

**2025 Biennial Narrative Report  
The University of Southern Mississippi  
School of Library and Information Science  
February 14, 2025**

**Introduction**

Southern Miss School of Library and Information Science (SLIS) has been continuously accredited since 1980, with the next comprehensive review scheduled in 2027. This is the third biennial report since the review in 2019 presenting updates since 2023. General updates include:

- Dr. Joe Paul continues to serve as University President, and Dr. Lance Nail joined the University as Provost in 2023.
- Dr. Trent Gould continues to serve as Dean of the College of Education and Human Sciences, and Dr. Melissa Thompson continues to serve as the Associate Dean for Faculty Development and Graduate Affairs. Currently, the College position of Associate Dean for Education Preparation and Accreditation is vacant.
- Dr. Sarah Mangrum became the official Graduate Program Coordinator in 2023, and Lecturer Edmand Pace has served as the official Undergraduate Program Coordinator since 2022.
- Dr. Stacy Creel continues to serve as the Director of the School of Library and Information Science and as the Graduate Certificate in Youth Services and Literature Program Coordinator, and Dr. Brendan Fay continues to serve as Associate Director of SLIS and as the Graduate Certificate in Archives and Special Collections Program Coordinator.
- Dr. Kaeli Gretter joined the school in the fall of 2023 as Assistant Teaching Professor filling a new line. She completed her Ph.D. from the University of Alabama in 2024.
- Dr. Gabriel Morley joined the School in the fall of 2024 as a Visiting Assistant Professor to fill the vacancy left by Dr. Jennifer Steele who gave her notice in the summer of 2024.
- The 2024 Fay B. Kaigler Children's Book Festival was successfully held on campus and featured speakers Jason Chin, Lesa Cline-Ransome, James Ransome, Liz Kleinrock, Cynthia Leitich Smith, Juana Martinez-Neal, and the Ezra Jack Keats Award Winners and Honors.

## Standard I. Systematic Planning

**I.1. Mission and Goals:** Per the SLIS guidelines, the faculty and staff review the SLIS mission statement, the educational goals, the values, and the vision statement every spring semester. Updates were made to the mission and the value statements in spring 2022 and reported in the last narrative report (Appendix A). As the School functions as a unit within the College and University at large, it is imperative to align the mission, vision, and values across entities. The document in Appendix A provides the missions, visions, and values of all three entities and shows the alignment across the values.

**I.2. Process:** In addition to monthly faculty meetings, every spring semester (typically at the end of April or beginning of May), the faculty meet to review the mission, vision, and goals. Every September, the School participates in the University assessment WEAVE. SLIS is well-connected to a variety of stakeholders – students, alumni, employers, Advisory Board, and internal stakeholders within the University and College; throughout the year, stakeholders have a variety of opportunities to provide input detailed in Table 1.

**Table 1. Stakeholders, Input Data, and Frequency**

Stakeholders	Input Data	Frequency
Students	Course Evaluations; Exit Surveys; Capstone Research Project, e-Portfolio	Each Semester
Faculty, Students	WEAVE SLO Assessments	Annually
Employers and Alumni	Focus Groups (Reports)	Annually
Employers and Alumni	Surveys	Every few years
Practicum Supervisors	Student Practicum Evaluations	Each Semester
Advisory Board	Meetings (Minutes)	Each Semester
Faculty & Staff	Faculty/Staff Meetings (Minutes)	Monthly
Faculty & Staff	Performance Evaluations	Annually
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
USM Institutional Effectiveness	WEAVE Report Feedback	Annually

Other data sources include: Formal and informal interaction at conferences and via emails and social media; Information about SLIS graduates' job placement and advancement is collected through social media and email and is compiled in an Excel spreadsheet and in *SLIS Connecting*; and Enrollment, retention, and graduation statistical data (USM Institutional Research).

**I.3 Plan:** SLIS's strategic goals and objectives were reviewed and reaffirmed in spring 2022. In 2024, the strategic goals were revised from nine goals and objectives to seven goals with objectives and strategies (Appendix B). The new five-year [strategic plan](#) is available on the School's website.

## **Standard II. Program-Level Learning Outcomes and Curriculum**

The primary assessment of Student Learning Outcomes (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.

**II.1. Ethics and Values & II.2. Program-Level Learning Outcomes:** In the fall of 2024, the realignment of the new educational goals to student learning outcomes (SLOs) and ALA's Core Competencies (ALA CC) was completed. SLOs were reviewed and updated and all non-core courses were removed from alignment with ALA CC (Appendix C). It was decided that since a student cannot be guaranteed to take an elective, the competencies could only be explicitly addressed in core courses. Additional review and alignment of the goals and SLOs with SACSCOC accreditation requirements were used for the annual WEAVE Reports (Appendix D). 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. Per last biennial narrative, there were assessments that had been replaced in the coursework but not in WEAVE. The updated WEAVE report is available in Appendix D and the yellow highlights indicate the changes. For example, Measure 1.3.2 was previously

an annotated bibliography in LIS 651; it is now a literature review of relevant research articles in LIS 668. More importantly, two new student retention documents were created at the program level and have been in use since January 2024. The first document outlines the process for students with low interim grades and the second document outlines a process for students with repeated late work (Appendix E). Faculty submit a form, which then triggers outreach by the School Director. While this process is still fairly new, faculty submitted 10 students for academic counseling through the new process.

**II.3. Curriculum:** Curricular needs 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. Curricular and Program changes in 2023 and 2024 are seen in Table 2. The following infrequently offered courses were included in rotation: LIS 654 E-Resource Mgmt (Su 22 & Su 24), LIS 667 Health Informatics (Su 22 & Fa 24). Currently, 87.7 percent of the active courses have run since the last accreditation; four courses (LIS 560 System Analysis for Lib., LIS 638 Contemporary Publishing, LIS 656 Online Info. Retrieval, and LIS 666 Advanced Reference Resources) are scheduled for 2025, which will bring that percentage to 94.7. The remaining three courses are under curricular review.

**Table 2. Curricular and Program Changes**

<b>Curriculum Changes</b>	<b>Program Changes</b>
Course Modification – LIS 533 - History of the Book (description update)	MLIS modification (reduction of core required courses by two)
Course Modification – LIS 557 - Information Technology and Libraries (description update and removal of pre-requisites)	MLIS modification (increase of the number of courses shared between the Graduate Certificates—ASC to 18 and YSL to 15)
Added four new courses: LIS 650 - Museums as Information Centers; LIS 661 - Archival Capstone; LIS	Certificates modification (increase of the number of courses shared between the Graduate Certificates—ASC to 18 and YSL to 15)

657 - Introduction to Museum Operations; LIS 658 - Museums Today	
Course Modification – LIS - 670 Topics in Services to Library Clientele (repeatable for credit)	Creation of MLIS/MBA Dual Degree

The MLIS degree requires 40 credit hours: 19 core course hours, and 21 elective hours with one course being a required technology elective (Appendix F). This is a change from the previous year's report of 40 credit hours with 25 being required core course hours and 15 being electives. The majority of the School's online classes require live sessions each week in Zoom, where students see, hear, and interact with professors and work collaboratively in breakout groups and on group projects and presentations. Class sessions are recorded with transcription and are available on a cloud server for one week. It is important to note the following: Students with little or no library experience are encouraged to do a library practicum; Three courses may be designated as service-learning – LIS 545: Information Resources for Underserved Populations, LIS 641: Public Libraries, and LIS 645: Digital Preservation; Students can earn six credit hours in a study-abroad option in selected summers; [LIS 580/587: British Libraries, Archives, and Special Collections](#).

### **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 generally taken early in the program. Scheduling of mid-level courses and electives is flexible. In order to help with progression through the program, a variety of eight-week elective options are consistently offered. Courses taken in sequence at the end of the program include LIS 668: LIS Research Methods (where they develop a research proposal) and 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 K). Examples include:

- LIS 505: Cataloging and Classification and 506: Cataloging Multimedia Objects both use RDA Toolkit, WebDewey, Classification Web, and OCLC Worldshare Record Manager;
- ContentDM and FOAF Javascript are required for 645: Digital Preservation, and Omeka.net and The University of Southern Mississippi

XML are required for LIS 652: Metadata for Multimedia Collections.

- Students are required to create Web 2.0 digital artifacts such as RSS feeds, 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.

**II.4 Program Completion:** Students create their plan of study in LIS 500, the orientation course, and are assigned two advisors to assist them with completion and meeting their goals. The retention rate for the graduate students is currently 94 percent. The MLIS was number one in the Southern Miss Top Ten Master's Degrees Awarded in 2022, 2023, and 2024, with a total of 320 degrees over the three years—87 in 2022, 125 in 2023, and 108 in 2024 (Appendix G).

**II.5. Evaluation:** As reported in the previous biennial narrative, the University and the Graduate School required additional assessments in the spring of 2021—“Program Inventory Review Spring 2021” and “The Graduate Program Revitalization Self-Assessment Tool for Spring 2021” (Appendix H). Several actions were implemented as a result of these reviews. In 2022, the requirement for a standardized test (GRE, GMAT, or PRAXIS) was removed as an admission requirement and the number of letters of recommendation was reduced from three to two. In 2022, a significant number of electives were moved from the full-semester format into the eight-week format. Additionally, in 2024, the number of core required courses was reduced by two courses—from 25 course hours to 19 hours—allowing students to select two additional electives.

As previously reported, the College of Education and Human Sciences (CoEHS) continues to conduct program reviews as part of its continuous improvement model 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 Youth Services and Literature (YSL) Graduate Certificate failed to meet the College's requirements of graduating 30 students over three years from AY 2018/2019 to 2020/2021 and was put on a Targeted Action Plan (TAP) for graduating 29 students in the timeframe. Since making the curricular changes in the TAP, the certificate has been meeting the required metrics and was removed from TAP after AY 2022-2023.

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 at the Mississippi Library Association Conference (Appendix I). They are also shared each semester with the Advisory Board, and are also published [online](#) and in the [SLIS Connecting](#) e-journal. Course evaluations are reviewed as part of annual faculty evaluations to assist with updating content and identifying opportunities and resources for professional development. For example, the school paid for Dr. Mills to complete ALA's Fundamentals of Cataloging in summer 2024 and Dr. Clark Hunt completed the Association of College and University Educators (ACUE) Effective Teaching Seminar in 2024.

### **Standard III. Faculty**

#### **III.1 Faculty Diversity, III.2 Program Faculty, III.3. Faculty Qualifications, & III.4 Faculty**

**Workload:** SLIS is comprised of 11 full-time faculty: seven tenured or tenure-track faculty, two assistant teaching professors, and two instructors. Two of the tenured or tenure-track faculty have administrative and coordinator responsibilities and two of the teaching-track faculty have coordinator responsibilities. There are typically two to three adjuncts teaching two to four courses each semester who are employed based on either program need or areas of specialty (e.g. law libraries). Standard teaching loads for the University are used in the School, and faculty provide feedback on courses they would like to teach and confirm workload during scheduling. While SLIS was able to increase its minority representation among faculty to 27 percent—up from 18 percent—it remains a struggle. Southern Miss is dedicated to increasing minority representation among faculty to align with student demographics as was evidenced in new-hire faculty salary negotiations. Current SLIS faculty earned degrees from various universities and represent SLIS across the University in different areas of service (Appendix J). Faculty are active members in a variety of national organizations including ALA, ALISE, and Society of American Archivists; as well as regional and state organizations such as the Southeastern Library Association, Mississippi Library Association, and Society of Mississippi Archivists.

**III.5 Faculty Support & III.6 Faculty Evaluation and Development:** Junior faculty are mentored by

senior faculty (Appendix J). New faculty participate in orientation activities led by the University, and all faculty participate in training through the [USM Center for Faculty Development](#). SLIS is proud that six faculty are credentialed in ACUE (Association Of College And University Educators). These highly-credentialed faculty have been through multiple semesters of training on using “evidence-based teaching practices that promote student engagement, persistence to graduation, career readiness, and deeper levels of learning” ([ACUE.org](#)). The SLIS Director evaluates faculty and staff (by vote of the faculty), and the Dean and a Faculty Evaluation Committee evaluates the Director. In 2021, annual evaluation guidelines and tenure and promotion guidelines were updated and approved (Appendix K).

#### **Standard IV. Students**

**IV.1 Student Diversity; IV.3 Student Qualifications; IV.4 Advising, Services & Support:** All students are admitted based on their statement of purpose, two letters of recommendation, resume’, and undergraduate GPA. Applications are consistently reviewed by one of the three Admissions Committee members and the Director. Students may be fully or conditionally admitted. Of the 297 enrolled graduate students from Fall 2024, approximately 95 (31.8%) live in Mississippi. Approximately 25.5 percent of FTE graduate students are minorities (USM Institutional Research). While every attempt is made to assign faculty advisors based on student interests and plan of study, each faculty member advises approximately 35-40 students to evenly distribute the workload. Faculty are well-versed in courses for all tracks of interests. Students are required to be advised every semester and the faculty review their Degree Progress Report (DPR). Students have access to videos discussing different careers as well as School-sponsored “Lunch and Learns” on a variety of topics.

**IV.2 Public Information:** According to USM Institutional Research, the average 2-year retention rate for MLIS students is 94 percent, and the average graduation rate is 87 percent within five years. SLIS communicates with students through the student listserv, [SLIS website](#), [SLIS Graduate Student Handbook](#), and [SLIS Connecting](#) e-journal, which is published twice annually and has been downloaded over 189,000 times from locations worldwide since its founding. SLIS is active on Facebook and Instagram.

**IV.5 Student Engagement; IV.6 Evaluation:** SLIS has three graduate assistants who receive a tuition waiver and a stipend of \$10,200 (up from \$8700) over nine months in return for working 20 hours a week. One MLIS student represents SLIS in the [Graduate Student Senate](#). SLIS has three active graduate scholarships and two active student groups. Students are able to participate in “Lunch and Learns” and special presentations sponsored by the student associations. Students meet faculty and school representatives at conferences, like Mississippi Library Association, Southeast Library Association, American Library Association, and the Fay B. Kaigler Children’s Book Festival. Students are given the opportunity to participate in exit surveys and periodic other input surveys. SLIS student research papers have been published in peer-reviewed journals, professional journals, and in *SLIS Connecting*. Their publications, presentations, and scholarships are celebrated in the “Updates” section of *SLIS Connecting* twice a year.

#### **Standard V. Infrastructure**

**V.1. Values Underlying Infrastructure; V.2. Autonomy and Administrative Infrastructure; V.3. Participation; V.4. Administrative Support; V.6 Evaluation:** SLIS is a part of the College of Education and Human Sciences. The Dean supports the School by 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 College provides grant support via the [Office of Research Support Services](#). The Provost's [Center for Faculty Development](#) provides 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. The School functions well within the processes set up by the University; faculty have input on a variety of College and University committees and processes. The SLIS budget varies year to year due to personnel changes, but funding is generally stable and adequate. In 2024, the University and the College provided merit raises. All faculty and staff received an increase.

**V.5 Physical, Technological, and Information Resources:** SLIS is located in Fritzsche Gibbs Hall (FGH)—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 for SLIS in FGH include a

large reception area, large administrative offices for the Director and staff, a large conference room, a workroom, kitchen/lounge with adjoining, spacious side porch and lawn. There are 11 faculty offices and two storage rooms that could be converted into office spaces. Each faculty member is provided a laptop, School-subsidized membership to the Mississippi Library Association, and a travel allotment (with an additional competitive pot). The University Library supports the School with databases, materials, and by serving on the SLIS Advisory Board.

### **Summary**

As accreditation looms on the horizon, attention is focused on strategic planning, program assessment, student recruitment, and retention. SLIS remains a pioneer of online programs and in digital publishing at Southern Miss. SLIS alumni are placed in positions across the country in a variety of libraries and archives, often bringing back their expertise for talks and guest lectures. Dynamic, dedicated faculty have brought new energy and updates to the School, for continuous program improvement to better serve students and constituents.

## Appendix A. Mission, Vision, Values Cross Walked (2024)

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

<b>USM MISSION (2024)</b> The University of Southern Mississippi engages students at all levels in the exploration and creation of knowledge. Our hallmark is a fully engaged lifelong learning approach integrating inspired teaching, collaborative research, creative activity, and service to society. Southern Miss produces graduates who are ready for life; ready to succeed professionally and as responsible citizens in a pluralistic society.	<b>CEHS MISSION (2024)</b> 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.	<b>SLIS MISSION (Updated 5/24)</b> The mission of the School of Library and Information Science (SLIS) is to prepare a diverse population of qualified professionals for roles in libraries, archives, and other information environments. Through evidence-based active learning, students gain appropriate knowledge, applied scholarship, and skills to serve the information needs of their diverse communities.
<b>USM VISION</b> The University of Southern Mississippi is distinctive among national research universities in adding value to our students' experience, uniquely preparing them to be ready for life.	<b>CEHS VISION</b> 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.	<b>SLIS VISION</b> 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.
<b>USM VALUES</b> The mission of the institution is supported by the following values: <ol style="list-style-type: none"><li>1. <b>Research</b> and instructional excellence focused on student success at all teaching sites and through campus-based and distance education.</li><li>2. Student <b>engagement</b> that fosters personal growth, professional</li></ol>	<b>CEHS VALUES</b> <ul style="list-style-type: none"><li>• Student learning and the <b>creation of knowledge</b></li><li>• Health and wellness of self and society</li><li>• Professional integrity and personal development</li><li>• <b>Inclusive</b> cultural competency and diversity practices</li><li>• <b>Community engagement</b> and selfless service</li></ul>	<b>SLIS VALUES</b> The School of Library and Information Science is committed to: <ul style="list-style-type: none"><li>• <i>Student-centered learning</i>: We are committed to cultivating an <b>active, student-centered</b> learning community.</li><li>• <i>Diversity</i>: We recognize and value the diversity of modern society and support an inclusive learning environment. We ensure principles of equity, diversity, and <b>inclusion</b></li></ul>

<p>development, and a lifelong commitment to growth and learning.</p> <ol style="list-style-type: none"> <li>3. An <b>inclusive</b> community that embraces the diversity of people and ideas.</li> <li>4. Institutional governance that respects <b>academic freedom</b> and faculty inclusion.</li> <li>5. A campus culture characterized by warmth and mutually supportive <b>connections</b> among students, faculty, staff, and alumni.</li> <li>6. An approach to academics, research, and personal conduct based on integrity and civility.</li> <li>7. An <b>evolving curriculum</b> that fosters lifelong curiosity and critical thinking, and prepares our graduates to be Ready for Life.</li> <li>8. <b>Community participation</b> that promotes social responsibility, citizenship, and economic development.</li> </ol>		<p>are cultivated to create advocacy for marginalized groups in the pursuit of social justice.</p> <ul style="list-style-type: none"> <li>• <i>Intellectual freedom:</i> We embrace the ideals of intellectual and <b>academic freedom</b> and strive to nurture an open, respectful learning environment for the free exchange of ideas.</li> <li>• <i>Service:</i> Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.</li> <li>• <b>Community:</b> We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.</li> <li>• <b>Research:</b> We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.</li> <li>• <b>Assessment:</b> We embrace a culture of assessment and evaluation that drives continuous improvement in course delivery, curriculum, and life-long learning.</li> </ul>
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## Appendix B. SLIS Updated Goals (2024)

