The University of Southern Mississippi

School of Library and Information Science

Program Presentation for

The Committee on Accreditation of

The American Library Association

January 16, 2012
Contents

1 Introduction

1.1 History ..................................................3
1.2 Related Programs and Organizations .........................7

2 Information Section ...........................................11

3 Standards Section .............................................12

3.1 Standard I. Mission, Goals, and Objectives ..........12
3.2 Standard II. Curriculum ..................................25
3.3 Standard III. Faculty ......................................38
3.4 Standard IV. Students .....................................60
3.5 Standard V. Administration and Financial Support ..75
3.6 Standard VI. Physical Resources and Facilities ....82

4 Synthesis and Overview ......................................88
4.1 Summary ..................................................88
4.2 Concluding Statement .....................................90

5 Appendixes – Provided on USB drives

5.1 Appendices Standard I Mission, Goals and Objectives
5.2 Appendices Standard II Curriculum
5.3 Appendices Standard III Faculty
5.4 Appendices Standard IV Students
5.5 Appendices Standard V Administration and Finances
5.6 Appendices Standard VI Physical Resources and Facilities
1 Introduction

This Program Presentation contains: a brief history of the School of Library and Information Science (SLIS) at The University of Southern Mississippi (Southern Miss) in the opening chapter, an expanded interview based history of the school is contained in the appendices, a brief statement of the missions of USM and SLIS, an Information Section, a Standards Section, a summary of the Program Presentation, and a brief conclusion. The Appendixes include material that applies to more than one section of the Program Presentation.

1.1 History

Courses in library science were offered at what is now The University of Southern Mississippi as early as 1926. In 1957, the program in library science became a department in the College of Education and Psychology. The master's degree was initiated in 1963-64, and the School of Library Service was established July 1, 1976 as a professional school. The master’s program has been continuously accredited by the American Library Association since 1980, with full-scale evaluations and site visits in 1987 and 1995 and 2002. In July 2002, the Committee on Accreditation placed the program on conditional status. The accreditation review in February/March 2005 yielded continuous full accreditation with the next visit to be 2012.

During the 1981-1982 academic years, the Board of Trustees of State Institutions of Higher Learning in Mississippi assigned The University of Southern Mississippi the leadership role in library science. Library science was one of ten programs at the University assigned such leadership within the State system of higher education. This was public acknowledgement of the progress of library education at the University. On July 1, 1988 as a result of University-wide reorganization, the School of Library Service became the School of Library Science in the College of Liberal Arts. This move facilitated cooperation with other departments in the College. In February of 1992, as a result of severe economic depression, which led to "downsizing" in state-supported Universities, a University Planning Team recommended that the School, as well as other units at The University of Southern Mississippi be closed. A strong campaign of supporters including alumni, employers of graduates of the School, faculty, and students convinced the University administration to retain and support the School. Since that time, SLIS has been fortunate to have the encouragement and support of the presidents and other academic officials of the University and the library community in Mississippi. To demonstrate administration and faculty response to current trends in the profession, the name of the School was officially changed to the School of Library and Information Science in the fall 1993. The degree awarded became the Master of Library and Information Science.

In January 2003, the University of Southern Mississippi was re-organized from nine colleges to five and the School of Library and Information Science was moved from the College of Liberal Arts (CLA) into the College of Education and Psychology (CoEP), where it began some twenty years earlier. An advantage of moving to the CoEP for SLIS has been an increased presence and role in the college. SLIS has a representative from its faculty on the Advisory Board of the college, the body that conducts the college level evaluation of faculty for tenure and promotion. (In the College of Liberal Arts the school did not always have this
access because of the voting system employed by that college.) In CoEP each department and school has a member elected to serve. We have been active participants in all aspects of the CoEP governance; in response to the changes in the university organization new college by-laws were written; tenure and promotion policies were studied extensively as part of the university striving to ensure junior faculty would have clear guidelines for departmental, college and university support for tenure and promotion.

The CoEP is in a continuous process of accreditation and review as part of its participation in NCATE and a variety of other accrediting agencies. The school has been a participant in the accreditation processes of the Department of Child and Families Studies, and the Department of Curriculum Instruction and Special Education, as well as having ongoing involvement with Southern Association of Colleges and Schools (SACS).

In two University wide peer and self-examinations to identify programs for support or deletion, the Academic Program Group (APG 2009) and the University Priorities Committee (UPC 2010) both identified the School of Library and Information Science programs among those to be retained and nurtured.

**Master’s Program**

The Master of Library and Information Science program is a comprehensive generalist program with a required core of courses fundamental to the profession that prepare students for a wide variety of roles in the profession. In August 2011 SLIS conducted reviews of the ALA Core Competencies in comparison to SLIS course outcomes and assessments that revealed SLIS is covering 90 percent of the competencies in our required courses. Within the curriculum there are opportunities to choose emphases that enable students to assume professional positions in school, academic, public and special libraries as well as archives. Thirty-nine semester hours are required for graduation this includes completion of a three-semester credit hour master's project, which is a capstone research activity for the graduates and a comprehensive exam. In fall 2012, credit hours for completion will change to 40 credit hours as a one hour orientation and professionalism course will be added. The demand for school library media specialists has increased enrollment in the school certification emphasis area. Two dual-master’s programs allow students to obtain coursework, research, and practical experience in such areas as museum librarianship, archives, digitization, and primary research methods. A third dual-master’s program with Political Science allows students to have significant public administration and service orientation.

