.3. Associate Professor Requirement

Satisfaction of the requirements for promotion to Associate Professor should be a requirement for the award of tenure. Therefore, Assistant Professors

cannot apply for tenure before or without simultaneously applying for promotion to Associate Professor. Faculty appointed at ranks above Assistant Professor may apply for tenure without applying for promotion.

5.1.4. Credit for Prior Accomplishments

Credit for prior accomplishments may be awarded up to a maximum of five years towards the probationary period for prior service at other institutions of higher learning if specified in the faculty member's contract at the time of employment. Such credit is granted only to an individual who possesses exceptional professional qualifications and achievements. Generally, that credit is limited to two years for faculty appointed to the rank of Assistant Professor, three to five years for faculty appointed at the rank of Associate Professor, and five years for those faculty appointed at the rank of Professor.

Consistent with the idea that credit can be awarded for time served at another institution of higher learning, for the tenure review, it must be permissible to give credit for accomplishments generated while serving at another institution of higher learning. Accomplishments, however, must be part of a continuous record that immediately precedes the appointment at USM.

6. Tenure Review Process

The following are the guidelines for the tenure review process.

6.1. Evaluative Bodies for Tenure Review

Review must be performed at each level of the institution to grant tenure. Thus, peer review of applications for tenure should always include the faculty member's School Promotion and Tenure Committee, the School Director (or a joint letter from school directors in the case of interdisciplinary faculty), the College Promotion and Tenure Committee, the dean of the college in which the faculty's school resides (or a joint letter from deans from all affected colleges in the case of interdisciplinary faculty), the University Promotion and Tenure Committee, Provost, and President.

6.2. Use of External Evaluators for Tenure Review

For SLIS, letters from external evaluators are required for all applications for promotion to the rank of Full Professor but not required for applications for promotion to Associate Professor or for tenure.

6.3. Amending/Updating Application Materials

Because there can be situations during the course of the tenure application process that could positively affect the applicant's chances of success (e.g., an additional article accepted for publication), the applicant can provide updates via written memo to the evaluative body currently reviewing the tenure dossier. These updates are generally limited to the material already mentioned in the original application.

6.4. Evaluative Bodies' Roles and Responsibilities

To clarify expectations for all parties involved in the review processes for tenure, the following are the reporting and confidentiality requirements for the evaluative bodies in the tenure process.

6.4.1. Advisory Role of Evaluative Bodies

Every evaluative body in the tenure review process serves in an advisory capacity to subsequent reviewers.

6.4.2. Written Recommendation

Every evaluative body will provide a written recommendation including rationale for the recommendation and (committees only) vote count (for-against-abstain) to the subsequent reviewers. In cases when votes are not unanimous, the written evaluation must reflect within the same document the opinions and votes of both positions. For interdisciplinary applicants appointed to multiple units, the school director's (dean's, if candidate is appointed across colleges) recommendation will be created by all involved school directors (deans) and signed jointly. With the exception of letters from external reviewers, copies of these written recommendations will be provided to the applicants by the respective evaluative body.

6.4.3. Confidentiality of Review Proceedings

Because of the sensitivity of the reviews in question, all evaluative bodies' deliberations must be strictly confidential with access limited only to academic staff and administrators involved directly in the proceedings.

7. Tenure Committee Composition

7.1. School Promotion and Tenure Committee

Given the importance of the probationary faculty's substantive output in terms of research and creative activities, school-level evaluation is mandatory for tenure, including for interdisciplinary faculty.

- i. **Minimum Committee Size:** There must be a minimum size of three for a School Promotion and Tenure Committee. If a school does not have three eligible faculty to serve on such a committee, the school, in conjunction

with the dean, must invite faculty from a discipline related to that of the faculty under review to serve on the School Promotion and Tenure Committee.

ii. **Committee Composition:** Because the award of tenure will allow the applicant to join the institution's tenured faculty, the School Promotion and Tenure Committee will include all tenured faculty in the applicant's school. In the case of large schools or very disparate disciplinary cultures, schools are free to defer the bulk of deliberations to subcommittees. To allow further perspectives for the evaluation, the invitation of tenured faculty from other schools to serve as advising or voting members of the School Promotion and Tenure Committee will be at the school's discretion, except in cases of such presence being essential to successfully evaluate a candidate for tenure as in the case of interdisciplinary appointments. In keeping with the preceding, untenured faculty shall not be eligible to serve on or advise School Promotion and Tenure Committees.

iii. **Committees for Interdisciplinary Applicants:** Because interdisciplinary applicants, by virtue of their appointments, serve multiple schools, all schools that fund the candidate's position must be represented on the candidate's promotion and tenure committee, ideally proportional to the percentage of the candidate's workload spent in each school. Because of the wide variety of possible interdisciplinary appointments, details of the makeup of each interdisciplinary candidate's tenure committees must be specified in a letter of agreement to be signed at the candidate's initial appointment.

iv. **Conflict of Interest:** In the case of a potential conflict of interest, all involved parties shall recuse themselves from the proceedings. As one example, an untenured Professor who applies for tenure would technically be eligible to review a tenured Associate Professor's application for promotion to Professor and that same Associate Professor would technically be eligible to review the Professor's application for tenure. However, such instances occur within the same application period, such a reality imposes a conflict of interest whereby neither party should formally review the other.