REAFFIRMED GOALS 2022	UPDATED GOALS ADOPTED 2024
<p><b>Goal 1: Maintain recognition as a strong, accredited provider of library and information science education and training.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Objective 1:</b> Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching.</li> <li>▪ <b>Objective 2:</b> Promote departmental scholarship and assistantship opportunities at state, regional, and national levels.</li> <li>▪ <b>Objective 3:</b> Sustain quality of MLIS program by maintaining ALA accreditation.</li> <li>▪ <b>Objective 4:</b> Prepare graduates for the current LIS job market.</li> <li>▪ <b>Objective 5:</b> Maintain an inclusive community of learners that reflects and respects diversity of people and ideas.</li> </ul>	<p><b>Strategic Goal 1: Maintain accreditation and enhance the visibility of SLIS programs and faculty.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Continue providing reasonable access to LIS education programs through accessible scheduling and diverse methods of teaching. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Monthly School curriculum meetings to evaluate curriculum and plan schedules.</li> </ul> </li> <li>• <b>Objective 2:</b> Promote School scholarship and real-world training opportunities including but not limited to publishing experiences, practicums, internships, and conferences. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Offer/promote jobs, internships, practicums, and conferences over listserv and social media.</li> <li>○ <b>Strategy 2:</b> Offer students opportunities to participate in scholarly publishing and presentations.</li> <li>○ <b>Strategy 3:</b> Create assignments and in-class activities based on real-world experiences.</li> </ul> </li> <li>• <b>Objective 3:</b> Sustain the quality of the MLIS program by maintaining ALA accreditation. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Incorporate continuous review, including the Spring ALA COA assessment.</li> </ul> </li> <li>• <b>Objective 4:</b> Prepare graduates for the current job market. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Using input from stakeholders, surveys, and assessments, the faculty reviews findings and incorporates information accordingly.</li> </ul> </li> <li>• <b>Objective 5:</b> Maintain an inclusive community of learners that reflects and respects diversity and ideas of social justice. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Appropriately incorporate community building and DEI learning activities in courses.</li> </ul> </li> <li>• <b>Objective 6:</b> Seek opportunities for collaboration with faculty within and outside of the university community.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Incentivize faculty collaborations through the competitive funding process.</li> <li>• <b>Objective 7:</b> Distribute information on the accomplishments of the SLIS community. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Publish accomplishments in SLIS Connecting and social media.</li> <li>○ <b>Strategy 2:</b> Maintain updated faculty online profiles.</li> </ul> </li> </ul>
<p><b>Goal 2: Enhance the visibility of SLIS programs and faculty.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Seek opportunities for collaboration with faculty from other departments or academic units.</li> <li>• <b>Objective 2:</b> Distribute information on the accomplishments of the SLIS community.</li> <li>• <b>Objective 3:</b> Faculty members maintain active memberships in appropriate professional and academic organizations.</li> </ul>	<p><b>Strategic Goal 2: Support targeted and strategic enrollment growth in undergraduate and graduate programs.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Identify opportunities and/or methods for recruiting students into our undergraduate and graduate programs. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Fund advertisement and marketing materials for strategically identified conferences.</li> <li>○ <b>Strategy 2:</b> Support institutional recruitment activities.</li> </ul> </li> </ul>
<p><b>Goal 3: Support targeted and strategic enrollment growth in undergraduate and graduate programs.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Identify additional opportunities and/or methods for recruiting students into our undergraduate and graduate programs.</li> <li>• <b>Objective 2:</b> Identify additional opportunities and/or methods for recruiting transfer students into the undergraduate program.</li> <li>• <b>Objective 3:</b> Support institutional promotional activities.</li> </ul>	<p><b>Strategic Goal 3: Foster retention, progression, and graduation in LIS programs.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Educate students about available online student support services. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Add student support statements and contact links to course syllabi and incorporate into course modules and lectures as appropriate.</li> </ul> </li> <li>• <b>Objective 2:</b> Monitor students' progress. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Use formalized school processes and procedures to ensure equitable learning and support.</li> <li>○ <b>Strategy 2:</b> Actively engage students in advising throughout their program of study.</li> </ul> </li> </ul>
<p><b>Goal 4: Foster retention, progression, and graduation in LIS programs.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Participate in and utilize all available student support services.</li> <li>• <b>Objective 2:</b> Add student support statement and contact links to course syllabi.</li> </ul>	<p><b>Strategic Goal 4: Promote and support professional development for faculty and students.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Promote the importance of professional organizations. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Introduce relevant professional associations in all courses (e.g., LIS 501Reference introduces RUSA).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Objective 2:</b> Support faculty members' participation in professional development activities (as resources permit). <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Subsidize faculty memberships in the state library association.</li> <li>○ <b>Strategy 2:</b> Support travel for faculty to conferences.</li> </ul> </li> <li>• <b>Objective 3:</b> Enhance student education with opportunities for professional development and training. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Expose students to experts and professional development opportunities via "lunch and learns" and student organizations programming.</li> </ul> </li> </ul>
<p><b>Goal 5: Emphasize professional development for faculty and students.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Introduce relevant professional associations in all relevant courses (e.g., Library Management would introduce the ALA management special interest group, Reference RUSA, etc.).</li> <li>• <b>Objective 2:</b> Faculty members participate in professional development activities (as resources permit).</li> <li>• <b>Objective 3:</b> Enhance student education with opportunities for professional development and training.</li> </ul>	<p><b>Strategic Goal 5: Maintain and develop connections with internal and external stakeholders to further the mission of the School of Library and Information Science.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Maintain an active agenda for SLIS student associations. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Maintain official status on campus as a student association.</li> <li>○ <b>Strategy 2:</b> Conduct regularly scheduled meetings and special events.</li> </ul> </li> <li>• <b>Objective 2:</b> Collaborate with community partners to provide opportunities that further the mission of the school. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Identify community partners and engage in activities that align with librarianship and the mission of the School.</li> </ul> </li> </ul>
<p><b>Goal 6: Maintain and develop connections with stakeholders to further the mission of the School of Library and Information Science.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Explore possibilities for increasing cross-discipline course offerings, joint degrees and/or additional electives from other departments.</li> <li>• <b>Objective 2:</b> Maintain official status for our SLIS student associations.</li> </ul>	<p><b>Strategic Goal 6: Support student research activities.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Seek opportunities to mentor and support student research activities. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Mentor students through the Master's Capstone Research Project.</li> <li>○ <b>Strategy 2:</b> Mentor students through research poster presentations.</li> </ul> </li> <li>• <b>Objective 2:</b> Seek opportunities to collaborate with students on research. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Invite students to collaborate on faculty research projects.</li> </ul> </li> </ul>
<p><b>Goal 7: Support student research activities.</b></p>	<p><b>Strategic Goal 7: Contribute to scholarship.</b></p>

<ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Seek opportunities to mentor student research activities.</li> <li>• <b>Objective 2:</b> Seek opportunities to collaborate with students on research.</li> <li>• <b>Objective 3:</b> Encourage and support student scholarly communication.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Pursue and participate in funding initiatives. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Promote awareness of and utilization of the College's Grant Support Office</li> </ul> </li> <li>• <b>Objective 2:</b> Contribute to scholarly and professional publications. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Adjust course load as appropriate and allowable.</li> </ul> </li> <li>• <b>Objective 3:</b> Participate in institutional scholarly activities. <ul style="list-style-type: none"> <li>○ <b>Strategy 1:</b> Promote and encourage faculty participation in scholarly on-campus opportunities. Objective 4: Participate in external scholarly activities.</li> <li>○ <b>Strategy 1:</b> Encourage and support the development of faculty research.</li> </ul> </li> </ul>
<p><b>Goal 8: Review departmental processes, objectives, and activities as necessary for continuous accreditation (ALA's Resources for Program Administrators: <a href="http://www.ala.org/accreditedprograms/standards">www.ala.org/accreditedprograms/standards</a>)</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Regularly review SLIS mission, goals, and objectives.</li> <li>• <b>Objective 2:</b> Regularly review curricular objectives to support established professional competencies.</li> <li>• <b>Objective 3:</b> Regularly review and update student policies and procedures.</li> </ul>	
<p><b>Goal 9: Contribute to scholarship.</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Establish scholarly profiles through appropriate venues and tools.</li> <li>• <b>Objective 2:</b> Participate in funding initiatives.</li> <li>• <b>Objective 3:</b> Contribute to scholarly and professional publications.</li> <li>• <b>Objective 4:</b> Participate in institutional scholarly activities.</li> <li>• <b>Objective 5:</b> Participate in external scholarly activities.</li> </ul>	

## Appendix C. SLIS Updated ALA Core Competencies and Student Learning Outcomes (2024)

Educational Goals	ALA Core Competencies	Student Learning Outcomes	Assessments
<b>1) Technological Competency and Skills:</b> Master's degree candidates engage in the assessment and application of various technology tools for use in information settings and explore its ethical roles in society.	<p>9A. Identify appropriate technologies and uses that support access to and delivery of library services and resources.</p> <p>9B. Understand and navigate ethical and cultural considerations and impacts on library practices and community members when applying technology to library services and resources.</p> <p>9C. Conduct regular evaluation of existing and emerging technologies and their impact on library services and resources in terms of accessibility, practicality, sustainability, and effectiveness.</p>	<p>516/557/558. Students identify and employ technology tools that assist in the delivery of library services and resources to students, patrons, employers, and other library stakeholders. (CC9A)</p> <p>516/557/558. Students discuss the ethical and cultural implications of using technology and AI in the provision of library services to diverse user populations. (CC9B)</p> <p>516/557/558. Students evaluate and assess emerging technology that impacts information sharing and information users. (CC9C)</p>	<p>516. ePortfolio (CC9A) 557. Microsoft 360 and Excel exercises, Video Tutorial, ePortfolio (CC9A) 558. ePortfolio (CC9A)</p> <p>516. Cyberbullying; Leading through Equity Assignment (CC9B) 557. Discussion board Experience with Artificial Intelligence; Creative Commons (CC9B) 558. Website Development Project (CC9B)</p> <p>516. Digital Literacy Assignment (CC9C) 557. AI Assignment (CC9C) 558. AI Website Evaluation (CC9C)</p>
<b>2) Engagement in Research and Evidence Based Practices:</b> Master's degree candidates demonstrate the ability to identify, analyze, and conduct research to investigate specific problems in	<p>7A. Discover, engage with, and synthesize existing research from the field using multidisciplinary approaches to various information issues to align relevant findings to one's own professional development and/or institutional needs.</p> <p>7B. Recognize the ethical and appropriate application of key research methods, techniques, and designs in the field, including the generation, analysis,</p>	<p>695. Students conduct original research and place it in the existing body of the literature of the discipline. (CC7A)</p> <p>668. Students design a research project and write a research proposal. (CC7B)</p>	<p>695. Final Research Project (CC7A)</p> <p>668. Master's Capstone Proposal (CC7B)</p>

library and information science.	<p>evaluation, and presentation of data, and the utilization of research tools.</p> <p>7C. Understand principles and issues evolving with research, including an awareness of how professional and cultural values may influence each stage of the research lifecycle, the barriers related to access to research, and the tension between research and its application to professional practice.</p> <p>7D. Understand the importance of engaging in the research foundations and scholarly communications that will enable continued professional growth, knowledge, and sharing.</p>	<p>668. Students demonstrate an understanding of responsible conduct of research. (CC7C)</p> <p>695. Students present research and discuss where their research could be shared with the larger community. (CC7D)</p>	<p>668. Complete APA and plagiarism tutorials (CC7C); Turnitin to check originality of the research project (CC7C); Graded Discussion Boards: Qualitative Research; Historical Research; Historical Research; Bibliometric Research (CC7C)</p> <p>695. Academic Research Poster (CC7D); Disseminating Your Research Discussion Board (CC7D)</p>
<p><b>3) Information Resources and Reference and User Services:</b> Master's degree candidates cultivate the skills needed to connect library users with diverse information resources, evaluate collections and services, and address users' information needs.</p>	<p>2A. Consider the issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use, in relationship to material format and genre.</p> <p>2B. Apply the concepts, issues, and methods of collection management, which entails the lifecycle of materials from evaluation to long-term preservation and other curative practices (including but not limited to acquisitions, selection, purchasing, processing, storage, and de-selection).</p> <p>2C. Include emerging formats and genres of information resources and understand how these may intersect with and reflect the diverse and cultural needs of the information communities through the management of collections.</p> <p>6A. Employ techniques used to discover, retrieve, evaluate, and synthesize information from diverse</p>	<p>511. Students demonstrate an understanding of the lifecycle of recorded information from creation through acquisition to deselection. (CC2A; CC2B)</p> <p>511. Students analyze user communities and develop best practices for serving those communities (CC2A)</p> <p>511. Students demonstrate an understanding of the lifecycle of recorded information from creation through acquisition to deselection (CC2B)</p> <p>511. Students recognize the ways cultural biases impact information resources (CC2C)</p> <p>501. Students find and evaluate information resources for a variety of settings and users. (CC6A)</p>	<p>511. Collection Development Policy (CC2A)</p> <p>511. Weeding Exercise (CC2B; CC2C)</p> <p>511. Resource Review (CC6A)</p>

	<p>sources for use by varying user populations and information environments.</p> <p>6B. Understand and apply methods and practices necessary to provide consultation, mediation, instruction, and guidance in using recorded knowledge and information for all user populations and information environments. Emphasize problem-solving skills to determine informational needs during the reference interview process.</p> <p>6C. Apply the RUSA Behavioral Competencies in the ethical practice of reference and user services.</p> <p>6D. Implement principles, concepts, and techniques for understanding and assessing the information needs of a community, and understand the ways the library can assist and collaborate in meeting those needs.</p> <p>6E. Engage in evaluation and assessment of programs, services, and partnerships, with input from the community being served.</p> <p>6F. Practice cultural humility while planning, offering, and evaluating library reference and user services.</p>	<p>501. Students role-play information practices and will create instructional tools. (CC6B; CC6C)</p> <p>501. Students identify their own place in communities and reflect on how this impacts their role in reference services to a variety of populations. (CC6D)</p> <p>501. Students conduct a reference assessment and reference interview in an information setting. (CC6E)</p> <p>501. Students engage in panel presentation on civic engagement and reference. (CC6E)</p> <p>501. Students assess their local community and identify and evaluate a reference source or service that benefits that community. (CC6F)</p>	<p>501. Reference Guide; Reference Hunts; Reference Source Evaluations (CC6A)</p> <p>501. Role-play reference practice (CC6B; CC6C)</p> <p>501. Online bibliography; Database Infographic; Screencast/Vodcast (CC6B)</p> <p>501. Identity and community poem and reflection (CC6D)</p> <p>501. Secret shopper and interview; Panel discussion board (CC6E)</p> <p>511. Community Analysis (CC6E)</p> <p>511. Mock Book Challenge Scenario (CC6F)</p> <p>501. Evaluation three (CC6F)</p>
<b>4) Knowledge of Foundations and Inclusive Professional</b>	1A. Employ the ethics, values, and foundational principles of the library profession.	500. Students demonstrate understanding of the foundational principles of intellectual freedom and the issues of censorship. (CC1A; CC1B)	500. E.D.I. Graded discussion (CC1A; CC1B)

<p><b>Practices:</b> Master's degree candidates defend intellectual freedom, privacy, and other core values to promote services and access to information to all users, including diverse and underserved populations.</p>	<p>1B. Promote democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).</p> <p>1C. Consider the history of libraries and librarianship and their role within the context of society.</p> <p>1D. Recognize the history, preservation, and dissemination of information in all its forms, and its impact on libraries.</p> <p>1E. Identify current types of libraries (school, public, academic, special, etc.) and closely related information agencies, such as museums, archives, and galleries.</p> <p>1F. Identify social, public, information, economic, and cultural policies and trends of significance to the library and information profession on the local, regional, national, and international levels.</p> <p>1G. Understand the legal framework in which libraries operate, including laws relating to copyright and fair use, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), open access, and intellectual property.</p> <p>1H. Effectively advocate for libraries, librarians, other library workers, patrons, and services, especially in terms of marketing, fundraising, and outreach.</p> <p>1I. Use techniques to identify, codify, and analyze complex problems and create appropriate and collaborative solutions within library environments.</p>	<p>500. Students demonstrate an understanding of the role of Diversity, Equity, and Inclusion in information settings. (CC1A; CC1B)</p> <p>500. Students report on a specific type of librarianship and related professional competencies, and scholarly refereed journals (CC1C; CC1E)</p> <p>500. Students discuss the history, preservation, and dissemination of information and its impact on libraries. (CC1D)</p> <p>511. Students analyze user communities and develop best practices for serving those communities (CC1F).</p> <p>516/557/558. Students discuss the ethical and cultural implications of using technology and AI in the provision of library services to diverse user populations. (CC1G)</p> <p>501. Students engage in panel presentation on civic engagement and reference. (CC1H)</p> <p>605. Students develop and support diverse and equitable partnerships and collaborations with colleagues, the community, and other stakeholders by developing a library strategic plan. (CC1I)</p>	<p>500. Short Report Assignment (CC1C; CC1E)</p> <p>500. Graded discussion History of Librarianship (CC1D)</p> <p>511. Community analysis (CC1F)</p> <p>516/557/558. Info Privacy discussion board; copyright and creative commons discussion board; ADA compliance assignment (CC1G)</p> <p>501. Civic engagement discussion board (CC1H)</p> <p>605. Strategic Planning Assignment (CC1I)</p>
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	<p>1J. Demonstrate effective verbal and written communication techniques, including electronically via video, live chat, and email.</p> <p>1K. Hold current certification, degree, and/or licensure requirements of specialized areas of the library profession.</p> <p>8A. Understand one's own cultural identity including positionality related to power, privilege, and oppression and how that influences the ways they interact with the community and among decision makers.</p> <p>8B. Recognize, challenge, and change practices, services, and programs that have traditionally replicated dominant systems and marginalized others.</p> <p>8C. Contribute to an organizational climate that encourages, supports, assesses, and rewards work that promotes social justice, equity, diversity, and inclusion.</p> <p>8D. Incorporate social justice and inclusion into professional practice through outreach and partnership with diverse groups and communities in order to expand inclusive collections (purchasing, classification, and description), staff, programs, and services.</p> <p>8E. Equitably distribute library staff, collections, and facility resources among all user communities.</p>	<p>501. Students role-play information practices and will create instructional tools. (CC1J)</p> <p>500. Students develop a plan of study. (CC1K)</p> <p>500. Student demonstrate an understanding of the role of Diversity, Equity, and Inclusion in information settings. (CC8A; CC8B; CC8C)</p> <p>511. Students recognize the ways cultural biases impact information resources (CC8D)</p> <p>605. Students develop and support diverse and equitable partnerships and collaborations with colleagues, the community, and other stakeholders by developing a library strategic plan. (CC8D)</p> <p>605. Students demonstrate a basic knowledge of practical budgeting and fiscal management. (CC8E).</p> <p>500. Students identify and assess opportunities for professional development (CC8F)</p>	<p>501. Screencast/Vodcast (CC1J)</p> <p>500. MLIS Plan of Study (CC1K)</p> <p>500. E.D.I. Graded Discussions (CC8A; CC8B; CC8C)</p> <p>511. Collection Development Policy (CC8D)</p> <p>605. Strategic Planning Assignment (CC8D)</p> <p>605. Budgeting Assignment (CC8E)</p> <p>500. Professional LIS Organizations Discussion Board (CC8F)</p>
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	8F. Seek ongoing professional development to raise awareness and develop strategies to address issues of power, privilege, and oppression.		
<b>5) Life-long Learning and Continuing Education:</b> Master's degree candidates understand the importance of life-long learning and continuing education for themselves and their communities, including creating appropriate opportunities for learning within their information setting.	<p>3A. Participate in and lead on-going professional development to better serve their communities.</p> <p>3B. Recognize the role of the library in continuing education and lifelong learning initiatives.</p> <p>3C. Employ multiple techniques to accommodate diverse learning preferences to promote lifelong learning.</p> <p>3D. Understand established and new learning theories, principles of critical and inclusive pedagogy, instructional methods, and learning outcomes assessment; and apply them to educational initiatives in information settings.</p>	<p>500. Students identify and assess opportunities for professional development (CC3A; CC3B)</p> <p>500. Students investigate personality style and its role in library service (CC3C)</p> <p>501. Students role-play information practices and will create instructional tools. (CC3D)</p>	<p>500. Professional LIS Organizations Discussion Board (CC3A; CC3B)</p> <p>500. Personality Type Discussion Board (CC3C)</p> <p>501. Vodcast/Screencast; Online Bibliography (CC3D)</p>
<b>6) Management and Administration:</b> Master's degree candidates develop basic knowledge of leadership styles and responsibilities within information organizations, including best practices from literature, fiscal management, and human resource processes.	<p>4A. Apply the principles of responsible fiduciary planning and oversight.</p> <p>4B. Apply the principles of effective and just supervisory practices and human resource management, training, and development.</p> <p>4C. Implement the concepts behind, and methods for, assessment and evaluation of library services and their outcomes.</p> <p>4D. Develop and support diverse and equitable partnerships, collaborations, networks, and other structures with all stakeholders, consortia, and within communities served.</p>	<p>605. Students demonstrate a basic knowledge of practical budgeting and fiscal management. (CC4A).</p> <p>605. Students apply principles of effective and just supervisory practices and human resource management, training, and development. (CC4B; CC4G)</p> <p>605. Students develop and support diverse and equitable partnerships and collaborations with colleagues, the community, and other stakeholders by developing a library strategic plan. (CC4C; CC4D; CC4G)</p>	<p>605. Budgeting Assignment (CC4A)</p> <p>605. Employee Evaluation Scenario Assignment (CC4B; CC4G)</p> <p>605. Strategic Planning Assignment (CC4C; CC4D; CC4G)</p>

	<p>4E. Employ the concepts behind, issues relating to, and methods of principled, transformational, and change management leadership, in addition to other leadership philosophies.</p> <p>4F. Effectively plan, manage, implement, and close projects using the concepts of leadership methods.</p> <p>4G. Participate in strategic communication with colleagues throughout the organization and the community</p>	<p>605. Students implement the concepts and methods for assessment and evaluation of library services and their outcomes. (CC4C)</p> <p>605. Students analyze and interpret leadership and management competencies relevant to libraries and cultural institutions. (CC4E; CC4F)</p>	<p>605. Leadership and Management Competencies Assignment (CC4E; CC4F)</p>
<p><b>7) Organization of Recorded Knowledge and Information:</b> Master's degree candidates acquire necessary skills for library classification and organization of information across diverse settings.</p>	<p>5A. Understand the principles, systems, trends, and goals involved in the organization and representation of recorded knowledge and information.</p> <p>5B. Implement the developmental, descriptive, analytical, and evaluative skills needed to organize recorded knowledge and information.</p> <p>5C. Maintain the systems of cataloging, collection, metadata, indexing, and classification standards and structures, and implement methods used to apply, create, and discover recorded knowledge and information, and the weaknesses and strengths of these systems.</p> <p>5D. Recognize the ways that cultural biases impact and influence the collection and description of recorded knowledge and information.</p>	<p>505. Students demonstrate understanding of cataloging principles and practices. (CC5A; CC5B)</p> <p>505. Students apply, implement, and organize cataloging standards and data across the various cataloging methods. (CC5B; CC5C)</p> <p>505. Students discuss the ethical and cultural implications of cataloging and organization of information. (CC5D)</p>	<p>505. Discussion 1-3 Cataloging evolution, Marc identification, and subject vocabulary terms; Exercises 1-6: Practices of Descriptive cataloging, Encode and MARC, and RDA; Quiz 1-Descriptive Cataloging Overview (CC5A; CC5B)</p> <p>505. Exercise 6-8; LCSH, LCC, &amp; Dewey identification and practice; Quiz 2: Subject Cataloging (CC5B; CC5C)</p> <p>505. Discussion 4: Cataloging Ethics (CC5D)</p>

## Appendix D. WEAVE

Updates are highlighted in yellow.