**International Aspects of SLIS**

SLIS has attracted students from a number of foreign countries, including Bangladesh, China, India, South Africa, Germany, France, Mexico, Belize, Brazil, and Canada. Historically, students attended face to face classes from overseas during our summer terms; attracting students from Department of Defense sites pursuing the MLIS in a three to four summer completion format. Moving to online formats marginally increased international exposure, but decreased on-campus summer attendance. American students living in foreign countries continue to enroll in our program. The contact international students and students living outside of the states have with domestic students is valuable not only because of the opportunities to share professional information, but also because it provides cross-cultural exposure to everyone in the programs.
British Studies Program

The School has participated with the College of International and Continuing Education in the British Studies program since 1981. Courses in the British Studies program have been primarily in Children's and Young Adult Literature, and Libraries and Museums. After a ten-year lapse, the LIS courses were revived in 2007; in the past five years, 93 students from USM and 25 other universities from across the U.S. have participated. This program offers students the opportunity to learn about the libraries and archives of London and Edinburgh, including the British Library and Conservation Studio in London and the National Archives of Scotland in Edinburgh. British librarians, archivists, and information specialists with expertise in a variety of areas within the profession have been lecturers. The content of these courses varies from year to year, but it always includes outstanding lectures and field trips to points of interest important to the field of study, such as the Bodleian Library (Oxford), Shakespeare Library (Stratford-upon-Avon), St. Paul’s Cathedral Library, Barbican Lending Library, London Library, National Art Library at the V&A, and King’s College Maughan Library and Special Collections. British Studies LIS 2011 information can be found in the class blog: http://usmbritishstudies11.blogspot.com/. Course information, including syllabus and grading rubrics, are available online at: http://www.usm.edu/slis/British.htm.

International Conference

Dr. Teresa Welsh has been proactive in working to update the British Studies program of SLIS but she has also lead a movement to participation in the international conference area, encouraging participation of faculty and students in the Qualitative and Quantitative Methods in Libraries International Conference (QQML).

The 1st Qualitative and Quantitative Methods in Libraries International Conference was organized by Dr. Dr. Anthi Katsirikou, University of Piraeus Library, Greece, and Prof. Christos Skiadas, Technical University of Crete, Greece, in Chania, Crete, May 26 - 29, 2009. SLIS Associate Professor, Dr. Teresa S. Welsh, has served on the QQML Advisory Committee since QQML09 and attends the conference each year. Dr. Welsh chaired several sessions in '09 and organized sessions on bibliometric research and historical case-study research in 2010, 2011, and for the upcoming 2012 QQML conference in Limerick, Ireland. In the 2nd Annual QQML10 Conference, six SLIS students and recent graduates presented papers; four of those papers were chosen for publication in the conference proceedings, New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries, Proceedings of the International Conference on QQML2010, edited by Anthi Katsirikou and Christos Skiadas, published by World Scientific Publishing Co. in 2011 (papers listed at: http://ocean.otr.usm.edu/~w146169/mentorpubs.htm). In 2011, Dr. Welsh was one of the invited keynote speakers at the 3rd QQML Conference in Athens, Greece, May 24 - 27, 2011, where she spoke on “Information Literacy in the Digital Age An Evidence-Based Approach,” the subject of a book co-authored with Dr. Melissa Wright published in 2010. The conference was attended by about 200 librarians, academics and students from 55 different countries (http://www.isast.org/).
**Interdisciplinary Programs**

SLIS offers three dual-master’s degrees, one with the Department of History, the Department of Anthropology and the Department of Political Science. The dual degree with history has been in place more than a decade and its graduates have assumed positions in libraries, archives, and museums. Based on that program’s success, SLIS developed a second dual-master’s degree with Anthropology in 2000, and was approached by the Political Science department in early 2002 to create a dual program. With many academic libraries requiring second master’s degrees, such degree combinations are attractive. The skills acquired in the anthropology or history dual degree programs are intended for application in academic libraries, research libraries, archives, museums, digitization projects, and technical services in which specialized subject knowledge is required or in which a solid background in the organization of information is desirable. The political science dual degree program serves as a public administration foundation that compliments the library science degree creating an information specialist with substantial focus in several fields of political science including American government, international relationships, public law and political theory.

**Distance Programs**

Distributed education has been offered by various modes for many years, including face-to-face instruction at a variety of sites throughout the state. Between 1995 and 2003, SLIS used the state wide interactive video networks (IVN) to reach a variety of sites throughout the state. Many students in Mississippi are place bound and one of the goals of the program was to provide access to the MLIS for those students in remote areas of the state. Use of the IVN system by SLIS decreased rapidly as we moved into the online environment. SLIS has led the University in online education. In 1998, it offered the institution’s first entirely online course, though SLIS had been teaching using a combination of online with face to face classes since 1995. In fall 2002, SLIS offered the University’s and the state’s first online master’s degree program as well as an 18-credit supplemental endorsement for school library media specialists. (The supplemental endorsement was modified in fall 2003 to a 21-credit hour program to comply with No Child Left Behind.) SLIS has made a name for itself within the University and Mississippi as a leader in online education. In 2010 SLIS obtained approval for an online Graduate Certificate in Archives and Special Collections, and continues to develop online course opportunities to support student needs and interests.

Though the program retains University approval to offer Master and Bachelor’s classes in face to face modes, the Master’s program has been offered entirely online since 2002. Students will inquire about taking face to face classes, but will not enroll for face to face classes.

The undergraduate program has been approved to be entirely online in 2012; while most of the classes were online in the LIS undergraduate major, many of the general education core classes such as English, History, foreign language, were not. A recent change in state policies now allows students to take courses via a statewide online system that can fulfill the general education core; this change has allowed LIS, and other Bachelor programs, to be recognized as offering an online undergraduate degree.
Anecdotal History of the School of Library and Information Science

Dr. Joy Greiner, Professor Emeritus and former SLIS Director (1991-1999) provides an interview based history of the School of Library and Information Science at The University of Southern Mississippi. This document will be one of the items made available onsite as part of providing additional evidence and context about the school.