7.2. College Tenure Committee

College level evaluation is mandatory for tenure-track faculty, including interdisciplinary faculty. Because the tenure and promotion processes often coincide, the make-up of the committees may be similar but all processes must be viewed as separate. Therefore, College Promotion and Tenure Committee consists of at least five members, including at least one tenured faculty member from each school within the college with an applicant for tenure or promotion. Further, all members of the College Promotion and Tenure Committee must have already achieved tenure. For the

evaluation of interdisciplinary candidates, the committee shall have a tenured reviewer from each of the schools (internal as well as external to the college) with which the candidate interacts. Further details regarding the specific composition of College Promotion and Tenure Committees shall be at the discretion of each college.

7.3. University Promotion and Tenure Committee

University-level evaluation is mandatory for the tenure of faculty, including interdisciplinary faculty. The University Promotion and Tenure Committee must receive from the Provost the dossiers of applicants for tenure, as well as the written documents prepared by unit and college committees, school directors, deans, and external reviewers. The University Promotion and Tenure Committee reviews and evaluates all materials and then votes, the chair of the committee tendering written recommendations and rationale for the vote to the Provost. The chair of the University Promotion and Tenure Committee will simultaneously forward to the applicant a copy of the committee's letter to the Provost.

7.4. Faculty to be Recused from Tenure Committees

Because there is substantial ex-officio involvement of administrators in the process and to assure that the School, College and University Promotion and Tenure Committees provide peer evaluation of faculty by faculty without the perception of a conflict of interest, the following are mandatory recusals.

i. Recusals/Abstentions: Otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Associate Provost, Vice-President, College Dean, Associate Dean or School Director must be recused from School, College, or University Promotion and Tenure Committees unless they are invited to participate by a majority vote by the committee in which case they still must abstain from voting. Faculty who voted at lower levels of the process will follow the same restrictions.

ii. Faculty must vote at their lowest eligible level. That is, when a faculty member from one's school is evaluated for tenure, an eligible College Promotion and Tenure Committee member must vote in the School Promotion and Tenure Committee and abstain from voting at the College Promotion and Tenure Committee for that faculty member. Faculty from lower levels may be invited to consult on the case but will follow the same restrictions as 2.8.4.i.

8. Pre-Tenure Review

Pre-Tenure Review is intended to evaluate the progress of tenure-track faculty towards the award of tenure and to determine areas for improvement of performance as necessary. It is typically performed in a faculty member's third

year in a tenure-track position. A successful pre-tenure review is neither a promise nor a guarantee of tenure nor of continued employment of any type or duration. Negative pre-tenure reviews constitute notice that progress toward tenure is unsatisfactory and may justify the issue of a terminal contract at the discretion of the President upon the recommendation of the Provost and the Vice President for Research.

8.1. Pre-Tenure Review Application Materials

In keeping with current policy, and in order to better assist the faculty member applying for tenure in being successful, for the Pre-Tenure Review the candidate must compile the same application materials as for a tenure review.

8.2. Pre-Tenure Review Evaluative Bodies

To facilitate the process of pre-tenure review, and to gain some efficiency at the University level, Pre-tenure review must involve the same evaluative bodies as a full tenure review with the following exceptions.

- i. The University Promotion and Tenure Committee will not review Pre Tenure Review materials.
- ii. The Pre-Tenure review stops at the Provost's level.

8.3. Pre-Tenure Review Criteria

Criteria for Pre-Tenure Review are the same as for tenure but will take into account that applicants did not have the full probationary period to build their record of achievements. A principal task of the School Promotion and Tenure Committee is to identify areas in which the candidate needs to improve to eventually merit tenure and, at the school level, help the candidate identify strategies to improve. This must be closely associated with the annual evaluation process so that candidates can monitor their progress in areas that were deficient and additional strategies can be developed to improve.

8.3.1. Pre-Tenure Review for Candidates with Credit for Prior Accomplishment

Candidates who were hired with three or more years credit towards tenure for prior accomplishments will not be subject to Pre-Tenure Review. Candidates with zero, one, or two years credit towards tenure for prior accomplishments will proceed through Pre-Tenure Review in their third, second, or first year at USM, respectively.

Appendix K. Mentored Student Publications

Sheffield, Sonja, "An Assessment of Frequently Challenged LGBTQ Books in Alabama Public Libraries." Master's Research Project, December 2016.
Published in *The Southeastern Librarian*, 65(2):1-14, 2017.

Estrella, Debbie, "No Fixed Abode: Library Services for the Homeless and Economically Disadvantaged in the U.K." British Studies LIS Research Paper, August 2015.
Published in *Current Studies in Librarianship* 32(2):119-142, 2016.

Klubek, Peter, "Librarians Applying Information Literacy Standards as Evaluators or Peer-to-Peer Course Content in a First-Year College Success Course." Master's Research Project, December 2011.
Published in [Reference and User Services Quarterly](#) 56(1):26-35, 2016.