# Library and Information Science MLIS

PLA: 2023–  
2024

Completed

2 GOALS 5 OUTCOMES 10 MEASURES 10 TARGETS 10 FINDINGS 17 ATTACHMENTS

## Program Description/Summary

The MLIS program is the only program in the state that is accredited by the American Library Association. The MLIS degree requires 40 credit hours, 19 hours of required courses and 21 hours of electives (effective fall 2024). In addition to basic courses in reference, cataloging, and collection development, graduate students take courses in library management and in research. Our MLIS graduates work in a wide variety of settings, including schools, colleges, universities, public libraries, government libraries, corporate libraries, hospitals, military, museums, archives and other information-related environments. Many graduates of the MLIS program are directors or managers of library systems or programs.

## Mission

The mission of the School of Library and Information Science (SLIS) is to prepare a diverse population of qualified professionals for roles in libraries, archives, and other information environments. Through evidence-based active learning, students gain appropriate knowledge, applied scholarship, and skills to serve the information needs of their diverse communities.

## Values

The School of Library and Information Science is committed to:

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

**Diversity:** We recognize and value the diversity of modern society and support an inclusive learning environment. We ensure principles of equity, diversity, and inclusion are cultivated to create advocacy for marginalized groups in the pursuit of social justice.

Intellectual freedom: We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.

Service: Because we believe that it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.

Community: We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.

Research: We believe that research is an essential part of scholarship, not just for the creation of new knowledge but also for the support of teaching and learning and the sharing of new knowledge with multiple communities of interest.

Assessment: We embrace a culture of assessment and evaluation that drives continuous improvement in course delivery, curriculum, and life-long learning.

Hours: 40

Mode-of-delivery: Online  
Location:  
Online

(Updated August 2024)

1

## **Outcome Type**

Student Learning Outcomes (SLOs)

1.1

### **Outcome**

SLO 1: Knowledge of and Commitment to Ethical Practices of Library and Information Professionals

MLIS students will interpret intellectual freedom related to censorship and D.E.I. and will develop collection policies for providing libraries and information centers with a variety of viewpoints through a balanced and inclusive selection of materials and services. [Updated for AY 22-23]

1.1.1

### **Measures**

Interpret Intellectual Freedom Related to Censorship and D.E.I. (Direct Measure)  
[Updated for AY 22-23]

Students will illustrate their understanding of intellectual freedom related to censorship and D.E.I. through graded discussion board postings [LIS 500: Library and Information Science Orientation] and apply that understanding by developing balanced collection development policies for libraries and information centers [LIS 511: Collection Development and Management].

1.1.1.1

### **Targets**

The written assignment is evaluated using the discussion board posting evaluation

rubric [LIS 500: Library and Information Science Orientation] and the collection development policy assignment rubric. [LIS 511: Collection Development and Management].

Exceeded

TARGET	90% of students will achieve a satisfactory or excellent ranking on the evaluation rubrics for interpreting intellectual freedom related to censorship and D.E.I.
FINDINGS	[LIS 500]: Sum23 - 20/20; Fall23 - 71/74; Spring24 - 50/52 met or exceeded the requirement. [LIS 511]: Sum23 - 27/27; Fall23 - 28/28; Spring24 - 34/34 met or exceeded the requirement.
ANALYSIS OF FINDINGS	[LIS500]: 141/146 or 97% met or exceeded the requirement. Five students did not meet the requirements. Three of the students did not respond to a peer despite prompts and 2 failed to complete within the 14 day grace period.  [LIS 511]: 89/89 or 100% met or exceeded the requirement.

1.1.2

## Measures

### Group Project - Collection Development Policy (Direct Measure)

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.

1.1.2.1

## Targets

The written assignment is evaluated using the Collection Policy evaluation rubric. [LIS 511: Collection Development and Management].

Exceeded

TARGET	90% of students will achieve a satisfactory or excellent ranking on the collection development policy rubric.
FINDINGS	[LIS 511]: Sum23 - 27/27; Fall23 - 28/28; Spring24 - 34/34 met or exceeded the requirement.
ANALYSIS OF FINDINGS	[LIS 511]: 89/89 or 100% met or exceeded the requirement.

1.2

## Outcome

### SLO 2: Professional Practice and Training Experiences

MLIS students 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.

1.2.1

## Measures

### Locate and Evaluate Appropriate Reference Sources (Direct Measure)

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: Reference and Information Sources].

1.2.1.1

## Targets

The written assignment is evaluated using the Reference Sources evaluation rubric. [LIS 501]

Exceeded

TARGET

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

FINDINGS

[LIS 501]: Sum23 - Not Offered; Fall23 - 59/67; Spring24 - 31/32 met or exceeded the requirement.

ANALYSIS OF  
FINDINGS

[LIS 501]: 90/99 or 91% met or exceeded the requirement. Eight students did not meet the requirements. One student fell behind in the course and ended up submitting multiple assignments late in the semester and thus lost points for lateness. Seven students submitted 2 of 3 resource evaluations and missed points on both that were turned in bringing their average down.

1.2.2

## Measures

### Catalog a Variety of Materials (Direct Measure)

Students catalog and classify a variety of materials so that they are readily accessible to patrons served by a library or information center. [LIS 505: Cataloging and Classification].

1.2.2.1

## Targets

The written assignment is evaluated using the assignment guide and evaluation rubric. [LIS 505]

Exceeded

TARGET

90% of students will achieve excellent or satisfactory ratings on cataloging exercises using the writing rubric.

FINDINGS

[LIS 505]: Sum23 - 29/30 Fall23 - 34/35; Spring24 - 69/72 met or exceeded the

requirement.

ANALYSIS OF  
FINDINGS

[LIS 505]: 132 /137 or 93% met or exceeded the requirement. Five students did not meet the requirements. Three students did not submit the assignment after numerous communications from the professor. Two students satisfied the incomplete grades the following semester.

1.3

## Outcome

SLO 3: Knowledge of the LIS Literature and Competencies [Updated for AY 22-23]  
MLIS students will be able to locate and evaluate library management articles and they will create an annotated bibliography of LIS articles on an approved topic.

1.3.1

## Measures

Locate and Evaluate Library Management Articles (Direct Measure)

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: Library Management].

1.3.1.1

## Targets

The written discussion board assignments are evaluated using the article evaluation rubric. [LIS 605]

Exceeded

TARGET

90% of students will achieve satisfactory or excellent ratings using the discussion board article evaluation rubric.

FINDINGS

[LIS 605]: Sum23 - 25 /25; Fall23 - 55 /60; Spring24 - 33 /34 met or exceeded the requirement.

ANALYSIS OF  
FINDINGS

[LIS 605]: 113 /119 or 95% met or exceeded the requirement. Six students did not meet the requirements. Two students completed the assignment but did not meet the requirement of achieving a satisfactory or excellent rating. Four students did not submit the assignment after numerous communications from the professor.

1.3.2

## Measures

**Create Literature Review of Relevant Research Articles (Direct Measure)**

Students create Literature review of relevant research articles on an approved topic. Selected literature should be appropriate scholarly resources, should be presented in an organized

manner, and should be written at the appropriate graduate level. [LIS 668: Research Methods].

#### 1.3.2.1 Targets

The written assignment is evaluated using the literature review assignment rubric. [LIS 668] **Met**

TARGET	90% of students will achieve satisfactory or excellent ratings using the literature review assignment evaluation rubric.
FINDINGS	[LIS 668]: Sum23 - 19/20 ; Fall23 - 51/55; Spring24 - 27/28 met or exceeded the requirement.
ANALYSIS OF FINDINGS	[LIS 668]: 97/103 or 94% met or exceeded the requirement. Six students did not meet the requirements. One student completed the assignment but did not meet the requirement of achieving a satisfactory or excellent rating. Five students satisfied the incomplete grades the following semester.

### 1.4 Outcome

#### SLO 4: Engagement in Research

MLIS students will engage in research and apply appropriate research methodology to specific problems in library and information science.

#### Action Plan

Per our previous plan for 1.4.1.1, The bibliometric paper measure was removed for AY 23-24. For 1.4.2.1, the new measure is the completed capstone research proposal from Research Methods (LIS 668) with the target percentage of 90%.

Budget Source	Amount	Due	Status
	\$0.00	5/31/202	In Progress

#### 1.4.1 Measures

Research and Write the Capstone Research Proposal (Direct Measure)

Students complete a capstone research proposal. Students create research questions, a literature review using scholarly, peer-reviewed articles, and design an appropriate methodology to answer the research questions. [LIS 668: Research Methods].

#### 1.4.1.1

### Targets

The written assignment is evaluated using the capstone proposal rubric. [LIS 668]

Exceeded

TARGET	90% of students' bibliometric research papers will be rated satisfactory or excellent using the capstone proposal rubric.
FINDINGS	[LIS 668]: Sum23 - 19/20; Fall23 - 51/55; Spring24 - 27/28 met or exceeded the requirement.
ANALYSIS OF FINDINGS	[LIS 668]: 97/103 or 94% met or exceeded the requirement. Six students did not meet the requirements. Four students completed the assignment but did not meet the requirement of achieving a satisfactory or excellent rating. Two students satisfied the incomplete grades the following semester.

#### 1.4.2

### Measures

Conduct Research and Write a Master's Research Project (Direct Measure)

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: Research Methods in LIS; LIS 695: Master's Project].

#### 1.4.2.1

### Targets

The written assignment is evaluated using the masters research project rubric. [LIS 695]

Met

TARGET	95% of students' research projects will be rated satisfactory or excellent using the rubric for the master's research project. [Will be updated to 90% in AY 23-24]
FINDINGS	[LIS 695]: Sum23 - Not Offered; Fall23 - 43/46; Spring24 - 57/57 met or exceeded the requirement.
ANALYSIS OF FINDINGS	[LIS 695]: 100/103 or 97% met or exceeded the requirement. Three students did not meet the requirements. Despite scaffolding and multiple drafts, peer feedback, and faculty feedback, three students failed to make appropriate changes.

2

## Outcome Type

Program Objectives (POs)

2.1

### Outcome

Retention Rate and Graduation Rate

Retention Rate from Fall 2021 to Fall 2023, Graduation rate from 2018 to 2023

#### Action Plan

BudgetSource	Amount	Due	Status
	\$0.00	no due dates set	In Progress

Action Item 1	Created	Due	Status
Two new student retention documents were created in January 2024 to help identify students with low interim grades and/or repeated late/missed work. These documents outline steps that faculty will take to follow up with students and report student progression to school leadership for early intervention.	9/3/202		In Progress

2.1.1

### Measures

MLIS Program Retention Rate (Direct Measure)

Retention Rate from Fall 2022 to Fall 2023

2.1.1.1

### Targets

Retention Rate data in HelioCampus (USM Institutional Research, 2023)

Met

TARGET 80% of students in 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 96% retention from Fall 2023.

ANALYSIS OF  
FINDINGS

2.1.2

## Measures

MLIS Graduation Rate (Direct Measure)

Graduation Rate from spring 2016 to spring 2021

2.1.2.1

## Targets

Graduation Rate data in HelioCampus (USM Institutional Research, 2022)

Met

TARGET

80% of the students admitted to the library and information science master's program will graduate within five years as determined by data from Institutional Research in HelioCampus.

FINDINGS

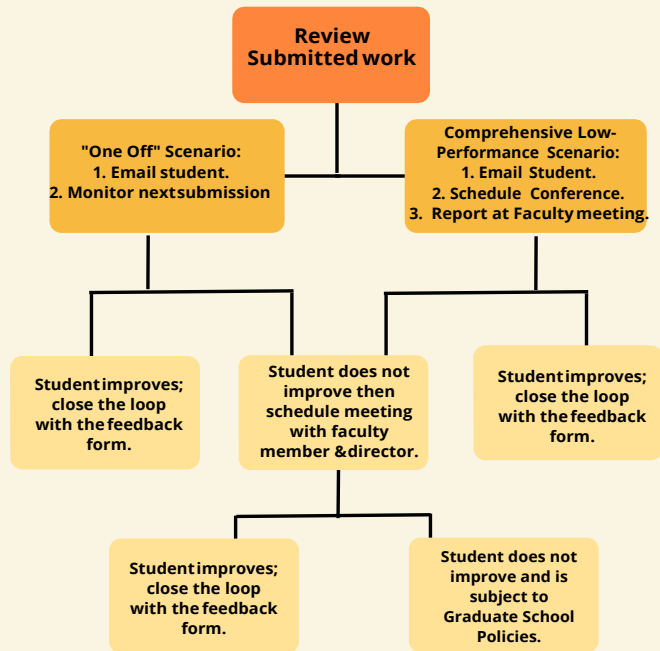
88.2% six-year Spring 2017-20243 graduation rate.

ANALYSIS OF  
FINDINGS

## Appendix E. Retention Process



### Student Retention: Low Interim Grades (C or below)



#### Feedback Form:

[https://usmforms.formstack.com/forms/student\\_retention\\_form](https://usmforms.formstack.com/forms/student_retention_form)

#### Suggested email:

Greetings,

You are receiving this email because your interim grade indicates you may fall below the requirements to continue in the program set by the Graduate School and the School of Library & Information Science. I would like to meet with you to discuss my concerns and next steps. Please respond back with your availability this week between \_\_ am and \_\_pm. This early intervention is designed to help us, help you. Please respond by \_\_ date and time.

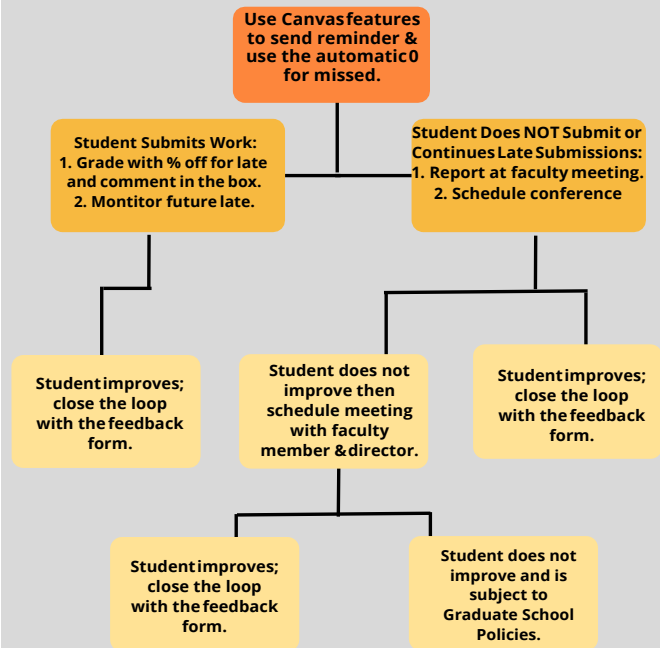
Thank you,

#### Possible Solutions:

- New submission deadline for missed work.
- Resubmission.
- Share resources.
- Drop course (ask about Financial Aid; if needed perhaps a different 8-week-2 course).



### Student Retention: Repeat Late/Missed Work



#### Feedback Form:

[https://usmforms.formstack.com/forms/student\\_retention\\_form](https://usmforms.formstack.com/forms/student_retention_form)

#### Suggested email:

Greetings,

You are receiving this email because your missed (or late) work indicates you may fall below the requirements to continue in the program set by the Graduate School and the School of Library & Information Science. I would like to meet with you to discuss my concerns and next steps. Please respond back with your availability this week between \_\_ am and \_\_pm. This early intervention is designed to help us, help you. Please respond by \_\_ date and time.

Thank you,

#### Possible Solutions:

- New submission deadline for missed work.
- Share resources.
- Schedule repeated touch-base meetings.
- Drop course (ask about Financial Aid; if needed perhaps a different 8-week-2 course).



## **Appendix F. MLIS Tracks**

### **Core Courses (40 hours—19 req., 21 elective\*)**

LIS 500—LIS Orientation (1 hour)  
LIS 501—Reference and Information Sources  
LIS 505—Cataloging and Classification  
LIS 511—Collection Development and Management  
LIS 605—Library Management  
LIS 668—Research Methods in LIS  
LIS 695—Master's Research Project

*\*One elective must be a technology course:*

LIS 516, LIS 557, or LIS 558

Library Practicums are strongly recommended for those with no library experience.

LIS 636—Foundations of Librarianship is recommended for those with no library experience.

Graduate Certificates do not require additional hours but require an additional capstone experience.