The anecdotal history of the School of Library and Information Science will include historical information dating back to 1926 when the first Library Services classes were held at the University of Southern Mississippi. President Emeritus Aubrey K. Lucas spoke with us about the first accreditation, and Dr. Glen Terry Harper, former Dean of the College of Liberal Arts, contributed by answering a questionnaire. Dr. Ann Blackwell, dean of the College of Education and Psychology, and Ms. Ellen Ruffin, curator of the de Grummond Collection, have also been interviewed. Dr. Joy Greiner, former director of the School, shared memories of the program. We have interviews with current members of the faculty: Dr. M.J. Norton, Dr. Teresa Welsh, Dr. Elizabeth Haynes, and Dr. Catharine Bomhold. Early graduates of the program, William Buchanan, Brenda Coleman, and Julie Bascom, also participated. These interviews briefly discuss programs integral to the School of Library and Information Science, including the Faye B. Kaigler Children’s Book Festival, the de Grummond Children’s Literature Collection, the British Studies program, the School Library Media Specialist Certification, and the Graduate Certificate in Archives and Special Collections.

1.2 Related Programs and Organizations

Undergraduate Program and Courses

A Bachelor of Arts with a major in library science is offered. Mississippi allows students with Library/Media Bachelors degrees who pass the PRAXIS to serve in school libraries. When students learned this path was available and that it did not involve a semester of dedicated students teaching, we were unable to sustain enrollment to support our undergraduate licensure program. After discussing the BA with Licensure program issues for several semesters the SLIS faculty made the decision to discontinue the LIS BA with licensure (effective Spring 2010) at a faculty retreat held June 26, 2009. The decision was made because the additional demands on the faculty to provide appropriate services for the full undergraduate licensure, including dedicating a faculty member to student teacher supervision with fewer than 15 undergraduates in a semester, was not economically viable. However, to mitigate the situation SLIS modified the LIS BA program to include more school library courses, and still require students with an interest in school librarianship to complete their practicum experience in school settings. Undergraduates in LIS are prepared to work in school library media centers or as paraprofessionals in other libraries and other information centers.

An eighteen-hour undergraduate minor in library and information science was designed and granted approval by the College of Liberal Arts college council and academic council (university level council), in fall 2002. The minor was intended to provide students of any
A general undergraduate course in information literacy (LIS 201 Introduction to Information Literacy) was approved by the college and university curriculum bodies in fall 2002. The College of Liberals Arts made the course (or its equivalent) a requirement of the Liberal Arts degree. Though the university has since been re-organized and the School of Library and Information Science has been moved into the College of Education and Psychology, the College of Arts and Letters (Liberal Arts) has many disciplines that continue the LIS 201 requirement. To minimize the impact of offering LIS 201 on the graduate faculty an instructor position on the faculty has been assigned to teach the course, and appropriately qualified graduate students are used to teach some sections as well. Unfortunately, a recurring error in undergraduate student full-time equivalences on the annual ALISE statistics forms caused the students enrolled in LIS 201 to be miscalculated in our student to faculty ratios. The error resulted in COA requesting clarifications on our student to faculty ratios, which has now been addressed and the calculation problem has been resolved this fall. Students enrolled in LIS 201 are not LIS majors and are only taking the one three credit hour course; they should have been reported as part-time students relative to LIS and counted in FTEs as 15 hours = 1 FTE, or five undergraduates were one FTE. A reporting and calculation error was counting these students as individual FTEs based only on their full-time enrollment in USM courses, rather than as part-time LIS students.

Children's Book Festival

The Children's Book Festival has been an annual event at Southern Miss for more than 40 years. Attracting between 300 and 500 participants each spring, the conference brings together authors, illustrators, historians, storytellers, and clinicians with international reputations. Since its beginnings under Dr. Warren Tracy in 1968, the festival has been directed by an individual SLIS faculty member with cooperation and support from the Curator of de Grummond Children’s Literature Collection and the University Libraries. The administrative organization of the Festival was modified in 2010 in recognition of the significant additional workload required for such an undertaking. A SLIS staff member, rather than a faculty member, now serves as festival director guided by a steering committee composed of Southern Miss SLIS faculty and the Curator of the de Grummond Children’s Literature Collection. The event is one of the major university events of each year. The festival was renamed the Fay B. Kaigler Children’s Book Festival in 2002 to honor Ms Kaigler who has designated the festival in her estate to support scholarships for librarians and teachers to participate.

The University of Southern Mississippi Silver Medallion has been presented annually at the Children's Book Festival since 1969. This annual award was established to honor an author or illustrator who has made an outstanding contribution to the field of children's literature. The author or illustrator's entire body of work is taken into consideration. Nominations are
received from publishers, authors, illustrators, professors, and others interested in children's literature. A committee composed of authors, librarians, and children's literature specialists makes its choices from a ballot consisting of all nominations. A silver medallion with the likeness of the recipient on one side and a representative book character on the other is presented to the winner. Additional silver medallions are struck and retained in the permanent collection housed at the de Grummond Collection. Additional bronze replicas are struck and are available for sale.

The Ezra Jack Keats Foundation announced December 14, 2011, that The Ezra Jack Keats New Writer and New Illustrator Book Awards will be moved to the de Grummond Children’s Literature Collection at The University of Southern Mississippi Libraries from the New York Public Library. Known collectively as The Ezra Jack Keats Book Award, the award will be presented in conjunction with The University of Southern Mississippi's Fay B. Kaigler Children’s Book Festival beginning with the 2012 ceremony.

Mississippi Library Association

The School of Library and Information Science works with the state organization in a variety of ways, including conducting presentations, poster sessions and workshops at the annual conferences. The annual conference is an important contact point for the school and the community, during the MLA conferences beginning in 2002, the school has held focus groups and made informational presentations, as well as contributed programming. The MLA listserv is one of the contact points for sharing information about the SLIS program. Faculty also contribute to the state journal, and have served as reviewers for several MLA competitions.