Simmons, Emily, "Adolescent Females and the Graphic Novel: A Content Analysis." Master's Research Project, August 2014.
Published in [The Journal of Research on Libraries and Young Adults](#) 6, August 2015.

Kennedy, Corinne, "Bibliometric Study of Scholarly Writing and Publishing Patterns in Regards to Copyright Issues of Visual Art Resources." Master's Research Project, December 2012.
Published in [Art Documentation](#) 34(1): 60-70, 2015

Wilson, Daniel, "Content and Design: An Analysis of Alabama Academic Library Web Sites." Master's Research Project, December 2012.
Published in [The Electronic Library](#) 33(1): 88-102, 2015.

Sotheran, Jeff, "Academic Libraries and Development: A Bibliometric Analysis of LIS Journals Related to Funding." Master's Research Project, August 2012.
Published in [The Bottom Line](#) 27(3): 107-122, 2014.
[Emerald Publishing Awards for Excellence - 2015 Outstanding Paper.](#)

Anderson, Jaelyn Lewis, "The Classification of Censorship: An Analysis of Challenged Books by Classification and Subject Heading." Master's Research Project, August 2013.
Published in [Endnotes: The Journal of the New Members Round Table](#) 5(1), June 2014.

Branscome, Beth, "Management of Electronic Serials in Academic Libraries: The Results of an Online Survey." Master's Research Project, August 2011.
Published in [Serials Review](#) 39(4): 216-226, 2013.

Sesser, David, "Authorship Analysis of *The Southeastern Librarian*, 2007-2011." Paper completed in LIS651: Introduction to Information Science, December 2012.
Published in [The Southeastern Librarian](#) 61(3): 3-6, 2013.

D'Ambrosio, Amber, "British Theatre Archives: Scattered but Accessible." Paper completed in LIS587: British Studies, July 2011
Published in [Qualitative & Quantitative Methods in Libraries \(QQML\) Journal](#) 3: 239-246, 2012.

Grace Akers, Carly. "Which Books are Challenged More - Classics or Contemporary?" Master's Research Project, May 2011.
Published in [New Library World](#) 113(7/ 8): 385-395, 2012.

Hand, Shane. "Transmitting Whiteness: Librarians, Children, and Race, 1900-1930s." History/LIS Master's Thesis, inspired by LIS631: History of Libraries paper, July 2010.
Published in [Progressive Librarian](#) 38/39: 34-63, 2012.

Appendix K. Mentored Student Publications

Nelson, Greg M., "Provo City Library: Building across a Century." Based on a paper completed in LIS631: History of Libraries, June 2009

Published in [Public Library Quarterly](#) 31(2): 159-180, 2012.

Bradley, Amy, "A Comparison of Google Scholar and Library Literature and Information Science Full Text." Paper completed in LIS656: Online Information Retrieval, May 2009.

Published in *Current Studies In Librarianship* 30(1/2): 37-48, 2011.

Reece-Evans, Linsay, "Gender and Citation in LIS E-Journals: A Bibliometric Analysis of *LIBRES* and *Information Research*." Master's Research Project, August 2009.

Published in [LIBRES Research Electronic Journal](#) 20(1): 1-18, 2010.

Bankson, Heather, "Health Literacy: An Exploratory Bibliometric Analysis, 1997 - 2007." Paper completed in LIS651: Introduction to Information Science, August 2008.

Published in [Journal of the Medical Library Association](#) 97(2): 148-150, April 2009.

Zuber, Peter, "Publishing Patterns on Institutional Repositories by LIS Journals." Paper completed in LIS651: Introduction to Information Science, August 2006.

Published in *Current Studies in Librarianship* 29(1/2): 37-62 (2005 edition published in 2009).

Iovino, Leigh Allison, "The Civil Rights Movement in Mississippi: A Bibliometric Study on this Topic in Scholarly Journals." Paper completed in LIS651: Introduction to Information Science, December 2007.

Published in [Library Student Journal](#), 2008.

Lewin, Heather S., "Diabetes Mellitus Publication Patterns, 1984 - 2005." Master's Research Project, December 2005.

Published in [Journal of the Medical Library Association](#) 96(2): 155-158, 2008.

Dalton, Julie, "Scholarly Articles Featuring Projects Using Dublin Core." Paper completed in LIS651: Introduction to Information Science, May 2005.

Published in [Journal of Internet Cataloging](#) 7(3/4): 59-84, 2007.

Michalec, Mychaelyn, "A Content Analysis of Art Library Web Sites." Master's Research Project, December 2005. Edited version published in *Art Documentation* 25(2): 46-54, Fall 2006.

Wirkus, Kelly, "School Library Media Research: An Analysis of Articles Found in School Library Media Research and the ERIC Database." Master's Research Project, December 2005.

Published as a "Best of ERIC" article in [School Library Media Research](#) 9: 1-24, 2006.

Robertson, Lea Ann, "Laura N. Gasaway: Defining an Expert." Paper completed in LIS651: Introduction to Information Science, August 2005.

Published in [North Carolina Libraries](#) 64(1/2): 23-28, 2006.

Beebe, Barbara, "State Public-Access Online Offender Databases: A Content Analysis." Master's Research Project, August 2004.