### **Required Electives for MLIS with School Library**

#### **Licensure emphasis (18 hours)**

LIS 508—School Libraries  
LIS 516—Technology in the School Library  
LIS 607—School Library and the Curriculum  
LIS 589—School Library Practicum

*Choose two:*

LIS 517—Children's Literature and Related Media  
LIS 518—Young Adult Literature and Related Media  
LIS 590—Library Instruction

#### **Graduate Certificate in Archives & Special Collections (18 hours)**

LIS 645—Digital Preservation **OR** LIS 649—Document Preservation  
LIS 646—Introduction to Archival Theory & Practice  
LIS 647—Introduction to Archival Organization  
LIS 648—Archival Practicum  
LIS 652—Metadata for Digital Collections  
LIS 661—Archive Capstone (0 credit for paper)

*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 642—Special Libraries  
LIS 645—Digital Preservation  
LIS 649—Document Preservation  
LIS 650—Museums as Information Centers  
LIS 692—Special Problems  
HUM 501—Introduction to Digital Humanities  
HUM 502—Digital Humanities Practicum

#### **Graduate Certificate in Youth Services & Literature (15 hours)**

LIS 517—Children's Literature and Related Media **OR** LIS 518—Young Adult Literature and Related Media  
LIS 519—Programs and Services for Youth  
Capstone is an ePortfolio

*YSL Electives, choose three; one 600-level:*

LIS 517—Children's Literature and Related Media  
LIS 518—Young Adult Literature and Related Media  
LIS 528—Storytelling  
LIS 589—School Library Practicum  
LIS 590—Library Instruction  
LIS 607—School Library and the Curriculum  
LIS 629—Studies in Early Children's Literature  
LIS 634—History of Children's Literature  
LIS 641—Public Libraries  
LIS 670—Topics in Services to Library Clientele: Approved Youth Services Topics  
LIS 689—Library Practicum  
LIS 692—Special Problems  
CIE 768—Children's Literature in the Early Years  
FAM 650—Family Life Cycle Development  
FAM 652—Advanced Child Development

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### **Degree Track Elective Recommendations**

#### **Public Librarianship**

LIS 517—Children's Literature and Related Media  
LIS 518—Young Adult Literature and Related Media  
LIS 519—Programs and Services for Youth  
LIS 540—Information Ethics  
LIS 545—Information Needs of Underserved Populations  
LIS 559—Public Relations & Marketing in Libraries  
LIS 590—Library Instruction  
LIS 609—Seminar in Library Management  
LIS 641—Public Libraries  
LIS 664—Government Resources and Publications  
LIS 670—Topics in Services to Library Clientele  
LIS 689—Practicum (in public library)

#### **Academic Librarianship**

LIS 540—Information Ethics  
LIS 559—Public Relations & Marketing in Libraries  
LIS 590—Library Instruction  
LIS 609—Seminar in Library Management  
LIS 640—Academic Libraries  
LIS 642—Special Libraries  
LIS 651—Fundamentals of Information Science  
LIS 656—Online Information Retrieval  
LIS 664—Government Resources and Publications  
LIS 689—Practicum (in academic library)

#### **Special Librarianship**

LIS 590—Library Instruction  
LIS 642—Special Librarianship  
LIS 646—Introduction to Archival Theory & Practice  
LIS 667—Health Informatics  
LIS 656—Online Information Retrieval  
LIS 664—Government Resources and Publications  
LIS 689—Practicum (in special library)

**Technical Services**

LIS 506—Cataloging Multimedia Objects  
LIS 557—Information Technology and Libraries  
LIS 558—Web Design and Evaluation  
LIS 645—Digital Preservation  
LIS 652—Metadata for Digital Collections  
LIS 653—LIS Database Systems  
LIS 654—e-Resources Management  
LIS 656—Online Information Retrieval  
LIS 689—Practicum (in technical services)  
LIS 692—Special Problems

**Information Science**

LIS 651—Fundamentals of Information Science  
LIS 652—Metadata for Digital Collections  
LIS 653—LIS Database Systems  
LIS 654—e-Resources Management  
LIS 656—Online Information Retrieval  
LIS 667—Health Informatics  
LIS 670—Topics in Services to Library Clientele  
LIS 689—Practicum (in information science)  
LIS 692—Special Problems

**Dual MBA/MLIS***SLIS REQUIRED Courses:*

LIS 500—LIS Orientation (1 hour)  
LIS 501—Reference and Information Sources  
LIS 505—Cataloging and Classification  
LIS 511—Collection Development and Management  
LIS 557—Information Technology and Libraries **or**  
LIS 558—Web Design and Evaluation  
LIS 540—Information Ethics  
LIS 605—Library Management  
LIS 609 – Seminar in Library Management  
LIS 651—Fundamentals of Information Science  
LIS 668—Research Methods in LIS

*MBA REQUIRED Courses:*

SM: ACC 611\* (3),  
FIN 611 (3),  
MGT 600 (3),  
MKT 600 (3),  
MGT 660 Capstone (3),  
MGT/MKT electives (6);

\*ACC 200/220/or equivalent pre-requisite.

34 hours MLIS (instead of 40) and 21 hours MBA (instead of 30) = total Dual Degree hours 55

## Appendix G. Degree Book

### IHL System

#### Total Degrees Awarded

	AY 2020	AY 2021	AY 2022	AY 2023
Certificate	114	136	188	289
Associate's	65	71	58	59
Bachelor's	14,394	14,712	13,970	13,592
Master's	3,267	3,402	4,158	4,081
Specialist	206	218	226	241
Professional	545	578	609	609
Doctoral	568	564	652	734
Total	19,159	19,681	19,861	19,605

#### AY 2023 Degrees Awarded by Ethnicity and Gender

	White	Black	Other	Male	Female
Certificate	204	57	28	102	187
Associate's	24	35	0	4	55
Bachelor's	8,431	3,581	1,580	5,261	8,331
Master's	2,074	1,155	852	1,392	2,689
Specialist	79	138	24	30	211
Professional	483	60	66	234	375
Doctoral	368	155	211	286	448
Total	11,663	5,181	2,761	7,309	12,296

#### Top Ten Bachelor's Degrees

CIP Degree Program	AY 2023 Degrees
Business Administration and Management, General - 520201	890
Nursing/Registered Nurse (RN,ASN,BSN,MSN) - 513801	889
Elementary Education and Teaching - 131202	692
Psychology, General - 420101	688
Biology/Biological Sciences, General - 260101	640
Kinesiology and Exercise Science - 310505	483
Marketing/Marketing Management, General - 521401	430
Accounting - 520301	426
Finance, General - 520801	331
Multi-/Interdisciplinary Studies, Other - 309999	327

#### Top Ten Master's Degrees

CIP Degree Program	AY 2023 Degrees
Business Administration and Management, General - 520201	596
Teacher Education, Multiple Levels - 131206	225
Secondary Education and Teaching - 131205	181
Nursing - 513899	152
Accounting - 520301	127
Library Science/Librarianship - 250101	125
Curriculum and Instruction - 130301	119
Counselor Education/School Counseling and Guidance Services - 131101	117
Social Work - 440701	116
Public Health, General (MPH, DPH) - 512201	106

Note: AY 2023 indicates academic year and includes Summer and Fall 2022, and Spring 2023 terms. Top ten baccalaureate and master's programs reflect the most awarded degrees.

### University of Southern Mississippi

#### Total Degrees Awarded

	AY2020	AY2021	AY2022	AY2023
Certificate	97	93	131	226
Bachelor's	2,149	2,308	2,387	2,350
Master's	594	634	770	813
Specialist	11	11	8	13
Doctoral - Res.	139	131	177	255
Total	2,990	3,177	3,473	3,657

#### AY 2023 Degrees Awarded by Ethnicity and Gender

	White	Black	Other	Male	Female
Certificate	163	40	23	70	156
Bachelor's	1,513	611	226	787	1,563
Master's	499	159	155	264	549
Specialist	5	4	4	0	13
Doctoral - Res.	171	58	26	86	169
Total	2,351	872	434	1,207	2,450

#### Top Ten Bachelor's Degrees

CIP Degree Program	AY 2023 Degrees
Elementary Education and Teaching - 131202	183
Business Administration and Management, General - 520201	181
Nursing/Registered Nurse (RN,ASN,BSN,MSN) - 513801	164
Psychology, General - 420101	134
Kinesiology and Exercise Science - 310505	109
Liberal Arts and Sciences/Liberal Studies - 240101	104
Biology/Biological Sciences, General - 260101	89
Family Systems - 190704	83
Industrial Technology/Technician - 150612	69
Social Work - 440701	64

#### Top Ten Master's Degrees

CIP Degree Program	AY 2023 Degrees
Library Science/Librarianship - 250101	125
Business Administration and Management, General - 520201	85
Public Health, General (MPH, DPH) - 512201	66
Sport and Fitness Administration/Management - 310504	43
Social Work - 440701	38
Computer and Information Sciences, General - 110101	35
Family Systems - 190704	32
Foreign Language Teacher Education - 131306	26
Audiology/Audiologist and Speech-Language Pathology/Pathologist - 510204	24
Curriculum and Instruction - 130301	23

Note: AY 2023 indicates academic year and includes Summer and Fall 2022, and Spring 2023 terms. Top ten baccalaureate and master's programs reflect the most awarded degrees.

## IHL System

### Total Degrees Awarded

	AY2021	AY2022	AY2023	AY2024
Certificate	136	188	289	297
Associate's	71	58	59	75
Bachelor's	14,712	13,970	13,592	13,182
Master's	3,402	4,158	4,081	4,065
Specialist	218	226	241	255
Professional	578	609	609	625
Doctoral	564	652	734	809
Total	19,681	19,861	19,605	19,308

### AY 2024 Degrees Awarded by Ethnicity and Gender

	White	Black	Other	Male	Female
Certificate	203	62	32	110	187
Associate's	29	45	1	7	68
Bachelor's	8,690	3,375	1,117	5,119	8,063
Master's	2,248	1,237	580	1,413	2,652
Specialist	77	171	7	29	226
Professional	488	66	71	232	393
Doctoral	424	213	172	305	504
Total	12,159	5,169	1,980	7,215	12,093

### Top Ten Bachelor's Degrees

	AY 2024 Degrees
<b>CIP Degree Program</b>	
Nursing/Registered Nurse (RN,ASN,BSN,MSN) - 513801	862
Business Administration and Management, General - 520201	849
Psychology, General - 420101	720
Elementary Education and Teaching - 131202	638
Biology/Biological Sciences, General - 260101	571
Kinesiology and Exercise Science - 310505	480
Accounting - 520301	426
Marketing/Marketing Management, General - 521401	362
Finance, General - 520801	341
Multi-/Interdisciplinary Studies, Other - 309999	335

### Top Ten Master's Degrees

	AY 2024 Degrees
<b>CIP Degree Program</b>	
Business Administration and Management, General - 520201	595
Nursing - 513899	183
Teacher Education, Multiple Levels - 131206	139
Accounting - 520301	134
Social Work - 440701	133
Counselor Education/School Counseling and Guidance Services - 131101	113
Secondary Education and Teaching - 131205	112
Library Science/Librarianship - 250101	108
Management Science, General - 521301	106
Curriculum and Instruction - 130301	100

## University of Southern Mississippi

### Total Degrees Awarded

	AY2021	AY2022	AY2023	AY2024
Certificate	93	131	226	215
Bachelor's	2,308	2,387	2,350	2,330
Master's	634	770	813	788
Specialist	11	8	13	4
Doctoral - Res.	131	177	255	341
Total	3,177	3,473	3,657	3,678

### AY 2024 Degrees Awarded by Ethnicity and Gender

	White	Black	Other	Male	Female
Certificate	145	46	24	69	146
Bachelor's	1,449	624	257	829	1,501
Master's	447	160	181	249	539
Specialist	2	1	1	1	3
Doctoral - Res.	173	105	63	117	224
Total	2,216	936	526	1,265	2,413

### Top Ten Bachelor's Degrees

	AY 2024 Degrees
<b>CIP Degree Program</b>	
Nursing/Registered Nurse (RN,ASN,BSN,MSN) - 513801	166
Business Administration and Management, General - 520201	160
Elementary Education and Teaching - 131202	158
Psychology, General - 420101	137
Kinesiology and Exercise Science - 310505	136
Liberal Arts and Sciences/Liberal Studies - 240101	108
Biology/Biological Sciences, General - 260101	96
Family Systems - 190704	79
Industrial Technology/Technician - 150612	70
Audiology/Audiologist and Speech-Language Pathology/Pathologist - 510204	62

### Top Ten Master's Degrees

	AY 2024 Degrees
<b>CIP Degree Program</b>	
Library Science/Librarianship - 250101	108
Business Administration and Management, General - 520201	89
Computer and Information Sciences, General - 110101	57
Social Work - 440701	47
Public Health, General (MPH, DPH) - 512201	42
Sport and Fitness Administration/Management - 310504	29
Audiology/Audiologist and Speech-Language Pathology/Pathologist - 510204	27
Education, General - 130101	22
Foreign Language Teacher Education - 131306	22
Epidemiology and Biostatistics - 261311	21

## Appendix H. Graduate School Program Review and Program Inventory Review Spring 2021

The University of Southern Mississippi defines an academic program as a course of study resulting in an academic credential. All academic programs strive to meet the following three-year graduation criteria:

### Undergraduate

Programs, Stand-alone Minors, and Certificates: 36 graduates over a three-year period

### Graduate

Master's level and Certificates: 30 graduates over a three-year period

Doctoral level: 10 graduates over a three-year period

Program Name: **Masters of Library and Information Science (MLIS)**

- 25.0101
- Library and Information Science.
- A program that focuses on the knowledge and skills required to develop, organize, store, retrieve, administer, and facilitate the use of local, remote, and networked collections of information in print, audiovisual, and electronic formats and that prepares individuals for professional service as librarians and information consultants.

## Graduates [\[Instructions for finding the data needed for table\]](#)

Include all appropriate inactive programs.

Number of graduates over the last three years (AY 17 – AY 20)	<b>170</b>
Number of graduates over the last three years, reported 1 year ago (AY 16 – AY 19)	<b>144</b>
Number of graduates over the last three years, reported 2 years ago (AY 15- AY 18)	<b>139</b>

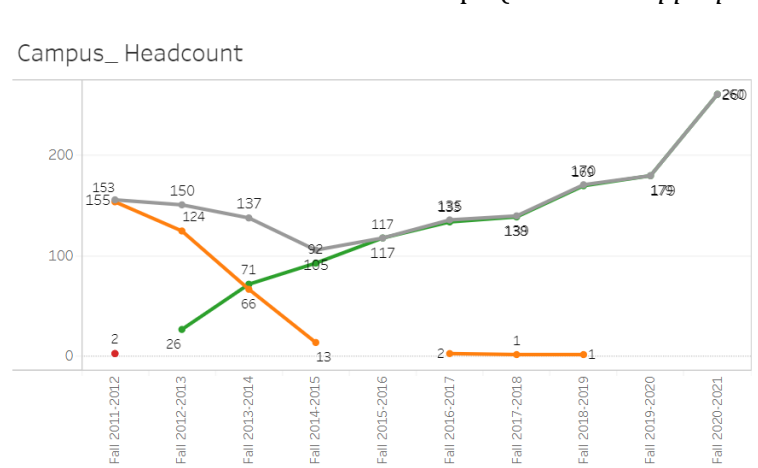
Emphasis	Descr	Deg Code	Enr Fall 18 Primary	Enr Fall 18 Secondary	Enr Fall 19 Primary	Enr Fall 19 Secondary	Enr Fall 20 Primary	Enr Fall 20 Secondary	Degrees 2018-19 Primary	Degrees 2019-20 Primary	Degrees 2020-21 Primary	Reported 2 Years Ago	Reported 1 Year Ago	Graduates last 3 years
LISLICMLIS (I)	Library & Information Science (Licensure) MLIS	M	51	3	45	7	34	6	10	10	12	24	26	32
LISLISMLIS (A)	Library and Information Science MLIS	M	117	19	133	17	223	29	44	39	55	115	118	138

Estimate of graduates over the last 3 years, to be reported at the end of spring semester 2020-21 (AY 18 – AY 21):

**170**

## Enrollment [\[Instructions for accessing the graph in HelioCampus\]](#)

Ten-Year Fall Enrollment Trend Graph (Include all appropriate inactive programs.)



## Analysis

We have had an approximately 59% increase in enrollment from 2011 to 2021 and a steady increase in the last 6

years for enrollment with no dips. We attribute the largest increase of 81 from 2019 to 2021 due to the waiver of the GRE. Students are graduating at a steady rate due to appropriate course offerings and rotations.

## Action Plans

FY 2021-2022 – added a new faculty teaching line.

Identify additional adjuncts that can teach at a master's level.

### Graduate Program Revitalization Self-Assessment Tool

School of Library & Information Science, Spring 2021

Masters in Library and Information Science, Graduate Certificate in Youth Services and Literature, and  
Graduate Certificate in Archives and Special Collections

#### I. USM's Strategic Priorities

- a. Does the program fall within USM's strategic priorities articulated in Vision 2020 and/or Charting Our Coastal Future?

I believe that our programs are situation in several of the Strategic Planning Priorities of the Academic Master Plan. For example:

- i. (1) Support student success to foster retention, progression and graduation

Year	Grad/UG Enrollment*	Retention**	MLIS Degrees Awarded***
2020	265/114	90%	49
2019	185/112	85%	54
2018	158/74	85%	41

We are pretty strong in keeping students and graduating students; if we lose someone it is often financial.

- ii. (4) Strengthen economic and community partnerships. SLIS works hard to promote the University within the community and its role in improving and enhancing quality of life in Mississippi and beyond. We house the Hattiesburg Literacy Council, host events like the Downtown StoryWalk®, and promote service learning that enhances their learning and the community.
- iii. (5) Invest in faculty and staff to maximize their potential. We use SLIS Connecting—online journal—Social Media, Fay B. Kaigler Book Festival, and Mississippi Library Association to honor and celebrate our academic program strengths and accomplishments, faculty, and staff.
- iv. (6) Promote a culture of inclusiveness of people and ideas. SLIS has courses and policies that address this.

#### II. Workforce Alignment

- a. How is the program relevant to the contemporary job market?

- i. Assess job projections for the field. Determine majors and specializations employers are seeking for new hires (O\*NET OnLine <https://www.onetonline.org/>).

25- [Librarians and Media Collections Specialists](#) 🌟 **Bright Outlook**  
4022.00

25- [Archivists](#) 🌟  
4011.00

<https://www.onetonline.org/find/quick?s=Librarian>

## Summary

Quick Facts: Archivists, Curators, and Museum Workers	
2020 Median Pay ?	\$52,140 per year \$25.07 per hour
Typical Entry-Level Education ?	<a href="#">See How to Become One</a>
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	37,500
Job Outlook, 2019-29 ?	11% (Much faster than average)
Employment Change, 2019-29 ?	4,200

<https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm>

## Summary

Quick Facts: Librarians and Library Media Specialists	
2020 Median Pay ?	\$60,820 per year \$29.24 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	146,500
Job Outlook, 2019-29 ?	5% (Faster than average)
Employment Change, 2019-29 ?	7,300

<https://www.bls.gov/ooh/education-training-and-library/librarians.htm>

Real Time Intelligence Reports" were run in JobsEQ, which is software used to gather and analyze data on demographics, industries, occupations, wages, etc. The data gathered in the report were pulled from over 30,000 websites. The software attempts to remove duplicates and to draw from the requested time frame. JobsEQ was searched using the following occupations and codes: Librarians, Curators, and Archivists (25-4000), Librarians and Media Collections Specialists (25-4020). The search included job postings for the 30 day period ending March 3, 2021. The software found 3,224 job advertisements.

The Percentage of Graduates w/Positions Relevant to Degree within 12 months of Degree Completion is (2015-2020) 97%.

We also have a job listserv and send out postings as we get them.

ii. Research whether the program name remains current or requires updating.  
We do a focus group and survey every October as part of our accreditation to address this.

III. Admission requirements and review: **Holistic review** is the goal

a. What are the best ways to assess cognitive skills?

i. Assess the need for standardized exams using data.

We do NOT need a standardized exam. Our enrollment is up and our diversity is up by NOT having the GRE, GMAT, PRAXIS, etc. and the quality remains about the same. The essay seems to be a good indicator.

b. What are the best ways to assess non-cognitive skills?

i. Consider the value of a standard letter of recommendation with quantifiable trait assessment.  
This assessment works for us.

ii. Other discipline-appropriate assessments  
I wouldn't mind an optional video upload.

c. Does the application and review intentionally address under-representation?

No—I don't remember it even being visible in the application. But dropping the GRE has helped significantly.

d. Has the unit developed a rubric to quantify applicant attributes objectively?

Yes.