Mississippi Library Commission

The Mississippi Library Commission, established in 1926 by the Mississippi legislature, is the state funded agency that assists in continuing education and services for librarians. The Commission provides support and resources for the library community, public and school, as well as services to the general public and legislative branches. The Commission and the School have collaborated on a number IMLS grant applications with MLC being a supporting member. MLC has contributed significantly to the practicum aspect of the Minority Scholarship Initiative IMLS grant SLIS received in 2009; MLC helped to place and train the student participants. The School and the Commission continue to work together to support the libraries and librarians in the state.

Mississippi Department of Education

The Mississippi Department of Education (MDE) seeks to create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and flourish as parents and citizens. The MDE has partnered with SLIS in seeking funding from IMLS for the continuation of the Minority Scholarship Initiative grant awarded to Southern Miss SLIS in 2009. The proposed continuation grant will focus on recruiting minority candidates wishing to become school librarians.
Mississippi Children’s Museum

The Mississippi Children’s Museum (MCM) provides a unique and exciting educational experience that ignites and inspires a thirst for discovery, knowledge and learning in all children. The MCM has partnered with SLIS in seeking funding from IMLS for the continuation of the Minority Scholarship Initiative grant awarded to Southern Miss SLIS in 2009. The proposed continuation grant will focus on recruiting minority candidates wishing to become school librarians.
2. Information Section

a. The correct name of the unit organized and maintained by the parent organization for the purpose of graduate education in library and information studies. This is the unit that is referred to in the 2008 Standards as the "school of library and information studies."

School of Library and Information Science
College of Education and Psychology
Melanie J Norton, Director

b. The correct name of the parent institution, with names and titles of chief executive and chief academic officers, and the parent institution administrative officer to whom the principal administrator of the school of library and information science reports.

The University of Southern Mississippi
Martha D. Saunders, President
Denis Wiesenburg, Interim Provost
William Powell, Associate Provost
Ann Blackwell, Dean of the College of Education and Psychology
Diane Fisher, Associate Dean of the College of Education and Psychology
The Director of the School of Library and Information Science reports to the Dean of the College of Education and Psychology

c. The name of the institutional accrediting agency accrediting the parent institution. The University of Southern Mississippi is a Carnegie Doctoral Research-Extensive and Four-Year Class 1 Southern Regional Board (SREB) institution regionally accredited by the Southern Association of Colleges and Schools.

d. The names and brief descriptions of all the program(s) being brought forward for accreditation by COA.

Master of Library and Information Science

The Master of Library and Information Science program is a 39 semester hour program, which includes 21 semester hours of required core courses and 15 semester hours of electives. A three semester hour master's project and passing a comprehensive exam are required of all students for graduation. The program is a generalist program, which allows students to concentrate in specific areas such as public, special or school libraries. School library media certification is one of the options available to students. A Graduate Certificate in Archives and Special Collections is a recent addition to the program. Dual masters’ programs with the Department of History, Anthropology or Political Science are other options.
3. Standards

The following section contains the 2008 Standards in italics, followed by the School of Library and Information Science’s statements addressing those standards. Items that will be presented as evidence of SLIS commitment to the Standards, and acts of compliance are listed at the end of each section. The majority of evidence items will be available on site. Samples of some of the evidence items are attached in the various appendices.