Published in *Current Studies in Librarianship* 26:5-37 (2002 edition, published in 2006).

SLIS Connecting Refereed e-Journal

Terrell, Danielle, "The Natchez Museum of African American History and Culture." Archival capstone paper, August 2020.

Published in [SLIS Connecting](#) 9(2): 17-35, Fall/Winter 2020.

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McMullen, Rachel, "The Value of Local Authors: A Survey of the Mission Statements and Submission Guidelines of Local Author Collections." Master's Research Project, May 2019.
Published in [SLIS Connecting](#) 9(2): 24-36, Fall/Winter 2020.

Buscher, Michele, "The Medical Library Association's Role in Disseminating Information Related to the COVID-19 Pandemic." Master's Research Project, August 2020.
Published in [SLIS Connecting](#) 9(1): 18-31, Spring/Summer 2020.

Patil, Uday, "Public Health at the Public Library: Preventive Health Programs Implemented in Large Public Libraries." Master's Research Project, August 2020.
Published in [SLIS Connecting](#) 9(1): 32-43, Spring/Summer 2020.

Lacoste, Rebecca, "School Libraries Get "Graphic": An Analysis of Graphic Novels in the School Library Collection." Master's Research Project, May 2019
Published in [SLIS Connecting](#) 8(2): 22-31, Fall/Winter, 2019.

Markulike, Tiffany, "An Examination of the Tale the Town Mouse and the Country Mouse in the USM de Grummond Children's Literature Collection." Master's Research Project, May 2019
Published in [SLIS Connecting](#) 8(2): 32-38, Fall/Winter, 2019.

Fulgham, Carla, "Hashtag Marbled Monday: A Webometric Analysis of Academic Special Collections Outreach on Instagram." Master's Research Project, May 2018.
Published in [SLIS Connecting](#) 8(1): 15-23, Spring/Summer 2019.

Park, Charity, "Finding Government Resources Online: A Webometric Study of Selective Federal Depository Library Websites." Master's Research Project, May 2018.
Published in [SLIS Connecting](#) 8(1): 24-34, Spring/Summer 2019.

Simpkins, Charlie, "Webometrics and Mississippi Public Libraries: A Webometrics Study of Public Libraries in Mississippi." Master's Research Project, May 2019.
Published in [SLIS Connecting](#) 8(1): 35-41, Spring/Summer 2019.

Lee, Morgan, "Adolescent Minorities in Popular YA Literature: A Content Analysis." Master's Research Project, May 2018.
Published in [SLIS Connecting](#) 7(2): 16-23, Fall/Winter 2018.

Madrigal, Marisela, "Spanish Literature in Mississippi: A Collection Analysis of Spanish and Spanish-Bilingual Books in Mississippi Public Libraries." Master's Research Project, December 2018.
Published in [SLIS Connecting](#) 7(2): 24-32, Fall/Winter 2018.

White, Tammy L, "Availability of Public Library and Community Support for Patrons with Autism Spectrum Disorder: A Survey of Coastal Mississippi Libraries." Master's Research Project, May 2018.
Published in [SLIS Connecting](#) 7(2): 33-44, Fall/Winter 2018.

Dodd, Lauren B., "The Feminist Library: History is Herstory, Too." British Studies Research Paper, July 2017.
Published in [SLIS Connecting](#) 7(1): 36-44, Spring/Summer 2018.

Holifield, Kimberly, "Through the Lens: World War I Photography as Historical Record." British Studies Research Paper, July 2016
Published in [SLIS Connecting](#) 7(1): 45-53, Spring/Summer 2018.

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Pinkston, Bonnie, "Documenting the British East India Company and their Involvement in the East Indian Slave Trade." British Studies Research Paper, July 2017.

Published in [SLIS Connecting](#) 7(1): 54-60, Spring/Summer 2018.

Waters, Clay, "'Eminently Combustible' -- Charles Williams, the Most Interesting Inkling." British Studies Research Paper, July 2017.

Published in [SLIS Connecting](#) 7(1): 61-73, Spring/Summer 2018.

Bickford, Rebecca, "An Analysis of LIS Job Postings in the United States." Master's Research Project, May 2016

Published in [SLIS Connecting](#) 6(2): 30-36, Fall/Winter 2017.

Wirth, Breagh, "Librarian Stereotypes in Children's Literature: 2001-2015." Master's Research Project, July 2016

Published in [SLIS Connecting](#) 6(2): 37-54, Fall/Winter 2017.

La Beaud, Elizabeth, "Analysis of Digital Preservation Course Offerings in ALA-Accredited Graduate Programs." Master's Research Project, December 2015

Published in [SLIS Connecting](#) 6(2): 55-85, Fall/Winter 2017.

Angell, Kenneth, "Emerging Roles: Academic Libraries Crossing the Digital Divide." LIS 640: Academic Libraries paper, December 2016

Published in [SLIS Connecting](#) 6(1): 20-25, Spring/Summer 2017.

Brower, Alex, "Gender Roles and Gender Stereotypes in Four Newbery Award-Winning Books." Undergraduate Honors Thesis, December 2015

Published in [SLIS Connecting](#) 6(1): 26-38, Spring/Summer 2017.