GRADUATE ADMISSION RUBRIC COMMUNICATION DISORDERS																					
NAME: _____ DATE: _____																					
<b>GPA</b> Overall GPA: _____ Total Score: _____																					
<b>LETTER OF REFERENCE</b> LETTER (1) + - LETTER (2) + - LETTER (3) + - TOTAL SCORE: _____																					
<b>Rubric:</b> If GPA is: 3.8-4.00 4 3.6-3.79 3 3.4-3.59 2 3.2-3.49 1 <3.19 0																					
<b>1000-WORD TECHNICAL WRITING SAMPLE</b> Content Score: _____ Organization & Development Score: _____ Conventions Score: _____ Voice & Style Score: _____ Total Score (MAX 8): _____																					
<table border="1"> <thead> <tr> <th></th> <th>DISTINGUISHED (2 POINTS)</th> <th>PROFICIENT (1 POINT)</th> <th>UNSATISFACTORY (0 POINTS)</th> </tr> </thead> <tbody> <tr> <td><b>CONTENT</b></td> <td>Compelling narrative, solid analysis. Supportive with vivid examples. Communicates a well-developed philosophy of learning.</td> <td>Compelling narrative, supported with a few examples. Discussion of learning is thoughtful &amp; well-articulated.</td> <td>Candidate fails to clearly address the topic.</td> </tr> <tr> <td><b>VOICE &amp; STYLE</b></td> <td>Confident, professional. Unique point of view. Strong command of figurative language.</td> <td>Confident, professional prose. Strong point of view.</td> <td>Simplistic language. Simple sentence or paragraph construction.</td> </tr> <tr> <td><b>ORGANIZATION &amp; DEVELOPMENT</b></td> <td>Consistently and accurately uses Standard English conventions and style to communicate information in a clear and organized manner.</td> <td>Clear organization. Varied sentence &amp; paragraph construction.</td> <td>Rambling organization. Simple sentence or paragraph construction.</td> </tr> <tr> <td><b>CONVENTIONS</b></td> <td>Excellent understanding of all conventions. Sophisticated grammar and syntax.</td> <td>Presentations/writing professional, free of grammar, syntax, spelling, punctuation.</td> <td>Mechanics are sloppy with meaning.</td> </tr> </tbody> </table>			DISTINGUISHED (2 POINTS)	PROFICIENT (1 POINT)	UNSATISFACTORY (0 POINTS)	<b>CONTENT</b>	Compelling narrative, solid analysis. Supportive with vivid examples. Communicates a well-developed philosophy of learning.	Compelling narrative, supported with a few examples. Discussion of learning is thoughtful & well-articulated.	Candidate fails to clearly address the topic.	<b>VOICE &amp; STYLE</b>	Confident, professional. Unique point of view. Strong command of figurative language.	Confident, professional prose. Strong point of view.	Simplistic language. Simple sentence or paragraph construction.	<b>ORGANIZATION &amp; DEVELOPMENT</b>	Consistently and accurately uses Standard English conventions and style to communicate information in a clear and organized manner.	Clear organization. Varied sentence & paragraph construction.	Rambling organization. Simple sentence or paragraph construction.	<b>CONVENTIONS</b>	Excellent understanding of all conventions. Sophisticated grammar and syntax.	Presentations/writing professional, free of grammar, syntax, spelling, punctuation.	Mechanics are sloppy with meaning.
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<b>ORAL SKILL-INTERVIEW-LIFE EXPERIENCE</b> A maximum of 40 points can be earned in regard to the other written sample. Points may be based on structure, relevance, focus, and style. <ul style="list-style-type: none"> <li>Candidate articulates a strong passion for learning and growth.</li> <li>Candidate has developed leadership skills, volunteered, etc.</li> <li>Candidate consistently and accurately uses Standard English conventions and style to communicate information in an organized manner.</li> <li>Candidate will contribute to the desired diversity of our program.</li> <li>Nonverbal language, including but not limited to affect, eye contact, tone or body language is consistently appropriate.</li> <li>Candidate has made strides in overcoming substantial childhood educational opportunities.</li> <li>Candidate is able to articulate ideas concisely and proficiently.</li> </ul> ORAL SKILL TOTAL: _____																					

GRADUATE ADMISSION RUBRIC COMMUNICATION DISORDERS	
NAME: _____	
<b>FIRST CUT</b>	<b>COMMITTEE MEMBERS</b>
FURTHER REVIEW (INTERVIEW WILL BE CONDUCTED IF CANDIDATE HAS 9 OR MORE POINTS ON GPA, LETTERS OF REC, AND WRITING SAMPLE)  DENIAL (ANY CANDIDATE NOT SCORING 9 OR MORE POINTS ON GPA, LETTERS OF REC, AND WRITING SAMPLE)	
<b>SECOND CUT</b>	<b>COMMITTEE MEMBERS</b>
ACCEPT (THE FIRST 27 STUDENTS SCORING 17-23 TOTAL POINTS ON THE RUBRIC, RANKED BY THEIR INTERVIEW SCORE)  WAITLIST (THE NEXT 6 STUDENTS, RANKED BY THEIR INTERVIEW SCORE OR TOTAL POINTS, WHICHEVER IS MOST RELEVANT)  DENIAL (ANY STUDENT NOT WITHIN THE ABOVE 33)	

Contact Information:

#### IV. Program Content: Ensure a learning outcome is associated with each requirement

##### a. Coursework

i. Does the program require adequate **content coursework** to provide a solid foundation in the discipline?

Yes—we do an exit survey to confirm this.

ii. How can the curriculum be restructured to be more efficient?

We do regular curriculum review in our School for accreditation and in our College.

iii. Are there opportunities for interdisciplinary coursework without lengthening time to degree?

We offer courses in other programs as part of both certificates.

##### b. Research

i. How are students informed of the expectations of a proposal/prospectus, and when is it expected to be defended?

Students begin their proposal in LIS 668 and then complete it in LIS 695. They are informed of this in the mandatory, first semester class LIS 500 Orientation.

ii. How are students engaging in original research or creative activities and using state-of-the-art methods to develop professional competencies and add value to the discipline?

We host a SLIS Poster Symposium Online with “flash” presentation. We publish select research papers in SLIS Connecting (<https://aquila.usm.edu/slisconnecting/>). Students are mentored to publish in other journals. Select examples:

- Smith Rushing, Melinda Ann, "A Snapshot of Programming at Public Library Websites in Mississippi" Master's Research Project, May 2019. Published in Mississippi Libraries 82(3), 42-45, 2019.

- Stephenson, Amber, "STEM Programming for Youth" Master's Research Project, December 2018. Published in Mississippi Libraries 82(3), 46-52, 2019.

- Bailey, Tracey, "Two Mississippi Writers" Master's Research Project, December 2018. Published in Mississippi Libraries 82(1), 10-17, 2019.

- Tompkins, Monica M., "Working, But Not for All." Master's Research Project, December 2018. Published in Mississippi Libraries 82(1), 4-9, 2019.

- Beckett Willis, Ann, "Teen Programming On Mississippi Public Library Websites." Master's Research Project, August 2017. Published in Mississippi Libraries 80(4), 68-73, 2018

##### c. Comprehensive and/or qualifying exams

i. How is the method of examination a formative exercise?

Their ePortfolio builds across their courses but the reflection is done at the end.

d. Professional development, workforce training, and career exploration

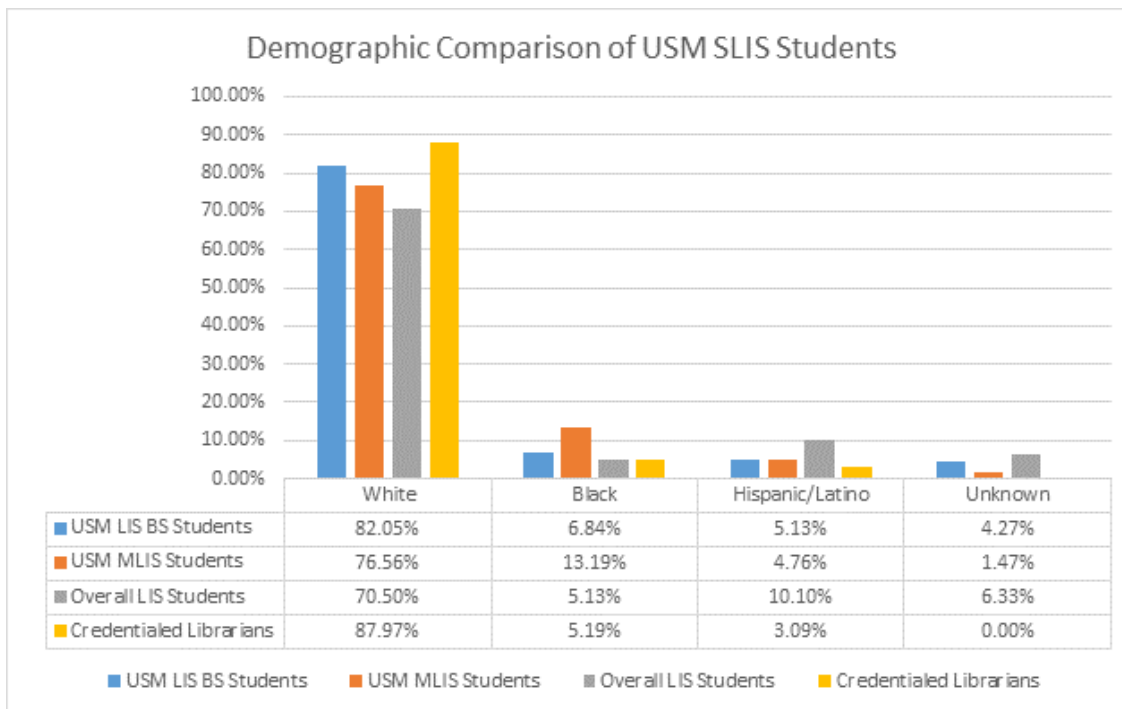
- i. What professional training does the program include that is needed for the current workforce?  
There are service learning courses and projects, there are assignments that have them interacting with professionals and putting theory into practice, and they have practicum/internship opportunities.

V. Diversity, Equity, Inclusion (DEI)

- a. What is the racial/ethnic/gender make-up of students in the program?

The following data sources were used when collecting statistics:

- USM Data from Heliocampus
- Overall LIS Student Data – 2019 IPEDS Completion Data via <https://datausa.io/profile/cip/library-science#demographics>
- Credentialed Librarian Data – ALA Diversity Counts 2012 revised report <https://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/diversity/diversitycounts/diversitycountstables2012.pdf>



When looking at our MLIS students and our students in general we are more diverse than credentialed librarians. We also have a significant number of self-identified LGBTQ students.

- b. Are there artificial barriers in the admission requirements or curriculum that limit participation by under-represented groups?

Not to my knowledge, and students are pretty vocal in both course evaluations and exit questionnaires.

- c. Are there opportunities already in place that have advanced success by under-represented groups?

- Foundational courses (401/501, 411/511, 605, and 636) cover diverse populations and services to them through lecture and assignments.
- Additional elective courses (440/540, 454/545, 641) cover diverse populations and services to them through lecture and assignments.
- As needed students take the University's VFC - Inclusion & Consent training, in addition to their Title IX training.
- Our 2021-22 student handbooks contains statements on accommodations, disabilities, Title IX, harassment, etc.

- Faculty are encouraged to include statements on diversity in the learning platform.  
 “Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.”

Source: University of Iowa College of Education; adopted by Dr. Creel 2019’

- d. What strategies can be implemented to improve DEI in the program?
  - i. Are there ways to pipeline these groups?

## VI. Advising/mentorship and Career Pathways

- a. How can the school and university incentivize quality mentorship? Examples to consider:
  - i. Promotion and tenure decisions; awards and recognition.

Faculty are encouraged to apply for College and University awards; each junior faculty member is assigned a first year mentor from within the School.

- ii. R3 graduate faculty status tied to comprehensive mentorship training

Faculty are encouraged to take this training. We also are required to mentor students through their masters’ projects research and on to publication if they desire. We also have a symposium and mentor students through the poster and presentation process.



- b. What jobs do students obtain immediately after graduation?

The vast majority get appropriate jobs right away.

- c. What jobs do alumni hold 3-5 years post-graduation?

Their promotions are highlighted in SLIS Connecting:

<https://doi.org/10.18785/slis.1001.03>

## Reference:

1. National Academies of Sciences, Engineering, and Medicine 2018. *Graduate STEM Education for the 21<sup>st</sup> Century*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25038>.

## Other Advanced Program Review PROGRAM STANDARDS COVER PAGE

<b>Educator Preparation Provider:</b>	THE UNIVERSITY OF SOUTHERN MISSISSIPPI
<b>Program Name</b> <i>(e.g., Athletic Administration, Reading Literacy, SPED M/M, etc.)</i>	School of Library and Information Science
<b>Name of Dean/Director:</b>	Stacy L. Creel, Ph.D.
<b>Name of Assessment Coordinator:</b>	Noal Cochran, Ph.D.
<b>Name of Preparer:</b>	Stacy L. Creel, Ph.D./Noal B. Cochran, PhD
<b>Preparer's Phone Number:</b>	601-266-5704
<b>Preparer's Email Address:</b>	Stacy.Creel@usm.edu

## Other Advanced Program ReviewEPP PROGRAM REVIEW / PROGRAM NARRATIVE

### Candidate Information

Provide three years of data on candidates admitted in the program, enrolled in the program, and completed program, beginning with the most recent academic year. Enrolled number should include admitted and completed. Report the data separately if offered at multiple sites. Create additional tables as necessary.

[Data is for students completing the required MLIS Licensure courses.]

Name of Program: <i>ex: Elementary Education</i>			
Campus: <i>ex: Main campus</i>			
Academic Year	# Candidates Enrolled	# Candidates Admitted	# Candidates Completed
AY 21-22	20	20	14
AY 20-21	26	26	15
AY 19-20	18	18	8

*Data Source: MDE Annual Report*

**Please provide the following contextual information:**

- *Summarize programmatic improvements and/or changes made over the past three years and cite specific examples of data used to make the decisions.*

Increased emphasis in technical competencies based on feedback from the Focus Group at the Annual Mississippi Library Association Conferences and the MLIS Exit Survey. (Southern Miss Self-Report 1-14-19, pp. 47-48)

Moved the practicum hours to one course versus divided over three as described in the Southern Miss Self-Report 1-14-19, pp. 47-48.

Moved from five required courses to three required courses and a choice of two electives as described in the Southern Miss Self-Report 1-14-19, pp.47-48

- *Share two or three future program goals and cite specific examples of data that will be used to make these decisions. How will these goals impact P-12 learning outcomes for Mississippi?*

**Goal 1: Program review for the licensure program in May 2024 using last 2 years of exit surveys and course evaluations. Included in evaluation: Dr. Catharine Bomhold, Dr. Laura Clark Hunt, Dr. Stacy Creel, Dr. Brendan Fay. Expected outcomes: updates to curriculum and teaching processes.**

**Goal 2: Using social media, survey graduates from last 3 years in May 2024 about their experiences on the job in regard to preparation from the program. Expected outcomes: updates to curriculum and teaching processes.**

- *Any additional relevant information about the EPP may be provided here.*

Southern Miss SLIS has been ALA-accredited since 1980. At the last review by the ALA Committee on Accreditation (COA) in 2019, ALA Accreditation status was Continued and the next accreditation review by ALA COA is scheduled for spring 2026.

**Educational Goals for Students Include:**

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.

We participate on the Professional Education Unit at The University of Southern Mississippi, which includes professional education faculty, academic programs, and administrative offices associated with professional education to keep abreast of licensure issues and licensure programs.

We adhere to the ALA/AASL/CAEP School Librarian Preparation Standards (2019), which consist of five standards: The Learner and Learning, Planning for Instruction, Knowledge and Application of Content, Organization and Access, and Leadership, Advocacy, and Professional Responsibility.

**“For school librarians, the appropriate first professional degree is either of the following:**

- **A master's degree from a program accredited by ALA,**
- **A master's degree with a specialty in school librarianship from a program recognized by AASL in an educational unit accredited by CAEP.**

**The American Association of School Librarians (AASL) works with educators and practitioners from the school library community to conduct reviews of school librarianship education programs in cooperation with CAEP.**

**Through this review process, ALA/AASL has the opportunity to influence not only the pre-service education of the majority of school librarians who are educated in non-ALA accredited**

programs, but also to help teachers and administrators develop appropriate expectations for school librarians in Information Age schools” (ALA and AASL: Assuring Quality in School Librarianship Education Programs | American Association of School Librarians (AASL)).

## PROGRAM REVIEW RUBRIC

*(To be used by the Reviewer)*

<b>Standard 1 CONTENT AND PEDAGOGICAL KNOWLEDGE</b>				
<b>The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward college and career readiness standards.</b>				
	<b>Not Met</b>	<b>Met w/ Conditions</b>	<b>Met</b>	<b>Rating</b>
<b>1.1 Program of Study.</b> The program’s sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education.	The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be missing information or information is inaccurate as compared to the submitted syllabi.	The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be inaccurate as compared to the syllabi.	The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted.	
<b>1.2 Content Knowledge.</b> Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area.	The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 years of licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the last 3 years of licensure exams were provided including data analysis and interpretation of how data was used to improve program.	
<b>1.3 Instruction: Pedagogical Skills.</b> Candidates experience multiple opportunities to learn core content and lesson planning using high-quality materials aligned to standards and can apply skills in diverse P-12 settings.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on an opportunity for candidates to learn and practice instructional methods. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative focuses on opportunities to learn and practice a variety of instructional methods: sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small group instruction; and instruction that	

			enhances each child's learning. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.	
<b>1.4 Assessment: Data-Driven Instruction.</b> Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on a type of assessment learned in coursework. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative focuses on a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.	
<b>1.5 Diverse Learning Environments.</b> Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity, social and emotional health, and use these as assets to support P-12 learning.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on a skill learned in coursework needed to customize learning for learners with individual differences. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall include CRT are highlighted in syllabi. Data from last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.	
<b>1.6 Technology.</b> Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new understandings, solve problems, and imagine possibilities by making content relevant to learners	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to	Narrative focuses on knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. Data from last 3	

in both face-to-face and virtual environments.		improve program may or may not have been provided.	cycles were provided including data analysis and interpretation of how data was used to improve program.	
<b>1.7 Professional Responsibilities.</b> The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program.	The focus of the narrative is centered on the data from Professional Dispositions. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on professional dispositions at exit. Data from last 2/3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from last 3 cycles of Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program.	
<b>Comments:</b>				

<b>Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS</b>				
<b>The EPP addresses the state's needs and ensures high-quality field and clinical experiences, including feedback, support, and diverse placements for each program candidate, and provides opportunities for candidates to demonstrate the ability to positively impact P-12 students' learning growth and development.</b>				
	<b>Not Met</b>	<b>Met w/ Conditions</b>	<b>Met</b>	<b>Rating</b>
<b>2.1 Clinical Experiences.</b> Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area.	The EPP's Clinical Experience Continuum Chart provides information for a few programs. Chart omits several courses. EPP fails to provide diverse experiences.	The EPP's Clinical Experience Continuum Chart indicates each program's clinical experiences, but chart may include courses that are not represented in the program or may have left out courses that include field experiences. EPP may or may not provide diverse experiences.	The EPP's Clinical Experiences Continuum Chart indicates how each initial program's clinical experiences provide a developmental and sequential set of diverse experiences.	
<b>2.2 Clinical Partnerships.</b> The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates	The EPP partners with LEAs to select clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area.	The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise	The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the	

are evaluated by supervisors and mentor teachers trained/calibrated on the EPP's teacher candidate evaluations.		candidates in the licensure area.	licensure area. EPP has a process in place for collecting data not only on the training of mentor teachers and supervisors, but also on the qualifications of selected mentors.	
<b>2.3 Collaboration with P-12 Partners.</b> The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.	The EPP has a partnership with LEA to share candidate outcomes.	The EPP maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for candidate outcomes.	The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.	
<b>Comments:</b>				

<b>Standard 3: CANDIDATE QUALITY AND SELECTIVITY</b>				
<b>The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement.</b>				
	<b>Not Met</b>	<b>Met w/ Conditions</b>	<b>Met</b>	<b>Rating</b>
<b>3.1 Candidate Selection.</b> The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The EPP admits candidates from a broad range of backgrounds and diverse populations.	The EPP admits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs.	The EPP admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. A recruitment plan based on mission with baseline	

			points and goals for 5 years is submitted.	
<b>3.2 Candidate Success.</b> The EPP monitors candidate proficiency from admissions through completion to ensure readiness for licensure.	The EPP monitors candidate progression.	The EPP documents measures/gateways of candidate progression by providing criteria for monitoring/assessing at the beginning and exit of preparation.	The EPP documents two or more measures/gateways of candidate progression by providing explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation.	
<b>3.3 Candidate Support.</b> The EPP has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program.	Additional support for candidates is not provided. No intervention process is in place when candidates are counseled out of program.	The EPP has processes in place to support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. There may or may not be an intervention process in place to counsel candidate out of the program.	The EPP has processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description <b>describes</b> the intervention processes applied when a candidate must be counseled out of a program.	
<b>Comments:</b>				