Standard I – Mission, Goals and Objectives

I.1 A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The mission of the master’s of library and information science program is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Our broad-based planning process to serve our mission and address the goals of the strategic plan has been built on the participation and contributions of our constituencies. Assessing the SLIS Program relative to compliance with broad based systematic planning means involving all of our constituencies. It is through our interactions with the constituencies that we ensure we are pursuing the mission, goals and objectives of the school and that they are congruent with the profession. This is an ongoing and ever evolving activity that must be responsive to the issues of our constituencies. Involving external constituencies in the planning processes of the School include alums, regional practitioners, employers, the University and other bodies we may serve or interact with through professional or educational vehicles. The October 2006 Biennial/Special report was the first report after hurricane Katrina changed the face of the Gulf States in August 2005. At the time of that writing we were planning participation in the Mississippi Library Association annual conference, the first conference since Katrina. At the time of the 2006 report we were concerned about the impact of Hurricane Katrina upon our constituencies’ ability to be active in our planning, assessment and evaluation. We found the practitioners, alums, friends and colleagues in our region to be committed to the School and the field; our constituencies are active in encouraging and advising the school as permitted by the demands of their own situations To improve our contact with our many alums we solicit feedback at the annual Mississippi Library Association conferences, regional conferences and through survey contacts. One such survey revealed the majority of respondents preferred activities, both social and professionally related, be conducted in conjunction with the Mississippi Library Association conference. As a result we have held alumni breakfast meetings at the 2006 through the 2011 conferences, as well as holding reporting meetings, focus groups and content presentations in support of the conferences. All of the conferences had strong participation at the Southern Miss SLIS focus group meetings, luncheons and presentation meetings where activities, issues and concerns related to the school and the field are discussed. Information gathered in these meetings is most often reflected in the curriculum standard as the majority of recommendations have been related to course offerings and
professional orientation. The 2006 MLA focus group was primarily interested in receiving news about the School’s accreditation (first meeting after receiving unconditional accreditation) and the situation on campus relative to recovering from Katrina, and sharing their own concerns about the impact of the storm on educational resources in the state. A presentation by Executive Director Karen O’Brien about COA was one of the SLIS sponsored events that helped clarify COA involvement and invited practitioners’ participation in the process. The 2007 MLA focus group continued to involve discussion of Hurricane recovery and curricular issues; more management and budgeting training was recommended. Technology continued as an area of concern, and one that the School continues to monitor with periodic technology surveys of our courses. The 2008 MLA focus group provided feedback about how well prepared some of the graduates felt, and how employers viewed the new graduates’ preparation and what they would like to see in our program. There was continued discussion of the long term impact of the hurricane on the state funding picture and the ongoing efforts to regain resources for libraries impacted by the storm, as well as the economic crisis brewing at the national level. While uniformly applauding the quality of our graduates there was discussion at the 2008 conference expressing concerns that print based reference resources (specifically Readers Guides) were not being given the appropriate primacy in the reference courses since we teach online. At the same time hailing the advantages of our online program there was discomfort expressed by older alums that they felt certain they personally could not have been successful in such a program. Faculty members theorized this is a continuation of technology resistance, but respect it as legitimate concern due to the speed of change in the field. Ultimately, the concern about using Readers Guides and print resources was as much linked to the need to impress upon students the interpersonal skills necessary to provide reference services as to keep the students aware of the value of print/local resources. While we provide skill work with online resources we still do require students examine print resources as available. In 2012 students will be required to submit (rather than volunteering to submit) video/vodcasts of themselves conducting mock interviews and demonstrating patron assistance behaviors. The School continues to implement advancing technologies as our students become able to obtain and support more developed technology tools. As technology and software costs have decreased our students have invested in better technology for use with our courses. With national student participation in our classes we find the discrepancies among their technology tools to be notable. We still service students who only have access to dial-up internet providers. We provide access to materials in advance so students can download and view large files at their own speed. We are developing more interactive class room situations, practicum and internship opportunities that stress using local resources, as well as sensitivity to the personal component of all library activities. Reaching out to practitioners across the nation we have been able to place more students in classrooms, libraries, museums, archives and university libraries for practical experience and professional mentoring, which MLA focus groups have indicated to be the “dream” courses, and best educational opportunities. Providing grant writing experience has been a frequent suggestion from the focus groups, and the required management course now includes a grant writing assignment. An advanced management course to cover more policies and procedure and grant writing has also been recommended. Responsiveness to curricular development suggestions to support the needs of our constituencies may be one of the most important methods we have to meet our mission “to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities”. 
In 2002 COA’s conditional accreditation decision involved concern about Southern Mississippi’s broad based planning processes. These concerns have been and continue to be addressed; systematic broad-based planning is an ongoing, overarching and critical component to address all of the Standards. The School of Library and Information Science planning processes are imbedded in the program as a component of the University planning and assessments system and as part of our commitment to support our student/employer constituencies, maintain compliance with Southern Association College and Schools (SACS), National Council on the Accreditation of Teacher Education (NCATE), American Library Association and the ALA Committee on Accreditation, and the mission of The University of Southern Mississippi.

Planning at all levels of the university focuses on assessment, evaluation and application of data to decision making. The School participates through representation on university and college committees in the review and analysis of existing Southern Miss strategic goals and plans, economic planning, curriculum review and educational Quality Enhancement Plans (QEP). All assessment and planning activities are tracked by university oversight groups including the Office of Institutional Effectiveness (under the Provost), the General Education Core (GEC) assessment review committee, the Professional Education Council (PEC), NCATE unit review committee, Academic Council, Graduate Council, University Priorities Committee and others. We employ a monitoring assessment and evaluation system through WEAVE Online and the Teacher Education Program employs TK20. The nature of the QEP, GEC, NCATE review committees and university accrediting bodies has integrated “continuous review and revision of …vision, mission, goals, objectives, and learning outcomes” (Standards, 2008, 3) into the Southern Mississippi system. The University is engaged on all levels in broad based strategic planning, from physical plant to student enrollment and retention to academic accountability. The University of Southern Mississippi demonstrates commitment to the concepts and activities of planning, assessment, realignment and open documentation such that enrollment/retention consultants Noel-Levitz summary observations after a campus visit were -

First of all, we must mention that throughout the visit we observed an environment that is already embracing institutional strategic planning …This complex task will be much easier because of the groundwork that was already set prior to our visit and because of the quality and enthusiasm of the planning leaders that we met” (Noel-Levitz, February 2008, 5)

As part of the university’s strategic and budget planning processes SLIS has been engaged through the College of Education and Psychology and in conjunction with the university Academic Planning Group (2008-2009) and the University Priority Committee (2009-2010) in the review of all aspects of the program, including mission, goals and objectives. The processes have involved the analysis of all university initiatives – programs, degrees, certificates, etc. Employing a system of review based upon Robert Dickeson’s 1999 Prioritizing Academic Programs and Services, designed and monitored by the University’s Faculty Senate, every element of The University of Southern Mississippi has been engaged in this process. The review has also been a method to identify programs to be supported and grown or considered for discontinuation. The School of Library and Information Science ranked highly among the programs identified to be supported and grown. The MLIS program ranked number 7 in the College of Education and Psychology’s 54 initiatives, and was ranked in the top tier (tier 5) of the University ranking at number 19 of 257 ranked
Multiple data collection and analysis components are pulled together to assist programs to improve recruitment and retention, to monitor student outcomes and program quality. As part of the University assessment system we employ the WEAVE online software to report on our curriculum outcomes/objectives, and related measures and findings. While we describe our own plans of assessment for each program, there is a university committee that examines the documents and advises us on methods to provide better description and suggests potential areas of improvement in our assessment plans, or reporting. With the continued in-depth involvement of the University assessment support systems we are confident that the process of continuous planning and review will continue.

The mission, goals, objectives and outcomes of the School of Library and Information Science are reflective of the vision and mission of The University of Southern Mississippi and the College of Education and Psychology. It is notable that the development of the revised Mission, Values and Plan of The University of Southern Mississippi involved a long-term and very inclusive exploration of the university’s and the communities’ vision for Southern Miss. Multiple interest and focus groups were brought together to develop them, and that pattern of development was carried through to the College and School levels.