Johnson, Tekla Ali, "African-American Archival Resources: Representation in North Carolina, South Carolina, and Georgia." Master's Research Project, August 2015

Published in [SLIS Connecting](#) 6(1): 39-56, Spring/Summer 2017.

Manganello, Scott A., "Public Libraries and the Economically Disadvantaged: A Bibliometric Assessment of Published Research, 1996-2016." Master's Research Project, May 2017

Published in [SLIS Connecting](#) 6(1): 57-66, Spring/Summer 2017.

Evans, Stephanie, "Core Values: Intellectual Freedom and Privacy in Public Libraries." LIS 641 Public Libraries Paper, July 2015.

Published in [SLIS Connecting](#) 5(2): 17-20, Fall/Winter 2016.

Doerner, Erin, "'The willing women are standing waiting now': British Women, the Second World War, and the Women's Library at London School of Economics & Political Science." British Studies Research Paper, July 2015.

Published in [SLIS Connecting](#) 5(2): 21-30, Fall/Winter 2016.

Rials, Leah, "An Historical Analysis of the Fay B. Kaigler Children's Book Festival." Master's Research Project, December 2015.

Published in [SLIS Connecting](#) 5(2): 31-45, Fall/Winter 2016.

Fallis, Amanda, "A Survey and Content Analysis of Army Manuals Held by the National World War II Museum Archives." Master's Research Project, May 2015.

Published in [SLIS Connecting](#) 5(2): 46-105, Fall/Winter 2016.

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Pinkard, James, "Teen Tested: The State of YA Services in America's Public Libraries." Master's Research Project, December 2013.

Published in [SLIS Connecting](#) 5(1): 44-62, Spring/Summer 2016.

Ashmore, Rodney M, "Reading Materials and Reading Trends of Youth Incarcerated in Mississippi's State- Run Training School." Master's Research Project, May 2014.

Published in [SLIS Connecting](#) 5(1): 63-76, Spring/Summer 2016.

Minor, Nicole, "Assessing the High School Graphic Novel Collections in Northeast Mississippi High Schools: A Collection Analysis." Master's Research Project, May 2016.

Published in [SLIS Connecting](#) 5(1): 77-84, Spring/Summer 2016.

Bennett, Kelly, "Reluctant Readers: An Analysis of Educational and LIS Literature from 1993-2013." Master's Research Project, April 2014.

Published in [SLIS Connecting](#) 5(1): 85-97, Spring/Summer 2016.

Clark, Courtney E., "Pastime with Good Company: The Songs of Henry VIII and His Daughter Elizabeth I." British Studies 2014 LIS Research Paper, August 2014.

Published in [SLIS Connecting](#) 4(2): 42-53, Fall/Winter 2015.

Smith, Colleen E., "Folklore and Children's Literature: A Content Analysis of the de Grummond Children's Literature Collection." Master's Research Project, May 2015.

Published in [SLIS Connecting](#) 4(2): 22-41, Fall/Winter 2015.

Valetutti, Lynn, "Cultural Heritage Preservation in Digital Repositories: A Bibliometric Analysis." Master's Research Project, July 2015.

Published in [SLIS Connecting](#) 4(2): 54-65, Fall/Winter 2015.

Leavitt, Matthew, "United Kingdom Libraries during World War II," British Studies Research Paper, September 2011. Published in [SLIS Connecting](#) 4(1): 27-34, Spring 2015.

Rogers, Kalah L, "Academic and Public Libraries' Use of Web 2.0 Applications and Services in Mississippi," Master's Research Project, December 2014.

Published in [SLIS Connecting](#) 4(1): 35-46, Spring 2015.

Brunelle, Kate, "A Brief Historical Evolution of the International Tracing Service (ITS): The Largest Collection of Holocaust Related Documents," Archival Certificate Research Paper, August 2013.

Published in [SLIS Connecting](#) 3(2): 22-43, Fall 2014.

Salisbury, Preston R., "Analysis of Primers in the de Grummond Children's Literature Collection." Master's Research Project, May 2014.

Published in [SLIS Connecting](#) 3(2): 44-55, Fall 2014.

Smith, Amy E., "A Comparison of Public versus Private Academic Library Web Sites in Alabama for Accessibility and Web 2.0 Applications." Master's Research Project, May 2013.

Published in [SLIS Connecting](#) 3(2): 56-69, Fall 2014.

Bolton, Tanya C., "A Comparative Analysis of the Religious Non-Fiction Collections of a Public Library and a Christian Church Library." Master's Research Project, May 2013.

Published in [SLIS Connecting](#) 3(1): 47-68, Spring 2014.

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Ferriss, Jeannie A., "A Sleuth of Our Own: A Historical View of Nancy Drew, Girl Detective." Paper completed in LIS 634: History of Children's Literature, Spring 2013.

Published in [SLIS Connecting](#) 3(1): 23-36, Spring 2014.

Birzer, Bernadette, "Exploring 19th Century Gift Books in a Special Collection: A Collection Analysis." Master's Research Project, Fall 2012.

Published in [SLIS Connecting](#) 2(2): 22-35, Fall 2013.