## TAP for Graduate YSL Certificate

# Targeted Action Plan

**Program:** *Graduate Certificate in Youth Services and Literature*

### **Program Health Data Summary:**

**3-year enrollment trend:**

**Fall 18:**3 **Fall 19:**5 **Fall 20:**9

**Target enrollment:**

**AY 21/22):**12 **AY (22/23):**15 **AY (23/24):**20

**Current 3-year graduates:**

**AY 18/19:** 8 **AY 19/20:** 12 **AY 20-21:** 9

**Target 3-year graduates:**

**AY 21/22):**10 **AY (22/23):**10 **AY (23/24):**10

**3-year student credit hour trend:**

**Fall 18:**14 **Fall 19:**71 **Fall 20:**75

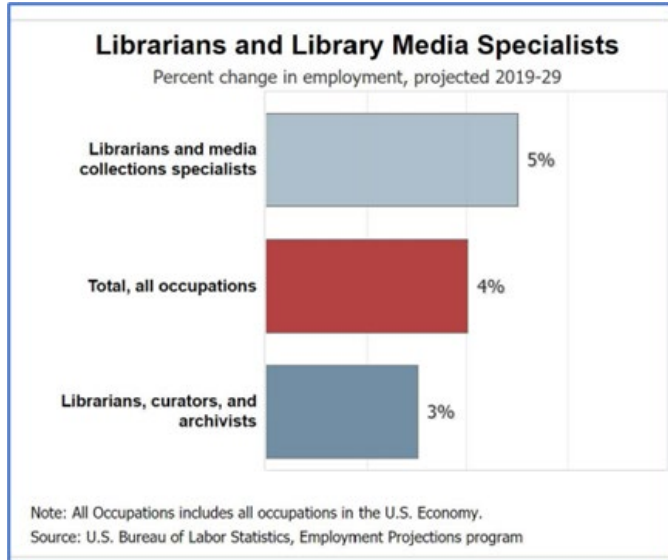
**Target student credit hour production:** **AY 21/22):**90 **AY (22/23):**150 **AY (23/24):**150

**Summary Data Context (limit 200 words):**

USM LIS graduate programs are only ALA-accredited programs in Miss.; USM only one of 37 U.S. universities with ALA-accredited online programs. Librarian employment is split between elementary & secondary schools (28%), public libraries (35%), colleges, universities, professional schools (19%), other libraries and archives, including businesses, law firms, nonprofits, scientific orgs

(18%) (AFLCIO, 2020). School & public librarians (63%) are target population for youth services certificate. Currently, 21 students are enrolled in the youth services and literature certificate program.

## **Demand Analysis**



**Labor Market:** 5% growth projected 2019-29. Median pay for librarians - \$60,820 per year (OOH, 2020).

**Student Interest:** In addition to email inquiries to SLIS about the Youth Services & Literature Certificate, the Office of Online Learning's request for information reports: AY 18/19: 18 AY 19-20: 43 AY 20/21: 33 (w/ 2 months of data not received) (Ferguson, 2021).

Reply Reply All Forward IM

Isabell Malvezzi Stacy Creel

**Certificate in Youth Services and Literature**

You replied to this message on 5/26/2021 8:51 AM.

Hi Dr. Creel,  
 Sorry for the multiple emails this morning, it's the first time I've had a minute to get emails out! I'm reaching out this time for more information on how to apply into the Certificate in Youth Services program. It's one of the things that drew me to USM for my graduate program and I'd love to get the all rolling before I register for my fall classes. Thank you for your help and o look forward to hearing back from you!

Izzy Malvezzi

Get [Outlook for iOS](#)

Currently, there are 21 students enrolled in the Graduate Certificate for Youth Services and Literature program (SOAR, 2021).

**Competitor Data:** Using the American Library Association's ALA-Accredited searchable database, there are seven universities offering graduate certificates in Youth Services. They vary from 18 hours to 12 hours and 5 of them are online. However, only one is online with same number of hours to complete as the SLIS Graduate Youth Services and Literature Certificate —Wayne State University. From their ALA Accreditation Report, they average 6.4 completers an academic year or 32 completers from 2011-2015. Their current report for 2019-2020 from Education Data System also shows six.

Library Science					2019-2020
Archives/Archival Administration	-	-	-	-	23
Children and Youth Library Services	-	-	-	-	6
Library and Information Science	-	126	-	0	2
<b>Category total</b>	-	<b>126</b>	-	<b>0</b>	<b>31</b>

<https://nces.ed.gov/collegenavigator/?id=172644>

## Plan

**Action steps:** The Graduate Certificate in Youth Services and Literature is beneficial for students working in public libraries and school libraries. It was established so that students that were already taking the courses that emphasized youth work could take an additional elective to earn a certificate. This would encourage students who wanted to work in schools and public libraries to focus on courses we deemed important for successful job placement and successful careers. However, we discovered that the students in the school licensure track were being required to take 2 additional courses instead of one to complete and that the course rotation was also restricting what they took as those classes go in a specific sequence. Additionally, we were making some substitutions for public library track students as well because of course availability. In order to address these issues that may be hindering students from applying for and completing the YSL Graduate Certificate, our first action step is to add six electives that fit the criteria for the certificate. The required courses **will not** change. This increases the Fall courses options from 3 to 7, Spring course options from 4 to 6, and Summer from 4 to 7. Additionally, another issue that we have faced is students waiting until they are

significantly along in their MLIS to decide on the certificate—sometimes even applying and graduating within the same semester. Our second action is that students in LIS 500 who indicate they are interested in the public library or school library track will be provided with information on the certificate and where the course work can be completed. They create their plan of study in that course and will have the opportunity to see how “easily” it can be worked out with the new electives. The final action plan is that we will create some social media plugs on the certificate with recent graduates.

**Evaluation metrics:** Successful completion of curriculum changes; Enrollment and SCH trends; yearly graduation reports; social media tracking of likes and shares.

**Required resources:** One summer adjunct each year

**Responsible parties:** Stacy Creel, Youth Services and Literature Graduate Certificate Advisor

**Timeline:** Fall 2021: Curriculum changes go through the process; late semester students are contacted individually about the changes based on their plans of study; alumni are contacted about participating in the social media campaign. Spring 2022: Curriculum changes go into effect and advertisement of that internally on list-servs begins; advisor for school library and public library tracks advertise the certificate directly to their advisees; 500 students are advised of the options; quotes, recordings, pictures are gathered; enrollment and SCH data checked in both the certificate and in the elective courses. Summer 2021: SM campaign finished and advertisement begins; enrollment and SCH data checked in both the certificate and in the elective courses. \*\*\*After the first year, the plan will be to continue to advertise in 500, the list-serv, through advisors and to check the enrollment and SCH data for the certificate and the graduation data for the following years and reassess and evaluate if needed.

## Appendix I. MLA Update and Focus Group

# MLA: SLIS UPDATE & FOCUS GROUP

## Friday, Oct. 11<sup>th</sup>



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SOUTHERN MISSISSIPPI

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- Graduate Certificate in Youth Services and Literature

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26 attendees

SLIS@USM.EDU | 601.266.4228 | [online.usm.edu/library](https://online.usm.edu/library)

## Q1. What are the most pressing issues facing your libraries today?

Answers: Shortage of staff/librarians; training opportunities—technology, project planning, grant writing, etc.; funding

## Appendix J. SLIS Full-Time Faculty

<b>Name, Title</b>	<b>Terminal Degree</b>	<b>College &amp; University Service, Honors, Associations</b>
Catharine Bomhold, Associate Professor	Ph.D., Library and Information Science, University of Alabama, 2003	ACUE Distinguished Teaching Scholar
Stacy Creel, Director & Associate Professor	Ph.D., Library and Information Science, University of North Texas, 2007	USM Council of Directors, Dean's Executive Council, ACUE Distinguished Teaching Scholar, Program Coordinator for Graduate Certificate in Youth Services and Literature, Mississippi Library Association, American Library Association
Brendan Fay, Associate Director & Associate Professor	Ph.D., Modern European History, Indiana University, 2013	Associate Director's Committee, Faculty Leadership Institute, Program Coordinator for Graduate Certificate in Archives and Special Collections, College Curriculum, Mississippi Library Association, German Studies Association, ACRL
Kaeli Gretter, Assistant Teaching Professor	Ph.D., Communications and Information Science, University of Alabama, 2024	Mississippi Library Association
Jeff Hirschy, Assistant Professor	Ph.D., Communications and Information Science, University of Alabama, 2020	College Scholarship and Awards Committee, Faculty Senate, ALISE, American Society of Environmental History, Society of Mississippi Archivists, Gulf South Historical Association
Laura Clark Hunt, Assistant Professor	Ph.D., Library and Information Science, Florida State University, 2016	Committee for Services and Resources for Women, ACUE Distinguished Teaching Scholar, Graduate Council, Beta Phi Mu National Honor Society Director at Large, Beta Phi Mu: Beta Psi Chapter USM Honor Society, ALA LHRT Member at Large, RUSA History Section Member at Large, ALISE Disabilities in Library and Information Science Special Interest Group (SIG) Advisor, American Library Association, Mississippi Library Association, Southern Library Association, ALISE
Gabriel Morley, Visiting Assistant Professor	Ed.D., Adult Education, University of Southern Mississippi, 2012	Mississippi Library Association
Sarah Mangrum, Assistant Teaching Professor	Ed.D., Higher Education Administration, University of Southern Mississippi, 2019	Graduate Program Coordinator, Kaigler Children's Book Festival Steering Committee, ACUE Distinguished Teaching Scholar, 2025 Faculty Leadership Institute Faculty Fellow,

		American Library Association, Southeastern Library Association, Mississippi Library Association
Ashley Marshall, Instructor	MLIS, University of Southern Mississippi, 2020; MS, Family and Consumer Sciences, UTM, 2017	ACUE Distinguished Teaching Scholar, University Grade Review
J. Edmand Pace, Lecturer	MLIS, University of Southern Mississippi, 2011	USM Academic Council, LIS Undergraduate Program Coordinator
Xinyu (Cindy) Yu Mills, Associate Professor	Ph.D., Information Science, University of North Texas, 2007	USM Libraries Advisory Committee; USM Institutional Review Board Analyst; Student Archivists Faculty Advisor; ACUE Distinguished Teaching Scholar; Mississippi Library Association; American Library Association

### Adjunct Faculty

Name, Title	Terminal Degree	Example of Courses
Teresa Welsh, Professor Emeritus & Adjunct	Ph.D., Information Sciences, University of Tennessee, 2002	History of Children's Literature
Teralee Elbasri, Adjunct	Ph.D., Library and Information Science, Florida State University	Programming
Stephen Parks, Adjunct	J.D., Mississippi College, 2010; MLIS, University of Southern Mississippi, 2013	Government Resources and Publications
Holly Miller, Adjunct	Ph.D., Biochemistry, Wake Forest University, 1992, M.S. Library and Information Science, Syracuse University, 2009	eResource Management

### Staff

Name, Title	Terminal Degree	University Service
Adrienne Patterson, Assistant to the Director, Budget and Personnel Coordinator	MS, Child Development, University of Southern Mississippi	
Mary Osborne, Assistant to the Director, Outreach and Special Events Coordinator, Children's Book Festival Coordinator	Ph.D., English, University of Southern Mississippi, 2020	

Appendix K. School Documents

# School of Library and Information Science

College of Education & Human Sciences

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL POLICIES & PROCEDURES DOCUMENT

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# School of Library and Information Science

## Policies & Procedures

The School of Library and Information Science is a degree-granting school at The University of Southern Mississippi with members located at the main campus in Hattiesburg and programs online. This handbook includes the policies and procedures under which the School and its members conduct business. Policies and procedures outlined in this Policies and Procedures Document cannot usurp the College of Education and Human Sciences Policies and Procedures or the [USM Faculty Handbook](#).

### **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.

### **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 also for support of teaching and learning and sharing of new knowledge with multiple communities of interest.

## **PART I: Organizational Structure**

### **School Faculty**

Membership in the regular faculty is by virtue of appointment to the Corps of Instruction of The University of Southern Mississippi (see the [Faculty Handbook](#), 2.1). Individuals holding a full-time, teaching-track, tenured or tenure-track appointment within the School are considered voting members of the faculty. Voting members have voting privileges and may serve on school committees. Individuals holding appointments within the school who do not meet criteria for voting membership are defined by the [Faculty Handbook](#) (2.0) and include adjunct, Emeritus, and some non-tenure track appointments (including Visiting Faculty). Non-voting members do not have voting privileges but may serve on school committees in an advisory capacity.

### **School Director**

The School Director is appointed by the Dean, approved by the Provost, and reports directly to the Dean. The School Director is responsible for administration of the school including personnel matters (hiring, progressive discipline, dismissal), determining educational policies and practices, and for implementing institutional policies. See the [Faculty Handbook](#) (section 1.72) for additional details.

As the chief administrative officer of the School, the School Director serves as a representative and advocate for the School on the Deans' Executive Council and maintains effective communication with faculty and staff. Specific duties include:

- Presenting to the School at the first meeting of each academic year, proposed goals and plans and an outline of a budget for the upcoming year.

- Presiding at School meetings to share information and insights, guide discussion of issues and help formulate consensus prior to votes. The Director is responsible for distributing an agenda and copies of formal proposals before any School meeting. School faculty may request items be placed on the agenda if submitted in writing to the School Director no later than 48 hours before the meeting.
- Implementing the School's academic policies

The Director reports to the Dean and is approved for a five-year term, unless a reduced term is negotiated (subject to renewal by the Dean and with faculty input).

### **Staff**

The School of Library and Information Science maintains 2 staff positions, which work to support the Director's office, the undergraduate programs, the graduate programs, and the Fay B. Kaigler Children's Book Festival. Staff are evaluated annually by the Director. While SLIS staff are assigned particular areas of specialization, all are expected to support School operations by assisting the director, students, and faculty as needed.

- Finance and Administration Specialist is charged with all budgeting, hiring/ personnel process/paperwork, and purchasing for the School. The Finance and Administration Specialist also serves as a liaison with other departments and assists the Director with student success initiatives.
- Special Events and Outreach Coordinator is charged with coordinating outreach, social media, and recruiting efforts for the school. The Special Events and Outreach Coordinator also coordinates the annual Fay B. Kaigler Children's Book Festival. Curricular and inventory duties also fall under this position.

### **Organizational Structure of the School**

The School includes an undergraduate BS degree, one terminal master's degree, a graduate certificate in Archives & Special Collections, and a graduate certificate in Youth Services & Literature, all of which are delivered fully online. The Master's program in Library and Information Science is accredited by the American Library Association. All tenure track and teaching track faculty are associated with programs through their contributions in the areas of teaching, research/scholarship, service, and mentoring.

### **Faculty Meetings**

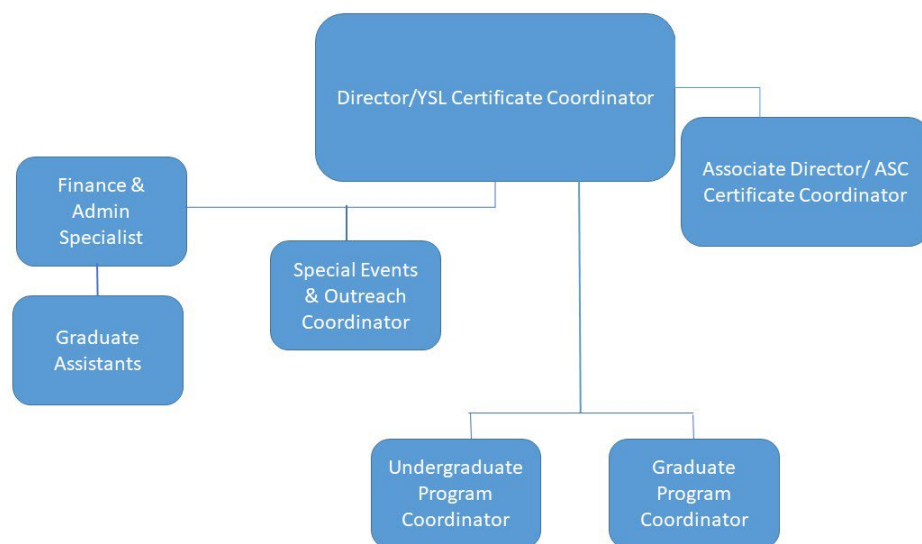
The faculty of the School shall meet at least three times each semester during the academic year. Special meetings may be called by the Director. A quorum shall consist of not less than a simple majority of the voting members of the School faculty. No business shall be conducted if less than a majority of voting members is present or represented by proxy or absentee ballot.

For business conducted at the School meeting, faculty may designate a proxy. Written notification of proxy must be sent to the Director's office prior to the School meeting. Only a voting member of the School may serve as a proxy for another member. No member can hold more than one proxy at a time.

Voting shall be held by voice vote, online, or secret ballot (if requested by any voting faculty member in attendance). Uniform ballots and voting guidelines shall be provided through the Director's Office. Online voting may occur outside of a scheduled meeting, if needed.

In the event any provision(s) of this handbook should conflict or be inconsistent with the Faculty Handbook, or any other University policy or regulation, the Faculty Handbook and/or University policies or regulations supersede this document.

## School of Library and Information Science Organizational Chart



### Leadership Team

The School of Library and Information Science Leadership Team is an advisory body charged with participating in strategic planning for the School, reviewing School priorities and ongoing initiatives (long- and short-term goals), and providing input on budget allocations to School priorities including reviewing budget reallocations and budget adjustments. Membership may include the Director, faculty member serving as Associate Director, faculty member serving as Graduate Coordinator, and faculty member serving as Undergraduate Coordinator. The Director leads this team. Meetings of the Leadership Team occur as needed throughout the semester. Terms of service are associated with the position held.

### Curriculum Committee

The School of Library and Information Science Curriculum Committee is charged with evaluating proposed undergraduate and graduate curriculum changes submitted by programs and/or faculty. The Curriculum Committee provides endorsement to proposals which then are distributed to the faculty to approve; proposals then are routed to the Director and to the College level Curriculum Committee (and onto respective Councils and the Provost) for approval. The Curriculum Committee is chaired by the Director and includes the College level Curriculum Committee representative along with one additional faculty representative. Members are appointed by the Director. The Curriculum Committee meets as needed in coordination with the College level Curriculum committee schedule; faculty developing curriculum proposals are permitted to attend School Curriculum Committee meetings. Proposals should be developed using the Guidelines for Proposals and submitted by the Curriculum Committee designee using the approved portal for submissions (e.g., Curriculog).

### Faculty Evaluation Committee (FEC)

Governance options are described in the [Faculty Handbook](#) (1.10). If the option is selected, the FEC serves as the evaluative unit of the University. FECs are elected annually by full-time members of the Corps of Instruction employed by the School. This election occurs at a school faculty meeting and is accomplished by means of a secret ballot.

### School Promotion & Tenure Committee

The purpose of the School Promotion and School Tenure Committees shall be to review the dossiers submitted by faculty for pre-tenure review and for consideration of tenure and/or promotion. The membership of the School Promotion Committee shall include all school faculty holding rank equal to or higher than the rank being considered (only tenure-track faculty serve on tenure-track promotion committees, whereas both teaching-track and tenure-track faculty who have been promoted may serve on teaching-track promotion committees). The membership of the School Tenure Committee shall include all tenured faculty in the school (teaching-track faculty do not serve on tenure committees). Consistent with the [Faculty Handbook](#), the School Director and school faculty also serving in

certain upper-level University administrative positions are not members of School Promotion and/or Tenure Committees. Consistent with the Faculty Handbook, a committee chair is selected by a vote of existing members. One committee chair is selected to upload all materials in Faculty Success (formerly Digital Measures) in accordance with published deadlines on the Provost's calendar.