The University Web pages host a variety of media that explore the history, vision, mission and plans for The University of Southern Mississippi, to have the full experience visit http://www.usm.edu/about/overview-facts

This section provides the following statements of interest to this section

The Mission, Values and Plan of The University of Southern Mississippi
The Mission of the College of Education and Psychology
The Mission, Goals and Objectives of the School of Library and Information Science
The University of Southern Mississippi
Vision, Mission, Values, Plan

Our Vision
The University of Southern Mississippi will emerge as the premier research university of the Gulf South, engaging and empowering individuals to transform lives and communities.

Our Mission
Our primary mission is to cultivate intellectual development and creativity through the generation, dissemination, application and preservation of knowledge.

Our Values
Our mission is supported by the values that have been formed through the history and traditions of our institution. These values are widely and deeply held beliefs of our faculty, staff, students and administrators:

• Education provides opportunities to improve the quality of intellectual, social, economic and personal well-being. These opportunities should be available to all who are willing and able to meet our standards of excellence.

• Our success is reflected by the degree to which our students become well-read, articulate and creative critical thinkers. It is measured by their display of specialized knowledge and abilities suitable to the pursuit of a career and life in our complex, everchanging world.

• We cherish innovation in the creation and application of basic and applied research findings, creative and artistic expression, meaningful learning experiences, the scope of services provided to our students and the broader community that we sustain, and the continuing evolution of degree programs that both respond to and anticipate the evolving demands of our society, employers and the labor market.

• Education encourages and advances the ideals of a pluralistic democratic society: civic responsibility, integrity, diversity and ethical behavior.

• Academic freedom and shared governance are long-established and living principles at the university. We cherish the free exchange of ideas, diversity of thought, joint decision making, and individuals’ assumption of responsibility.

• We make efficient and effective use of our resources, for we are accountable to our university communities, the Board of Trustees and taxpayers.
Our Plan
Four priorities guide The University of Southern Mississippi, each helping to support our vision. These priorities, identified through a strategic planning process in 2007-08, provide a solid foundation for progress.

• Climate of Academic Success
• Image Development
• Community Connection
• Healthy Minds, Bodies and Campuses

Climate of Academic Success
Our vision for a climate of academic success includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace.

Students, faculty and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social and educational experiences that yield informed, responsible and productive citizens with a standard of lifelong learning.

University experiences are supported by quality facilities and up-to-date technology accessible to the entire university community. Educational programs adhere to rigorous standards in terms of student advisement, engagement and mentoring; curriculum development and delivery; and the exploration and generation of scholarly work.

Students admitted to Southern Miss have every opportunity to earn a degree and acquire a comprehensive educational foundation that expands their perspectives, enhances their opportunities and enriches our society.

Supporting Measures: Baccalaureate degrees awarded/six-year graduation rates/student return rates/square footage of new or substantially renovated facilities/accreditation for eligible programs/NSSE senior scores in the top 50 percent in each of the five benchmark areas/percentage of graduates employed in desired field or admitted to graduate school within one year of graduation

Image Development
Image development promotes the internal and external reputation of the university and supports the vision of Southern Miss. Image development must be linked to what we do and how well we do it.

Supporting Measures: Results on Chronicle/Gallup Branding Index/scores in U.S. News and Forbes University rankings/positive national media coverage

Community Connection
We envision engaged citizens of Southern Miss (students, faculty and staff) who genuinely invest in their university community and their host communities (locally, regionally, nationally and globally).
Our engaged citizens internationally build community through learning and working together inside and outside the university in order to create and sustain a culture of respect and civility. We do this through hosting, serving, sharing and discovering.

- **Hosting** refers to the importance of every contact made on campus – from the first to the last.
- **Serving** allows university citizens to invest in people, agencies/businesses and organizations through volunteering, service learning, internships, applied scholarship and university/ community partnerships.
- **Sharing** focuses on how we build relationships and engagement inside the university and with our host communities.
- **Discovering** encompasses the scholarship and creative activities of the university communities.

Supporting Measures: Student volunteer hours/square footage of sharing (social/learning) space/ attendance at university-sponsored events/peer-reviewed publications and presentations/external research funding/total endowed portfolio/alumni giving

---

**Healthy Minds, Bodies, and Campuses**

A culture that emphasizes a multidimensional healthy environment at Southern Miss is deemed central to attain the goals of this strategic plan. An emphasis on healthy lifestyles will enhance the quality of the Southern Miss experience and beyond. Appropriate efforts in campus sustainability will contribute to an improved environmental impact and an informed perspective on resource use.

Continuous efforts to maintain safety and security of all at Southern Miss will increase the potential to attain individual and community goals.

Supporting Measures: Participation in university-sponsored wellness/fitness activities/employee absenteeism/LEED-certified buildings and renovations/solid waste reduction/recycling

---

**The College of Education and Psychology Mission Statement**

The College of Education and Psychology prepares and develops educators, researchers, mental health professionals, and information specialists while generating and disseminating knowledge that connects and advances individuals, communities, and society.

Students develop knowledge and skills through exposure to exemplary teaching, research, and professional service. The College contributes to the mission of the University through all aspects of scholarship that promote academic success; enhance the image of the College and the University; foster community relationships and involvement; and create healthy minds, bodies, and campuses.
School of Library and Information Science

Mission, Goals and Objectives – revised and adopted August 2011

The mission of the master’s of library and information science program is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

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

OBJECTIVES

As a result of this goal candidates will:
A. Discuss and defend the articles of the Library Bill of Rights.