Ferriss, Jeannie, "Paths through the Darkness: A Survey and Content Analysis of Holocaust Literature for Children and Young Adults." Master's Research Project, Spring 2013.

Published in [SLIS Connecting](#) 2(2): 36-64, Fall 2013.

Ballard, Donna, "Smith Wright Mercantile Store Ledger 1841 - 1845: Documenting the Content and History of Archival Materials." Paper completed as requirement for Graduate Certificate in Archives and Special Collections, December 2012.

Published in [SLIS Connecting](#) 2(1): 26-42.

Heidelberg, Sarah J., "A Collection Analysis of the African-American Poetry Holdings in the de Grummond Collection." Master's Research Project, December 2010.

Published in [SLIS Connecting](#) 2(1): 43-56.

Reinke, Scott David, "Condition Survey of the Circulating Collection: Cook Library, University of Southern Mississippi." Master's Research Project, May 2009.

Published in [SLIS Connecting](#) 1(2): 14-36 (September 2012).

Pittman, Cheryl, "An Analysis of Little Red Riding Hood Storybooks in the de Grummond Children's Literature Collection." Master's Research Project, July 2011.

Published in [SLIS Connecting](#) 1(2): 37-49 (September 2012).

Boney Rowell, Karen, "Citation Analysis of Journal and Format Preferences from Master's Research Projects at the USM's School of Library and Information Science from 2004-2005." Master's Research Project, May 2007.

Published in [SLIS Connecting](#) 1(1): 46-68 (February 2012).

Moreau, Andrea, "Hancock County Public Library System: History and Hurricane." Master's Research Project, December 2006.

Published in [SLIS Connecting](#) 1(1): 69-89 (February 2012).

Smith, Kimberly, "A Content Analysis of Cinderella Illustrated Storybooks Housed in the de Grummond Collection." Master's Research Project, December 2004.

Published in [SLIS Connecting](#) 1(1): 22-45 (February 2012).

Professional Journals

Crockett, Carlos, "Urban Youth and Public Libraries." Master's Research Project, December 2013.

Published in [Public Libraries](#) 53(5), 2014.

Giamalva, Antoinette, "Popularity of Young Adult Vampire Literature." Based on Master's Research Project, December 2012

Published in [Mississippi Libraries](#) 76(3): 11-17, Fall 2013.

Richardson, Hillary A.H., "Revelations From the Literature: How Web-Scale Discovery Has Already Changed Us." Paper completed in LIS651: Introduction to Information Science, Fall 2012

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Published in [Computers in Libraries](#) 33(4): 12-18, May 2013.

Parks, James Stephen, "Bringing Mississippi's Government into the Homes of its Citizens: The Mississippi College Law Library's Legislative History Project."

Published in [Mississippi Libraries](#) 76(1): Spring 2013.

Klubek, Peter, "A Database Comparison of ERIC and Google Scholar." Paper completed in LIS 656: Online Information Retrieval, May 2011

Published in [Mississippi Libraries](#) 75(3): 66-69, Winter 2012.

Parr, Katherine, "The Impact of School Libraries on Student Achievement and Success." Paper completed in LIS489: Library Practicum capstone, May 2010

Published in [Mississippi Libraries](#) 75(1): 18-22, Spring 2012.

Finch, Kristin, "A Comparative Analysis of Education Databases." Paper completed in LIS656: Online Information Retrieval, May 2010.

Published in [Mississippi Libraries](#) 74(1): 9-13, Spring 2010.

Matthews, Linda, "A Brief History of the Lamar County Library System." Master's Research Project, August 2010.

Published in [Mississippi Libraries](#) 73(4): 99-103, Winter 2009.

Finch, Kristin, "Bibliographic Authorship Study of *The American Archivist*, 2004 - 2008." Paper completed in LIS651: Introduction to Information Science, May 2009.

Published in [Mississippi Libraries](#) 73(3): 54-57, Fall 2009.

Powell, Nicole, "American Library Student Explores British Libraries through Library Tour Program." British Studies Program, July 2009

Published in [ALA International Leads](#), 23(4): 5, 2009.

Zuber, Peter, "A Study of Institutional Repository Holdings by Academic Discipline." Master's Research Project, May 2007.

Published in [D-Lib Magazine](#) 14(11/12), November/December 2008.

Boyd, Erin and L. Allison Iovino, "Library 2.0: The Next Generation (of Librarians)." Article included information from interviews conducted with SLIS faculty: Linda Ginn, Dr. Elizabeth Haynes, and Dr. Teresa Welsh

Published in [Mississippi Libraries](#) 72(1): 11-13, Spring 2008.

Hofacre, Marta Jean, "Bibliometric Study: Descriptive Authorship Statistics in *The American Archivist*, 1993 - 2003." Paper completed in LIS651: Introduction to Information Science, August 2004.

Winner, MLA 2004 Student Research Paper Competition

Presented at the [Mississippi Library Association Annual Conference](#), Natchez, October 2004. Published in [Mississippi Libraries](#) 68(4): 97-102, Winter 2004.

Martin, Malachi, and Nashaat Sayed. "Good Grooming: Basic Issues in Weeding and Weeding Policy in Library Collections." Based on an assignment in LIS511: Collection Development, Spring 2004.