### **Scholarship and Awards Committee**

The Scholarship and Awards Committee is comprised of three members from the School of Library and Information Science including both teaching-track and tenure-track faculty. Membership is appointed by the Director. Committee members appoint a chair each year. The Scholarship and Awards Committee meets as needed to evaluate awards and scholarships. The committee also makes recommendations regarding other award opportunities that may be available to students.

### **Graduate Admissions Committee**

The Graduate Admissions Committee is comprised of the Director, Associate Director, program coordinators, and one faculty representative from the School of Library and Information Science. Both teaching-track and tenure-track faculty are eligible to serve as the faculty representative. Membership is appointed by the Director.

### **Fay B. Kaigler Children's Book Festival Steering Committee**

The Fay B. Kaigler Children's Book Festival Steering Committee is comprised of the Director, Festival Coordinator, Finance and Outreach Coordinator, Registration Coordinator, and Curator of the de Grummond Children's Literature Collection.

### **Ad Hoc Committees**

School level Ad Hoc Committees include:

- **Faculty Search Committees:** Tenure-Track search committees are comprised of appointed tenured or tenure-track faculty members plus one additional faculty member. Teaching-track search committees are comprised of appointed teaching track faculty plus one additional tenured or tenure-track faculty member. Leadership of faculty search committees is determined by the Director. Committees make recommendations for hire to the Director based, in part, on faculty input from all School faculty and following prescribed university guidelines.

### **Representation on College & University Level Bodies**

#### **College of Education and Human Sciences**

Working with the Dean's office, the Director appoints representatives to the committees below.

Descriptions/charges of the committees can be found on the [College website](#).

- Associate School Directors Committee
- College Curriculum Committee
- College Promotion and Tenure
- Dean's Advisory Council: Director and Faculty Representative
- Dean's Executive Council: Director
- Scholarship/Awards Committee
- Student Success Committee

#### **University Committees**

Descriptions/charges of the committees can be found in the [Faculty Handbook](#) (1.8).

- Council of Directors
- University Promotion & Tenure
- Graduate Council
- Academic Council
- Faculty Senate
- Grade Review
- Committee on Services and Resources for Women
- Professional Education Committee
- Institutional Review Board

## **PART II: Workload Guidelines**

Workload guidelines are established by the School and responsive to the needs of the School. Faculty workload allocation is negotiated and established during each annual review period. 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. Research productive tenured or tenure-track faculty typically get a course reassignment for research, from a four-course load to a three-course load. Teaching track faculty are customarily assigned a four-course load each semester.

Teaching loads will typically encompass a combination of undergraduate and graduate courses and depend on the needs of the School. Course loads are considered with respect to type of courses taught, enrollment, and school resources. Faculty are expected to be engaged university citizens and actively contribute to the mission of the School, College, University and profession.

As a School with an accredited graduate program, tenure-track faculty in the School of Library and Information Science are involved in a number of time-intensive teaching, research and service activities. Examples include supervision of master's research projects and practicums. Additionally, while several research courses may be included on a tenure-track faculty member's schedule, they are typically not counted "in load" (including 589, 648, 689, 691, and 692); however, these could be considered among the evidence used to determine research productivity/mentorship.

### **Research Expectations for Tenure-track Faculty**

The expectations are that all tenured and tenure-track faculty will maintain an active program of scholarly research including publications, submissions for internal/ external funding and research mentorship as described below. Based on the [Faculty Handbook](#) recommendations (see Faculty Handbook, Appendix B), research active, tenured and tenure track faculty in the School of Library and Information Science receive a 25% reduction in course load each semester to support research activities, research mentorship, and service contributions (e.g., editorial activities). Faculty Handbook recommendations further stipulate that additional reassignment can be awarded for research and scholarship and/or notable research productivity, at the discretion of the School Director. Faculty in the School of Library and Information Science are expected to demonstrate evidence of publication, internal/ external funding activity and research mentorship each year. Tenured faculty may request to contribute more in the areas of teaching and service for a corresponding reduction in research.

Reassignments for research are re-evaluated at each Annual Evaluation cycle and applied at the next available opportunity given course availability and faculty resources.

### **Additional Considerations**

- Any faculty may request an increase in teaching and service expectations with a corresponding adjustment to the research expectations as negotiated with the Director. Any adjustments to the minimal research expectations will be noted on the annual evaluation feedback and will be regarded as a time-limited exception to the guidelines noted above.
- The School of Library and Information Science regards the time to establish a program of research as important to a faculty member's long-term success and therefore, newly hired, tenure-track faculty may be hired at a 50% reduced load for the first semester of employment.
- The College has established a policy, which prohibits more than a 75% reassignment.
- Reassignments for research may be combined with other reassignments as described below.

### **Service Expectations**

Service is considered important and valuable to the success of the School, College, University and profession. Untenured faculty are discouraged from accepting excessive service obligations, which detract from their ability to develop a successful program of research. Professional service is valued but not in place of making an active contribution to the university environment.

An important part of service for Graduate faculty in the School of Library and Information Science is serving as

second-readers and mentors of the research process. This service is highly valued and required by the School. Quality mentorship through this process weighs heavily on evaluations.

### **Administrative Workload**

Workload for the School Director and Associate Director is described in the [Faculty Handbook](#) (see Appendix A). Depending upon the scope and breadth of responsibilities, however, more or less courses could be required to be taught by administrative faculty. Administrative duties are separate from service.

### **Adjunct, Instructor, Teaching-track, and Visiting Faculty**

Faculty in the School of Library and Information Science in non-tenure-track, full time positions (teaching track faculty) who are hired under the designation of Instructor, Assistant Teaching Professor, or Visiting Professor will typically be assigned up to eight courses per academic year (four per regular semester) and will carry an advisement load similar to tenure-track faculty. Intersession and summer teaching may be available as they meet the needs of the School and as approved by the Director. Adjunct faculty are considered part-time faculty hired to teach a specific course. Adjunct faculty are not required to engage in advising.

### **Sabbatical**

The School of Library and Information Science will adhere to the processes outlined by the Provost's office with regard to qualifications for applying for sabbatical. Eligible faculty considering sabbatical are encouraged to discuss their intentions well in advance of application deadlines so that course coverage and research mentoring are not obstacles to successfully engaging the sabbatical application process.

### **Modifications to Workload**

Modifications to the Workload policies described here will require the approval of the faculty consistent with Handbook modification procedures described elsewhere in this document. Because faculty workload is determined in conjunction with the Director, workload responsibilities should be discussed at least annually in conjunction with the Annual Evaluation process. Deficits should be addressed the subsequent year following a clear plan for improvement (see Section III: Annual Evaluation for details on this). Faculty wishing to voluntarily take on additional teaching or service responsibilities in exchange for less engagement in research should discuss this with the Director.

Workload policies should be reviewed at least every 2 years and adjusted as needed.

## Part III: Annual Evaluation of Faculty

Please refer to Appendix B for Annual Evaluation Rubrics and additional faculty expectations.

### Faculty Annual Evaluations: Description of the Process

Faculty in the School are evaluated annually using evidence of success in Teaching, Research and Service submitted through Faculty Success (formerly Digital Measures). Consistent with the [Faculty Handbook](#), voting members of the Corps of Instruction determine the parties responsible for the Annual Evaluation (e.g., FEC or completed by the Director; See USM [Faculty Handbook](#), Faculty Evaluation Committee).

Evaluation materials are pulled from Faculty Success and consist of the following:

- Annual Evaluation Summary (see FS tab: Annual Evaluation)
  - Complete each section by listing previous year's goals and providing self-assessment of progress toward these goals.
  - Identify new goals in Teaching, Research & Service
- Copies of syllabi should be uploaded to FS
  - High impact practices for each course should be designated, where applicable
- Course Evaluations (automatically made available through FS)
- Evidence of research mentorship (Graduate faculty only; thesis committees; graduate and undergraduate research mentoring).
- Evidence of research and scholarly activities to include publications, presentations, and external funding activities.
- Evidence of service activities including School, College, University and professional activities
- Evidence of award nominations, awards won, or other noteworthy accomplishments.

All faculty members in the Corps of Instruction will submit annual activity reports to the School Director using Faculty Success (FS). Faculty are required to ensure their Faculty Success account is up to date each month. Directors distribute FS reports to FEC (if this option is selected). School Directors (and Associate Directors) are administrators who hold faculty rank; however, administrative functions are annually evaluated by their immediate superior administrator and the FEC for non-administrative components (i.e., teaching, research/creative activities, service). Associate Directors are reviewed by the FEC (if this option is selected) in all areas except administrative performance, which will be evaluated by the Director.

Faculty are rated on a three-point scale from "Does not meet expectations" to "Meets expectations," to "Exceeds Expectations" separately with respect to items assessing Teaching, Research (if applicable) and Service. Performance evaluation metrics are detailed elsewhere in this document (see Part III: Annual Evaluation Criteria). Annual evaluation reports should include a separate section for **noteworthy activities and remarks** for evaluators to mention specific achievements or deficiencies that might not otherwise be discernible from evaluation ratings. Additionally, activities considered exemplary of interdisciplinary collaboration are appropriate for inclusion in this section. Documented activities and remarks can be used alongside the ratings for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Noteworthy activities and remarks are not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluators consider worth mentioning or to clarify assignment of a particular rating.

Evaluation meetings should be scheduled annually between June 1 – August 30. Two distinct meetings may be offered to complete the annual evaluation process for each faculty member: (i) review and evaluation of the previous year's activities (Director and FEC, if applicable – this meeting is optional) and (ii) establishment of professional objectives and workload allocation for the year ahead (Director only- this meeting is required). The first meeting to evaluate the previous year is optional and may include the faculty member, School Director, and FEC members (if applicable). The proceeding should disclose rationale for the evaluation and clarify any miscommunication with respect to faculty activities during the year evaluated. The second meeting to establish professional objectives and workload percentages for the following academic year is to be done exclusively with the Director and the 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. 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 from the evaluation committee. 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.

### **Formal Development Plan**

A formal development plan for improvement is initiated by the School Director and/or FEC after a faculty member receives: (i) their second consecutive assignment of "Does Not Meet Expectations" in one of the three categories of faculty workload (teaching, research/creative activities, service) or (ii) assignment of "Does Not Meet Expectations" in at least two categories in the same year. Please see the [Faculty Handbook](#) (4.5.4) for details on this process.

### **Administrator Evaluations**

School Directors (and Associate Deans) 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 regarding administrative functions and the FEC for non-administrative components (a special-called FEC will be constituted if Governance Option 1 is selected). Associate Directors, however, will be evaluated on their contributions to teaching, research/creative activities, and non-administrative service by their respective school's Faculty Evaluation Committee (FEC) and/or the Director. The administrative performance of an Associate Director is evaluated by the School Director. 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 of "Meets Expectations" in the category of research, scholarly, and creative activity (see Section 1.6).

## **Faculty Evaluations: Performance Criteria**

### **School General Statement about Annual Evaluation Standards**

Faculty in the School of Library and Information Science at The University of Southern Mississippi value *teaching*, *scholarship*, and *service* as essential components of the professoriate and as essential to successful continuance at the University. School faculty are expected to be fully engaged members of the University community and to demonstrate their efforts to improve the institution through diverse contributions. Fully engaged faculty members are aware of the values and mission of the School, College, and University; support their colleagues' successes; equitably contribute to the activities which support success, and strive for excellence in research, teaching, and service responsibilities to the School, College, and University.

## **Tenured and Tenure Track Annual Evaluation**

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.

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.

### **Annual Evaluation: 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 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 instructions but also advising and mentoring of students.

### Meets Expectations

- Student evaluations for each course, reflecting a pattern of positive evaluations.
- Teaching e-portfolio contains required elements and is updated.
- Meets expectations on peer review assessment.

### Collegiality Statement

Collegiality implies active participation within the unit and willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality 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.

Faculty 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. Faculty are encouraged to address the issue of collegiality in their annual review.

Specific examples of collegiality in teaching, which are not exhaustive, may include such positive indicators as:

- Collaboration within the unit in School, College, and University.
- 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.
- 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).
- A commitment to the sharing of departmental resources and course resources.

### Engagement Statement

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples in engagement in teaching are as follows:

- Consistently available to meet with students when needed.
- Consistently respond to students in a timely manner.
- Works to ensure that learning experiences show student engagement, retention, and completion.
- Carries equitable load of teaching responsibilities and masters' research projects.

### Fails to Meet Expectations

Meets expectations criteria are not met in regards to teaching, collegiality, and engagement. Examples include the following:

- Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.
- Peer teaching evaluation shows does not meet expectations.
- Teaching e-portfolio is missing one or more of the required items and/or one or more of the items are not current.

### Exceeds Expectations

Exceeds the meets expectations in regards to teaching, collegiality, and engagement. Examples include the

following:

- 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.
- Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.
- Teaching e-portfolio has excellent design and exceeds the requirements to include other relevant items such as an image gallery.
- Teaching evaluations and/or peer reviews show engaged learning based on innovative teaching methods.
- Teaching load, student numbers exceed School standard.

### Examples of Documentation

- Student enrollment and retention in courses.
- Development or significant revisions of programs and courses.
- Contribution to develop and/or update syllabi, lecture notes and updated reading materials.
- 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, include 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/master's 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.

### Annual Evaluation: 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. Scholarship is multifaceted and scholarly activity must be assessed in diverse ways.

#### Meets Expectations

Faculty should have 1.25 of significant contributions successfully completed each year. This means one of the significant contributions listed below successfully submitted and accepted and a quarter completed of another that is in process (i.e. data gathered). 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.

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.

### **Collegiality Statement**

Collegiality implies active participation within the unit and willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality 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.

Faculty 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. Faculty are encouraged to address the issue of collegiality in their annual review.

Specific examples of collegiality in research, which are not exhaustive, may include such positive indicators as:

- Collaboration within the School, College, and University on research, publications, and presentations.
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity

### **Engagement Statement**

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples in engagement in research are as follows:

- Maintains an active research agenda and process.
- Involves or supports peers in research/professional development.
- Seeks internal and external grants.

### **Fails to Meet Expectations**

Candidate does not have documented an annual contribution of 1.25 listed contributions and does not have extenuating service or teaching that would keep them from successfully meeting the expectation.

### **Exceeds Expectations**

Candidate exceeds the 1.25 significant contributions (especially in regards to peer-reviewed journals) or successfully obtains grant funding.

### **Annual Evaluation: 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, services-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 grant applications.

A faculty endeavor may be regarded as service to society for purpose 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.

### **Meets Expectations**

Serves on appointed/elected committees at the School, College, and University level as reflected within the standard performance level identified within the unit; attends meetings, meets deadlines, and contributes to the needs of the committee. Reports on the committee work at faculty meetings.

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.

### **Collegiality Statement**

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. The expectation for collegiality applies equally to all members of an academic unit, tenure 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 in service, which are not exhaustive, may include such positive indicators as:

- Collaboration within the School, College, and University committees.
- Respect for peers (initiating routine communication, responding in a timely manner, etc.)
- Volunteer to participate or lead on School committees or activities.

### **Engagement Statement**

Engagement is an essential dimension of institutional health, growth, and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples in engagement in services are as follows:

- Participates in and/or leads committees in ways that support the University's, College's, and School's mission and goals.
- Attends and participates in faculty meetings.

- Engages in the community as appropriate.

### **Fails to Meet Expectations**

- Serves on appointed/elected committees at the department, College, and University level at a rate lower than the standard performance level identified within the unit.
- Does not consistently attend committee meetings to represent the unit.
- Does not report on committee meetings during faculty meetings.
- 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.
- 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.

### **Exceeds Expectations**

- Serves on appointed/elected committees at the School, College, and University level at a rate exceeding the standard performance level within the unit; attends meetings, completes a leadership role for the committee or sub-committee.
- 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.
- 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.
- 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, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.

## **Annual Evaluation: Teaching Track**

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. Teaching Professors, Instructors, Lecturers, and Senior Lecturers contribute to the mission of the School through teaching and service. Teaching includes not only formal classroom instruction, but also advising, mentoring, and other forms of student engagement.

## **Teaching**

Within the School, Instructors/Lecturers/Teaching Professors are responsible for preparing students to work in various types of library 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.

### **Meets Expectations**

Instructors/Lecturers/Teaching Professors are expected to have demonstrated excellence in teaching and ability to organize material to 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.

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 has all required components.
- Peer evaluations show meets expectations.

## **Collegiality Statement**

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. 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 that they provide for review.

Specific examples of collegiality in teaching, which are not exhaustive, may include such positive indicators as:

- Collaboration within the School, College, and University.
- Respect for School 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.
- 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).
- A commitment to the sharing of departmental resources and course resources.

### Engagement Statement

Engagement is an essential dimension of institutional health, growth, and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples of engagement in teaching are as follows:

- Consistently available to meet with students when needed.
- Consistently respond to students in a timely manner.
- Works to ensure that learning experiences show student engagement, retention, and completion.
- Carries equitable load of teaching responsibilities and masters' research projects.
- Participates in appropriate teaching development opportunities.

### Fails to Meet Expectations

Meets expectations criteria are not met in regards to teaching, collegiality, and engagement. Examples include the following:

- Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.
- Teaching e-portfolio is missing one or more of the required items and/or one or more items are not current.
- Peer evaluation indicates meet expectations are not met.

### Exceeds Expectations

Exceeds the meets expectations in regards to teaching, collegiality, and engagement.

### Examples of Documentation

Examples include, but not limited to, the following:

- Nature of course 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 synchronous and online asynchronous;

- 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, instruction 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.

## Annual Evaluation: Research/Scholarship

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

### Meets Expectations

Teaching Professors and Instructors pursue scholarship through curriculum development and instructional improvement; program evaluation; the dissemination of knowledge beyond the classroom to community through professional or academic articles or other published contributions like book chapters, book reviews, etc. in reputable sources and through presentations in university, conference, or professional settings (minimum two publications/presentations – with .50 annually) and through community-based service learning and internship processes. For example, research may take two years and result in a presentation or publications at the end of the 2<sup>nd</sup> year or beginning of the third year. This includes engagement in program evaluation, research in the areas of teaching, pedagogy, and student success.

### Collegiality Statement

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. 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 that they provide for review.

Specific examples of collegiality in research, which are not exhaustive, may include such positive indicators as:

- Collaboration within or support of the unit in program, department, College, and university on research, publications, or presentations.

- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.).
- Personal and academic integrity.

### Engagement Statement

Engagement is an essential dimension of institutional health, growth, and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples of engagement in research are as follows:

- Uses current research-supported content.
- Involved in as necessary and supports peers in research/professional development.
- Seeks internal and external grants that support or enhance teaching.

### Fails to Meet Expectations

Teaching Professors and Instructors who do not pursue scholarship through curriculum development and instructional improvement; program evaluation; the dissemination of knowledge beyond the classroom to community through professional or academic articles or other published contributions like book chapters, book reviews, etc. in reputable sources and through presentations in university, conference, or professional settings; and through community based service learning and internship processes will fail to meet the expectations. Failure to be engaged in program evaluation, research in the areas of teaching, pedagogy, and student success also indicate failure to meet expectations.

### Exceeds Expectations

Exceeding expectations includes but is not limited to exceeding the minimum for published contributions and presentations and taking a leadership role in program evaluation. 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.

### Annual Evaluation: Service

The School of Library and Information Science and the College of Education and Human Sciences value 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.

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.

### Meets Expectations for Service

Serves on appointed/elected committees at the School, College, and University level as reflected within the standard performance level identified within the unit; attends meetings, meets deadlines, and contributes to the needs of the committee. Reports on the committee work at faculty meetings.

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 membership 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.

### Collegiality Statement

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. 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 that they provide for review.

Specific examples of collegiality in service, which are not exhaustive, may include such positive indicators as:

- Collaboration within the unit in School, College, and University committees.
- Respect for School peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.).
- Volunteer to participate or lead on School committees or activities.

### Engagement Statement

Engagement is an essential dimension of institutional health, growth, and well-being. All stakeholders – students, faculty, staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the University. Examples of engagement in service are as follows:

- Participates in and/or leads committees in ways that support the University's, College's, and School's mission and goals.
- Attends and participates in faculty meetings.
- Engages in the community as appropriate.