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

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

D. Analyze the needs of the community being served.

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

OBJECTIVES

As a result of this goal candidates will:
A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.

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

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

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

E. Develop methods of promoting and advocating for libraries and library services.
GOAL 3
To create an environment for master’s degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries, and the library profession, in the context of social and cultural diversities.

OBJECTIVES

As a result of this goal candidates will:

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

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

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

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

OBJECTIVES

As a result of this goal candidates will:

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

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

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

GOAL 5
To develop an awareness of the effects of technology on all library and information centers’ operations,

OBJECTIVES

As a result of this goal, candidates will:

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

B. Demonstrate ability to use information technologies to communicate effectively. Testing online pathfinder
C. Be cognizant of the impact of technology on the social and economic structure and the library’s mission to the community.

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

**OBJECTIVES**

As a result of this goal, candidates will:
A. Demonstrate high-quality communication through writing, and speaking.
B. Analyze and solve problems relevant to library/information centers

**Planning Process**

The School of Library and Information Science has engaged in broad-based planning involving various constituencies. SLIS has pursued the following:

- Revised and updated strategic plan – ongoing and in conjunction with college and University guided re-examination – August 2011
- Created a Facebook site, both general and closed for School of Library and Information Science students, alums and friends Spring 2010
- Program sessions were planned and led by SLIS faculty at each of the Mississippi Library Association annual conferences (2002, 2003, 2004, 2006*, 2007, 2008, 2009, 2010, 2011) [* The 2005 MLA conference was canceled due to Hurricane Katrina]. These sessions have included updates on the status of SLIS, focus discussions about preparation of graduates, presentations on the accreditation process, and programs on library issues such as the USA PATRIOT Act and mentoring
- Multiple informal contacts made with employers including academic, public and special librarians
- Group sessions with recent graduates at Annual MLA
- Input from LISSA, the student group

Some of the results of these efforts have included the following:

- Curriculum modifications based on input from employers, students, and MLA focus groups, addition of specific assignments/experiences to required courses
- Redesign of practicum system as requested by practicum supervisors in the field
- Modifications of the strategic plan
- Better visibility and understanding of the School in the Mississippi library community as a whole
- Wider discussion of the importance of accreditation and the processes involved.

SLIS has revised its strategic plan in keeping with changes in the University and College. We believe it continues to reflect our mission and commitment to our constituencies. The strategic plan is included as an appendix (5.1A ).
Program objectives are stated in terms of educational results to be achieved and reflect the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The goals of the school associated with related objectives are identified below.

Goal 2 Objective A: The student will demonstrate the ability to interact with patrons to effectively assist with information needs and usage.

Goal 2 Objective B: The student will develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs.

Goal 2 Objective C: The student will demonstrate the ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center.

Goal 2 Objective D: The student will be able to demonstrate ability to evaluate, implement, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation.

Goal 3 Objective A: The student will be able to demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

1.2.2 the philosophy, principles, and ethics of the field

Goal 1 Objective A: The student will be able to discuss and defend intelligently the articles of the Library Bill of Rights.

Goal 1 Objective B: The student will be able to develop policies to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.

Goal 1 Objective C: The student will be able to understand the importance of providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the people’s right to read.

Goal 2 Objectives C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

Goal 2 Objective B: Demonstrate the role of the library and of the librarian in the information process.

Goal 2 Objective E: Demonstrate a facility for appropriate oral and written communication.

Goal 3 Objective B: Develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

I.2.4 the value of teaching and service to the advancement of the field

Goal 3 Objective A: Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

Goal 3 Objective B: Develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

Goal 3 Objective C: Demonstrate understanding of the need to remain current with new developments in information technologies and with the ways in which these tend to displace traditional means of communication.

I.2.5 the importance of research to the advancement of the field’s knowledge base

Goal 4 Objective A: The student will be able to apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.

Goal 4 Objective B: The student will be able to explain the role of scientific research and of a theoretical knowledge base in librarianship.

Goal 4 Objective C: The student will be able to conduct original research and report the results appropriately.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge

Goal 3 Objective B: The student will develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

Goal 3 Objective B: The student will be develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.
I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups

Goal 2 Objective C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.

I.2.9 the role of library and information services in a rapidly changing technological and global society

Goal 3 Objective C: Demonstrate understanding of the need to remain current with new developments in information technologies and with the ways in which these tend to displace traditional means of communication.

I.2.10 the needs of the constituencies that a program seeks to serve.

Goal 1 Objective C: The student will be able to understand the importance of providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the people’s right to read.

Goal 2 Objective C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.

Sources of Evidence
1.1 Stated mission, objectives, outcomes of SLIS,
1.2 See also Appendix 5.2B of Standard II for the table of relationships among the course objectives and assessments to SLIS program goals and objective
1.3 See also Appendix 5.2C of Standard II for the relationship of selected specific course objectives and assessments to ALA Core Competencies
1.4 University Graduate Bulletin http://www.usm.edu/registrar/graduate-bulletins
1.5 SLIS strategic plan Appendix 5.1A of Standard I;
1.6 Mississippi Library Association conference programs;
1.7 focus group minutes/notes;
1.8 surveys;
Standard II – Curriculum

II.1. The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

A flowchart of the University creation and approval process will be provided. Planning the curriculum is linked to our correspondence with our constituencies, and observations of trends in the field and education.