Published in [Mississippi Libraries](#) 68(2): 36-38, Summer 2004.

Beebe, Barbara, "A Content Analysis of *LIBRES Research Electronic Journal*." Paper completed in LIS651: Introduction to Information Science, August 2003.

Winner, MLA 2003 Student Research Paper Competition Published in [Mississippi Libraries](#) 67(4): 101-104, Winter 2003.

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Ginn, Linda, "Citation Analysis of Authored Articles in *Library and Information Science Research*." Paper completed in LIS651: Introduction to Information Science, December 2003.
Winner, MLA 2003 Student Research Paper Competition Published in [Mississippi Libraries](#) 67(4): 106-108, Winter 2003.

Liu, Jingjing, "A Bibliometric Study: Multifaceted Characteristics of *JASIST*." Master's Research Project, December 2003.
Winner, MLA 2003 Student Research Paper Competition
Edited version, "A Bibliometric Study: Author Productivity and Co-Authorship" published in [Mississippi Libraries](#) 67(4): 110-112, Winter 2003.

Research Papers in Scholarly Books or Conference Proceedings

Brissett, Marilyn M. "Aspects of Authorship, Co-Authorship, and Productivity in *School Library Research* 1998 - 2012." Paper completed in LIS 651: Introduction to Information Science, August 2005.
Published in [Qualitative & Quantitative Methods in Libraries \(QOQL\) Journal](#), Special Issue: Bibliometrics and Scientometrics: 5-16, January 2015.

Wimmer, Erin. "The Politics of Archiving." Dual Political Science/MLIS Thesis, University of Southern Mississippi, May 2012.
Published in [Society of American Archivists Conference Proceedings](#), June 2014.

Parks, James Stephen. "A Bibliometric Study of LIS Literature Related to Academic Law Librarianship." Paper completed in LIS 651: Introduction to Information Science, December 2012.
Published in [Qualitative & Quantitative Methods in Libraries \(QOQL\) Journal](#), Special Issue: Bibliometrics and Scientometrics: 29-39, January 2015.

Senapatiratne, Timothy, "A Citation Analysis of Ecclesiastes Scholarship: A Test Case Using Citation Analysis in Biblical Studies." Master's Research Project, December 2013.
Published in [Advances in the Study of Information and Religion](#) 4, article 2, 2014.

D'Ambrosio, Amber, "British Theatre Archives: Scattered but Accessible." Paper completed in LIS587: British Studies, July 2011
Published in [Qualitative & Quantitative Methods in Libraries \(QOQL\) Journal](#) 3: 239-246, 2012.

Ballard, Donna S., "Documentation of Library Compliance in Regional Accreditation Standards: A Survey of Accreditation Liaisons and Librarians of Level-One Institutions of the Southern Association of Colleges and Schools." Master's Research Project, May 2008.
Published in [New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries. Proceedings of the International Conference on QOQL2010](#), edited by Anthi Katsirikou & Christos Skiadas, World Scientific Publishing Co., 2012, pp. 205- 08.

Ballard, Donna S., "Publishing Patterns and Authorship in the Scholarly Literature of Digital Object Identifiers: A Bibliometric Analysis." Paper completed in LIS651: Introduction to Information Science, May 2007.
Published in [New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries. Proceedings of the International Conference on QOQL2010](#), edited by Anthi Katsirikou & Christos Skiadas, World Scientific Publishing Co., 2012, pp. 209- 12.

Appendix K. Mentored Student Publications

- Brissett, Marilyn M. "Characters of Color: A Content Analysis of Picture Books in a Virgin Islands Elementary School Library." Master's Research Project, August 2008.
Published in [New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries, Proceedings of the International Conference on QQML2010](#), edited by Anthi Katsirikou & Christos Skiadas, World Scientific Publishing Co., 2012, pp. 213- 18.
- Shedd, Julie D., "Anthropological Literature on Social Phobia: An Examination of Publishing and Indexing Patterns." Master's Anthropology/LIS Thesis, May 2009.
Published in [New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries, Proceedings of the International Conference on QQML2010](#), edited by Anthi Katsirikou & Christos Skiadas, World Scientific Publishing Co., 2012, pp. 219- 24.
- Boswell, Janet, "Information Literacy Assessment Trial Study of Students in the Eleventh Grade in Mississippi." LIS Specialist Research Project, August 2007.
Published in [Information Literacy in the Digital Age: An Evidence-Based Approach](#), by Teresa S. Welsh and Melissa S. Wright, Chandos Publishing, 2010, pp. 151-177.
- Ford, Glenda, "An Examination of the Scholarly Literature Related to School Libraries and Their Impact on Student Achievement." Paper completed in LIS651: Introduction to Information Science, December 2009.
Published in [Information Literacy in the Digital Age: An Evidence-Based Approach](#), by Teresa S. Welsh and Melissa S. Wright, Chandos Publishing, 2010, pp. 179-196.
- Matthews, Linda, "A Bibliometric Analysis of Scholarly Literature Related to Information Literacy and Critical Thinking." Paper completed in LIS651: Introduction to Information Science, December 2009. Published in [Information Literacy in the Digital Age: An Evidence-Based Approach](#), by Teresa S. Welsh and Melissa S. Wright, Chandos Publishing, 2010, pp. 197-213.