### Fails to Meet Expectations

- Serves on appointed/elected committees at the School, College, and University level at a rate lower than the standard performance level identified within the unit.
- Does not attend committee meetings to represent the unit.
- Does not report on committee meetings at scheduled faculty meetings.
- 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.
- 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.

### Exceeds Expectations

- Serves on appointed/elected committees at the School, College, and University level at a rate exceeding the standard performance level identified within the unit; attends meetings, completes a leadership role for the committee or sub-committee.
- 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.

- 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.
- 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, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.

## Goals for Next Evaluation Period

Faculty are expected to develop goals in each of the areas of Research (tenured; tenure-track faculty) or Scholarship/Professional Development (teaching track faculty), Teaching, and Service. Goals should address deficits in previous evaluation periods and articulate a clear connection to the School, College, and University mission and strategic plans.

## PART IV: Promotion & Tenure Guidelines

The School has established tenure and promotion guidelines for both tenure-track and teaching-track faculty. These guidelines are voted on by all faculty and approved by the Dean and Provost. School tenure and promotion guidelines must meet the minimum expectations established by the university and are used by personnel committees to make decisions regarding both tenure and promotion. Additional details regarding Tenure and Promotion Committees can be found in the [Faculty Handbook](#).

## Promotion and Tenure Processes

### School Promotion & Tenure Committees

The purpose of the School Promotion and School Tenure Committees shall be to review the dossiers submitted by faculty for pre-tenure review and for consideration of tenure and/or promotion. The membership of the School Promotion Committee shall include all school faculty holding rank equal to or higher than the rank being considered (only tenure-track faculty serve on tenure-track promotion committees, whereas both teaching-track and tenure-track faculty who have been promoted may serve on teaching-track promotion committees). The membership of the School Tenure Committee shall include a minimum of three tenured faculty in the school (teaching-track faculty do not serve on tenure committees). If the 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. Consistent with the [Faculty Handbook](#), the School Director and school faculty also serving in certain upper-level University administrative positions are not members of School Promotion and/or Tenure Committees.

The committee is a standing committee for the School and is activated for each candidate to be considered for pre-tenure review, tenure, and/or promotion. Consistent with the [Faculty Handbook](#), the chair of each committee shall be determined by majority vote of the committee. It is recommended that the chair of this committee be selected from among those members who have at least one-year experience with tenure and promotion deliberations and adhere to the school timeline listed below. Faculty in the School of Library and Information Science seek approval for tenure and promotion to associate professor concurrently. The same person will chair the committees for both tenure and promotion to Associate Professor. Two separate letters (one for tenure; one for promotion) will be submitted by this committee chair.

Applicants participating in the tenure and promotion review process should be advised that faculty are required to detail both percent contribution and acceptance percentage or impact factor for each publication. See: [https://www.usm.edu/sites/default/files/groups/office-provost/pdf/tp\\_directive\\_revision8-28-15.pdf](https://www.usm.edu/sites/default/files/groups/office-provost/pdf/tp_directive_revision8-28-15.pdf). Faculty are encouraged to adhere to the timelines posted in the [Faculty Handbook](#) and should only seek exceptions to these timelines in rare circumstances.

### Responsibilities of Committee Chairs

Consistent with Faculty Handbook guidelines, committee Chairs are selected by the tenure/ promotion committee and take responsibility for supporting the applicant through the process by reviewing application materials, contacting external reviewers (when applicable), scheduling and convening committee meetings and the development of the tenure/ promotion report. One committee chair will be given responsibility for uploading all

materials to Faculty Success. Specific tasks are as follows:

- Assist applicant with the dossier to ensure accuracy and completeness of the application materials.
  - This includes feedback on the cover letter and selection of reviewers prior to distributing these materials to the committee.
- Securing electronic materials needed for external review (e.g., list of 10 reviewers, CV, cover letter, sample publications).
- Convening the committee to review the list of 10 reviewers and determine an appropriate plan for contacting reviewers.
  - Communicating with reviewers
  - Obtaining letters from reviewers
- Developing a draft tenure and promotion letter (or promotion only for promotion to Professor) which highlights the applicants' strengths.
- Scheduling tenure and promotion committee meetings and vote, revising the report as needed to reflect input from committee and reviewers, obtaining signatures from all voting members.
- Uploading committee recommendation letters for promotion and tenure (2 separate letters) into Faculty Success Workflow and routing to the Director's office by the deadlines posted on the Provost's website.
- For teaching-track promotion committees, the same procedures are followed, with the exception of seeking external reviewers.

## Timeline

- Faculty planning to engage in pre-tenure review, promotion or tenure should plan to coordinate with the School Director by October 1 of the year they plan to apply. Faculty planning to engage in tenure or promotion should make their intention clear to the school Director no later than June 1<sup>st</sup> of the year they plan to apply.
- The School Director will prompt the appropriate committee to determine a chair for the committee no later than June 15<sup>th</sup>. It is recommended that Committee chairs be selected from among those with at least one-year experience with the tenure/ promotion committee processes.
- Applicants for Tenure/ Promotion are required to electronically submit the following materials to the Chair of the committee by July 1<sup>st</sup>:
  - Cover letter
  - CV
  - Sample Publications (2-3)
  - List of possible external reviewers (see below for details).
- Please refer to the [Provost's website](#) for a description of the completed Promotion and/or Tenure Dossier, processes, and procedures for uploading to Faculty Success.
- Committee Chairs will review the documents, provide feedback to the applicant on cover letter and external reviewer list, and then solicit feedback from the committee on acceptability of external reviewer list by July 15<sup>th</sup>.
- External reviewers will be contacted no later than August 1<sup>st</sup> with the understanding that at least three letters should be received by mid-September in order to allow the committee time for deliberation and review and to comply with the Provost's timelines.
- Applicants will compile and enter their promotion and tenure dossier into Faculty Success Workflow by the deadline posted on the Provost's website (typically late August). The portal typically opens in mid-July. Detailed instructions on electronic dossier preparation and submission timelines as well as links to workshops and training are provided on the [Provost's website](#).
- Committee Chairs will upload external reviewer letters into Faculty Success Workflow portal upon receipt and in advance of the committee meeting. All committee members will be given access to applicants' electronic dossiers in Digital Measures prior to convening the meeting.
- Committee Chairs will submit final signed recommendations letters for promotion and tenure into the Faculty Success Workflow portal and route to the School Director by the deadlines posted on the Provost's website.

## 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.

### **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.

### **Pre-tenure Review**

Deliberations of the School Promotion and/or Tenure Committees will follow University guidelines (see [Faculty Handbook](#) ). Pre-tenure review will include all materials needed for a tenure and promotion dossier with the exception of requiring external reviewers. The committee chair for pre-tenure review is expected to connect with the applicant, review materials and make recommendations prior to the submission date established by the Director. Then, following submission of the materials, the chair of this committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. The committee votes by secret ballot. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted by the deadline to the School Director. This letter is submitted in conjunction with the steps outlined in the [Faculty Handbook](#). 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 to help the candidate identify strategies to improve. These strategies 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.

### **Promotion for Tenure-Track Faculty (from Assistant to Associate)**

Tenure and Promotion to Associate Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines (for tenure-track faculty, this includes an external review process – see detailed instructions above). External review letters are due no later than the week that the School Tenure and Promotion Committee will deliberate. The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed (for teaching-track promotion, only teaching and service are considered). Faculty vote by secret ballot separately for both tenure and promotion. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted to the School Director via Faculty Success Workflow. A separate letter for both tenure and promotion is required. Consistent with university policies, tenure considerations should include recognition of the applicant having both met the criteria for promotion as well as demonstrating the potential to make continuing positive contributions to the university and profession.

### **Promotion for Teaching Track Faculty**

Promotion to Associate Teaching Professor will include materials as outlined on the [Provost's website](#) and as detailed in the School Tenure and Promotion Guidelines. Teaching track faculty submit materials for review by a committee as described in the faculty handbook which includes teaching-track faculty at or above the rank under consideration and tenure track faculty at or above the rank under consideration.

The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching and service are reviewed and discussed. The committee chair then drafts a letter which is then signed by all faculty in attendance and submitted to the School Director via Faculty Success Workflow. The same process is followed at both levels of promotion for teaching-track faculty.

### **Promotion to Professor (Tenure-Track only)**

Promotion to Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines (for tenure-track faculty, this includes an external review process – see detailed

instructions above). The Promotion Committee, which includes only those tenured faculty holding the rank of Professor, will review the list of potential reviewers and establish a plan for contacting individuals with the goal of obtaining at least three external review letters. External review letters are due no later than the week that the Promotion Committee will deliberate. The Chair of the Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. Faculty vote by secret ballot. The committee Director then drafts a letter which is then signed by all faculty in attendance and submitted to the School Director via Faculty Success Workflow.

Refer to the Provost's website for posted deadlines, however school submission deadlines are earlier. The School Director will be responsible for determining submission deadlines and communicating these to the faculty members engaging in pre-tenure, tenure and promotion for that academic year.

## **Promotion and Tenure Criteria**

### **Pre-Tenure Review**

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The School promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Pre-tenure review will include all materials needed for a tenure and promotion dossier with the exception of requiring external reviewers. The committee chair for pre-tenure review is expected to connect with the applicant, review materials and make recommendations prior to the submission date established by the Director. Then, following submission of the materials, the chair of this committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. The committee votes by secret ballot. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted by the deadline to the School Director. This letter is submitted in conjunction with the steps outlined in the Faculty Handbook. 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 to help the candidate identify strategies to improve. These strategies 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. Satisfactory progress in the areas of research, teaching and service are expected. Letters from external reviewers are not required.

### **Promotion to Associate Professor**

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. They 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.

## **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.

### **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, their 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.

Evidence of earning at least "meets expectations" each year under consideration is necessary for promotion to Associate Professor.

## Teaching

Teaching and student learning are central to the mission of the School of Library and Information Science and the College of Education and Human Sciences. All faculty members seeking promotion 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.
- Consistent annual evaluations of "meets expectations".
- 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 delivery, student level, course content, service learning, etc.
- Development of 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.
- 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.

### **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 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 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; editorship and the review of manuscripts in professional associations and learned societies' publications; and review of grant applications.

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

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

Evidence of earning at least "meets expectations" each year under consideration is necessary for promotion to Associate Professor.

### **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 the 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 or 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.

### **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. Details can be found in the Faculty Handbook (5.7).

### **Promotion to Full Professor**

Evidence of sustained teaching effectiveness is necessary for promotion in rank to Full Professor. Annual evaluations should indicate not only “meets expectations” but “exceeds expectations” on occasion.

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 report and bulletins will be considered.
- Grants and other project applications, commissions and contracts (include source, dates, title, and amount) completed or in progress.
- Presentations of research papers before technical and professional meetings or scholarly conferences.
- Honors or award 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.

Evidence of sustained service with leadership roles is necessary for promotion in rank to Full Professor. Annual evaluations should indicate not only “meets expectations” but “exceeds expectations” on occasion.

### **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.

#### **A. 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 a professional judgement 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 the applicant. The external reviewers must have tenure and the rank of Professor at their respective institutions that have comparable programs.

#### **B. 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).

### **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.

### **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 the 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 evaluation process.

## **Teaching Track**

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

### **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.

## **Promotion for Teaching Track Faculty**

### **Teaching**

The School of Library and Information Science recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. All non-tenure track, teaching track faculty members seeking promotion are expected to have demonstrated excellence in teaching, which should include formal classroom instruction, advising and mentoring of students. What follows are indicators that are used to evaluate teaching. This is not an exhaustive list.

### **Instructors/Lecturers/Teaching Professors Teaching Expectations**

The expectation for promotion is that the applicant provides evidence of a pattern of exceptional teaching to include such indicators as peer observations of teaching which note exceptional performance, course evaluations that exceed the departmental average, supervision evaluations noting exceptional performance, letters of support from School colleagues with familiarity with teaching/supervision, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received (or submitted), evidence of successful contributions in the area of curriculum development, examples of how one has incorporated technology in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to syllabi, and/or evidence of exceptional efforts toward student mentorship.

Evidence of exceptional teaching is necessary for promotion in rank to Lecturer or Associate Teaching Professor.

Evidence of teaching effectiveness must include:

- University-mandated 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).
- Consistent annual evaluations of “meets expectations” or “exceeds expectations”.
- Annual School Director/FEC committee evaluations.
- Letters or emails from students or faculty.

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

A. Evaluation of Classroom Instruction

- Syllabi and course content are current and thorough in coverage.
- Evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.).
- Peer classroom observations.
- Student comments and course ratings from the faculty member’s own evaluation instruments (if available).
- Unsolicited letters of evaluation or commendations for teaching.
- Teaching awards.
- Responsiveness to student needs (e.g., available for student conference, appropriate office hours, sensitive to needs of students with disabilities).

B. Contributions to Student Mentorship

- Practicum supervision.
- Research mentorship of undergraduates.
- Research mentorship of graduates (Assistant Teaching faculty only).
- Undergraduate student advisement.
- Graduate student advisement (Assistant Teaching faculty only).

C. Evaluation of Instructional Contributions to the mission of the School

- Large lecture course responsibilities or multiple sections.
- Time intensive courses.
- Preparation of new courses or an extensive overhaul of an existing course.
- Number of new preps.
- Number of different courses taught.

D. Evaluation of Professional Contributions in the area of Teaching

- Published textbooks, lecture notes, or laboratory manuals.
- Membership on panels or testimony concerned with teaching.
- Presentations or publications relevant to the teaching of library and information science.

## Service

The School of Library and Information Science realizes that in order for schools, colleges, universities, professional organizations, and communities to thrive, individuals must give of their time, energy, and expertise in ways that serve to sustain and promote those organizations. We value service related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community at this university. Non-tenure track teaching faculty are expected to engage in service related activities that are tied to clinical activities, curriculum development, quality instruction, and student success initiatives.

## Teaching Track Service Expectations

What follows are indicators of service related activities. This is not an exhaustive list of contributions in the area of service, and faculty members are not expected to contribute in all of the areas listed. Credit for university services does not follow the assumption that university level service is more valuable than college service, which is more

valuable than school service. Credit for service is determined by how time consuming and essential the task is. This list is not exhaustive.

We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. Teaching and tenure-track faculty are expected to demonstrate professionalism in their interactions with colleagues, students, and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues, and staff, and a commitment to the goals of the School, College, and University.

1. University/academic service includes directing or serving on university, college, or school level committees, program administration, school-related service (e.g., arranging educational colloquia, recruitment and retention initiatives), graduate and undergraduate program service (e.g., admissions, coordinating externships, serving on committees). For teaching track faculty, preference should be given to activities that focus on curriculum and student success initiatives. For teaching track faculty at all ranks, credit for services is determined by the impact on instructional quality and student success.
2. Professional service to include service to the profession, leadership roles, and assisting with conference development. Tenure-track faculty may show evidence of editorial service by serving as ad hoc reviewers, editorial board members, or editors/associate editors. Professional service associated with accreditation or serving on review boards for external funding agencies is also considered in this domain. For teaching-track faculty, these activities should be tied to the instructional and/or supervision activities associated with the position.
3. Community service to include community education/outreach and consultation. For teaching track faculty, this should be connected to the instructional and supervision activities associated with the position.

Evidence “meets expectations” of service related to quality instruction and/or student success is necessary for promotion in rank to Lecturer or Associate Teaching Professor.

## Research

Teaching professors and Instructors pursue scholarship through curriculum development and instructional improvement; program evaluation; the dissemination of knowledge beyond the classroom to community through professional or academic articles or other published contributions like book chapters, book reviews, etc. in reputable sources and through presentation in university, conference, or professional settings (minimum two publications/presentations) and through community based service learning and internship processes. This includes engagement in program evaluation, research in the areas of teaching, pedagogy, and student success.

### Instructors/Lecturers/Teaching Professors Research Expectations Evidence

Evidence of teaching research effectiveness must include:

- New class development based on research or trends in the field.
- Participant in program evaluation for ALA Accreditations and/or WEAVE.
- Two of the following: professional or academic articles, book chapters, book review, other written publications, or presentations in university, conference, or professional settings.

### 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 for 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.

### Promotion to Teaching Professor or Senior Lecturer

Evidence of sustained teaching effectiveness with a pattern of exceptional teaching to include such indicators as peer observations or teaching which note exceptional performance, course evaluations that exceed the

departmental average, supervision evaluations noting exceptional performance, letters of support from School colleagues with familiarity with you teaching/supervision, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received, etc. is necessary for promotion in rank and annual evaluations should indicate not only “meets expectations” but “exceeds expectations” on occasion.

The expectations for promotion are that the applicant provides evidence (or submitted), evidence of successful contribution in the area of curriculum development, examples of how one has incorporated technology in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to syllabi, and/or evidence of exceptions efforts toward student mentorship.

The research expectations for promotion in rank include an additional publication in professional or academic articles or other published contribution like book chapters, book reviews, etc. in reputable sources and through presentations in university, conference, or professional settings and through community-based service learning and internship processes (minimum 2).

Evidence of sustained service with leadership roles is necessary for promotion in rank to Teaching Professor and Senior Lecturer. Annual evaluations should indicate not only “meets expectations” but “exceeds expectations” on occasion.

### **Unsuccessful Application 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 the School Director in annual evaluations.

## **Tenure**

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, skill, 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 reputations of the University as the research-based institution we aspire to be.

## 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.

## 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 that "meets expectations" or "exceeds expectations".
- Positive peer-review.
- 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 delivery, student level, service learning, etc.
- Development of 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 students 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 to fund innovative teaching activities.
- Honors or special recognitions for teaching accomplishments.

- Other evidence of teaching effectiveness as appropriate.

## 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 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 professions 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 applications 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.

Annual evaluations that consistently indicate "meets expectations" or "exceeds expectations" are required for tenure.

## 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, their 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 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.

Annual evaluations that consistently indicate “meets expectations” or “exceeds expectations” are required for tenure.

## **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 about 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).

## **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.

### **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 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. These options 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.

### **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 6<sup>th</sup> 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.

### **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. Details can be found in the Faculty Handbook (5.7).

### **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.

### **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.

### **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.

### 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 about Assistant Professor may apply for tenure without applying for promotion.

### Credit for Prior Accomplishments

Credit for prior accomplishments may be awarded up to a maximum of five years towards the probationary period for prior services 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.

### 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.

### 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.

**See the Faculty Handbook for Amending/Updating Application Materials; Evaluative Bodies' Roles and Responsibilities; Advisory Role of Evaluative Bodies; Written Recommendation; Confidentiality of Review Proceedings**

### Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

A formal development plan for improvement is initiated by the School Director and/or the FEC after a faculty member receives: (i) their second consecutive assignment of "Does Not Meet Expectations" in one on the three categories of faculty workload (teaching, research/creative activities, service) or (ii) assignment of "Does Not Meet Expectations" in at least two categories in the same year. Please see the Faculty Handbook (4.5.4) for details on this process.

## PART V: Statement Regarding Shared Governance

The School of Library and Information Science affirms the principles of shared governance including transparency and accountability regarding school operations ([Faculty Handbook](#) 3.5). Faculty should be engaged in the selection and evaluation of school leadership, in School level budgeting, in decisions regarding the establishment of policies regarding allocation of resources, and in establishing School specific workload, evaluation, and tenure and promotion policies.

## 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 evaluation	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	
<b>TOTAL SCORE:</b> 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				
<b>Collegiality is defined and examples of collegiality in teaching are listed below; Engagement is defined and examples of engagement in teaching are listed below.</b>				

## 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.	
<b>TOTAL SCORE:</b> 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 <b>Collegiality is defined and examples of collegiality in research/scholarship are listed below; Engagement is defined and examples of engagement in research/scholarship are listed below.</b>				

## 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 identified within the unit or does not attend committee meetings to represent the unit.	Serves on appointed/elected committees at the department, college, and University level as reflected within the standard performance level identified within the unit; attends meetings and contributes to the needs of the committee.	Serves on appointed/elected committees at the department, college, and University level at a rate exceeding the standard performance level within 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	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	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, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	

	the standard performance level identified within the unit.	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				
<b>Collegiality is defined and examples of collegiality in service are listed below; Engagement is defined and examples of engagement in service are listed below.</b>				