Synergy Journal for USM Graduate Student Research

- Mutchler, Don K., "A Bradford Analysis of the Scholarly Literature of Chinese Ethics Utilizing the Summon Discovery Tool." Master's Research Project, Spring 2012.
Published in *Synergy* 4(2/3): 53-59, Fall 2013.
- Beavers, Colleen, "A Citation Analysis of Articles on Hittite Religion in the *Journal of Ancient Near Eastern Religions*." Paper completed in LIS651: Introduction to Information Science, December 2011.
Published in [Synergy](#) 2(3): 53-59 (Fall 2011).
- Hand, Shane "A History of Reference Librarianship and User Instruction in the Twentieth Century." Based on a paper completed in LIS631: History of Libraries, January 2010.
Published in [Synergy](#) 1(3):75-84 (Fall 2010).
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Scholarly Presentations

- Wimmer, Erin, "The Politics of Archiving." Based on MLIS/MA Political Science thesis, May 2012. Poster presentation, Research Forum, Society of American Archivists Conference, New Orleans, August 13, 2013.
- Garretson, Joy, "How Friendly Is Your Homepage? An Analysis of 14 Mississippi Library System Web Sites." Based on a paper completed in LIS651: Intro to Information Science, December 2012
Poster presentation, Student Research Colloquium, USM Trent Lott Center, April 25, 2013.
- Parks, James Stephen, "Libraries and Technology: Opening up the State Judiciary to Greater Transparency" on [Mississippi College Judicial Data Project](#)
Poster presentation, Student Research Colloquium, USM Cochran Center, Apr. 26, 2012.

Appendix K. Mentored Student Publications

Cork, Sheila and Jessica Herr, "Interns, Internships, and Special Libraries." Based on LIS689: Library Practicum, Summer 2011, at the New Orleans Museum of Art Library
Poster presentation, Mississippi Library Association Annual Conference, Jackson, October 2011.

Russell, Jennie, "The Cartoon Museum in London: Supporting British Comic History." Paper completed in LIS587: British Studies, July 2010
Presentation, Michigan Museums Association Annual Conference, Harbor Springs, Michigan, October 17, 2011.

Vinson, Thomas Corey, and Teresa S. Welsh, "A Comparison of Three LIS Databases." Expanded version of a paper completed in LIS656: Online Information Retrieval, May 2009
Presentation, [Qualitative and Quantitative Methods in Libraries International Conference](#) (QQML11), Athens, Greece, May 25, 2011.

Barnard, Brianna, "Digitizing and Cataloguing Archives at the Lauren Rogers Museum of Art." Based on a paper completed in LIS489: Library Practicum, Fall 2010
Presentation, Society of Mississippi Archivists Conference, Starkville, April 21, 2011.

Trier-Rourke, Madeline, "The Discourse of France and Islam in Scholarly Publications 1998 - 2008: A Bibliometric Study." Based on a paper completed in LIS651: Introduction to Information Science, May 2009. Poster presentation, [Mississippi Library Association Annual Conference](#), Hattiesburg, October 2009.

Paschal, Sara Sunshine, "Authorship of Academic Articles Pertaining to the Topic of Accelerated Reader: A Bibliometric Study." Based on a paper completed in LIS651: Introduction to Information Science, May 2006.
Presentation, Cook Library Research Forum 2006.

Barkley, Paulette, "A Bibliometric Study: Authorship in the Community College Review, 2002 - 2003." Paper completed in LIS651: Introduction to Information Science, August 2004.
Winner, MLA 2004 Student Research Paper Competition
Presentation, [Mississippi Library Association Annual Conference](#), Natchez, October 2004.

Smith, Kimberly, "Recommended Videos for Young Adults and Children, 1997 - 2004." Based on a paper completed in LIS651: Introduction to Information Science, August 2004.
Poster presentation, [Mississippi Library Association Annual Conference](#), Natchez, October 2004.

Cork, Sheila, "To Join or Not to JoinMLA: USM SLIS Students and the Mississippi Library Association" Poster Presentation, MLA ([Mississippi Libraries](#) 66(3): 84, Fall, 2002.

Campbell, Shugana, Holliday, Catharine, & Johnson, Greg, "Politics, Religion, Images, and Abortion: Do Internet Filters Block Controversial Sources of Information?"
Poster Presentation, MLA ([Mississippi Libraries](#) 66(3): 84, Fall, 2002.

DeLeve, Scott, "Library Services to Blacks in Mississippi: A Timeline - 1866 - 1954"
Plato Learning, Inc. \$200 Poster Award, MLS Annual Conference ([Mississippi Libraries](#) 65(4): 114, Winter 2001.

Lumumba, Jama, "Comparative Citation Analysis of Mid-South law Journals"
Plato Learning, Inc. \$200 Poster Award, MLS Annual Conference ([Mississippi Libraries](#) 65(4): 114, Winter 2001.

SLIS Motto:

Studiis et rebus honestis
"For studies & noble achievements"

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