Sources of evidence:
1.1. Curriculum Committee:
Chair: Teresa Welsh
Previous Chair: Elizabeth Haynes
Members: Stacy Creel, Xinyu Yu
Secretary to the Curriculum Committee: Karen Rowell

1.2. Curriculum Approval Process Flowchart, Examples of Committee Minutes and Forms (Appendix 5.2A).

II.2. The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The focus of SLIS has been and remains on serving the needs of the library community in Mississippi and surrounding states by producing persons who are qualified to assume professional and leadership roles in libraries and related agencies. Based upon discussions with the library community of the state SLIS has retained what might be considered a traditional curriculum. However, the true tradition of librarianship has been adaptation, improvement, and implementation of technologies and systems that better serve the information needs of the various clienteles. We have at the suggestion of our practitioners retained ‘traditional’ courses such as Cataloging, Collection Development and Reference, and have integrated more technology into core and elective courses. Further, we have compared our course assessments and outcomes with the ALA Core Competencies document.

Sources of evidence:
2.1 Core Curriculum and Electives
2.2 Correlation of Core Course Objectives, Outcomes to SLIS Goals, Objectives (Appendix 5.2B)
2.1. Core Curriculum and Electives

Core Curriculum
This mission and focus are served by a core curriculum that consists of the following:

- LIS 501 – Introduction to Reference Resources and Services
- LIS 505 – Cataloging and Classification
- LIS 511 – Development of Library Collections
- LIS 605 – Library Management
- LIS 636 – Information: The Library and Society
- LIS 651 – Introduction to Information Science
- LIS 668 – Research Methods in Library and Information Science
- LIS 695 – Master’s Project

Electives
Students must include one of the following technology-focused courses as one of their electives

- LIS 516 – Media Utilization
- LIS 557 – Computer Applications in Libraries
- LIS 558 – Internet Resources and Applications

Students may choose from any elective courses offered by SLIS for the remaining four courses. The following electives have been offered in the last three years:

- LIS 506 – Advanced Cataloging and Classification
- LIS 508 – School Library Media Centers
- LIS 516 – Media Utilization
- LIS 517 – Literature and Related Media for Children
- LIS 518 – Literature and Related Media for Young Adults
- LIS 519 – Programs and Services for Youth
- LIS 540 – Information Ethics
- LIS 545 – Sources of Information for a Multicultural Society
- LIS 560 – System Analysis for Librarians
- LIS 580 – British Studies: Studies in Librarianship
- LIS 587 – British Studies: Research
- LIS 607 – The Library Media Center and the School Curriculum
- LIS 629 – Studies in Children’s Literature
- LIS 631 – History of Libraries
- LIS 640 – Academic Libraries
- LIS 641 – Public Libraries
- LIS 642 – Special Libraries
- LIS 646 – Special Collections and Archives
- LIS 647 – Introduction to Archival Organization
- LIS 648 – Archival Practicum
- LIS 656 – Online Database Services and Resources
- LIS 664 – Government Publications
- LIS 670 – Topics in Service to Library Clientele
- LIS 675 – Seminar in Organization of Material: Introduction to Digital Libraries
- LIS 675 – Seminar in Organization of Material: Metadata
- LIS 689 – Library Practicum
- LIS 692 – Special Problems in Librarianship
Graduate core and elective courses are taught by SLIS faculty. The fall 2011 course schedule is available at: http://www.usm.edu/slis/Fall_2011NUMBERS.php#grad and the spring 2012 schedule is available at: http://www.usm.edu/slis/Spring_2012NUMBERS.php#grad

A revised and updated three year rotation of courses is under construction to include changes in the programs’ curriculum, such as the addition of the Graduate Certificate in Archives and Special Collections, addition of a one credit orientation course and the new technology elective requirement.

II.3. Curriculum:

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
II.3.3 integrates the theory, application, and use of technology
II.3.4 responds to the needs of a diverse society including the needs of underserved groups
II.3.5 responds to the needs of a rapidly changing technological and global society
II.3.6 provides direction for future development of the field
II.3.7 promotes commitment to continuous professional growth.

SLIS core curriculum is related to ALA Accreditation Standard II.3 and to ALA Core Professional Competencies.

Sources of evidence:
3.1. Relation of Curriculum to Accreditation Criteria II.3
3.2. Relation of SLIS Goals, Objectives and Outcomes of Core Courses to ALA Core Competencies (Appendix 5.2C)

The curriculum meets the criteria set forth in the Accreditation standards as shown in the following table that illustrates the relationship of selected specific course objectives and assessments to the individual criterion. The relationships listed here are intended to be representative, not exhaustive.

<table>
<thead>
<tr>
<th>Accreditation Criteria for Curriculum</th>
<th>Selected Individual Course Objectives that Indicate Compliance with Criteria</th>
<th>Course Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.3.1 The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.</td>
<td>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and analyze current issues and trends in collection development. 3. Discuss, evaluate, and revise collection development policies and procedures.</td>
<td>LIS 511 – Community Analysis Paper; Reviewing Sources Paper; Collection Development Policy</td>
</tr>
<tr>
<td></td>
<td>LIS 605 - 1. Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. 2.</td>
<td>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development of a Position Description; Development of a Performance Evaluation Instrument; LIS-related Grant Proposal</td>
</tr>
<tr>
<td>The University of Southern Mississippi</td>
<td>School of Library and Information Science</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services.</td>
<td><strong>LIS 651</strong> – 1. Demonstrate the ability to articulate the various interpretations of 'data', 'information' and 'knowledge' and the implications of these differences including the impact communications issues have upon the status of information, both in theory and practice. 2. Demonstrate an understanding of the role and implications of technology relevant to information and information management.</td>
<td></td>
</tr>
<tr>
<td><strong>II.3.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.</strong></td>
<td><strong>LIS 501</strong> – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction. 2. New technologies and their impact on reference. <strong>LIS 651</strong> - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research. <strong>LIS 668</strong> – 1. Demonstrate an understanding of scientific research, its history and role in building a knowledge base in library and information science, and the responsibility of professionals to add to knowledge in the field through research.</td>
<td></td>
</tr>
<tr>
<td><strong>II.3.3 The curriculum integrates the theory, application, and use of technology.</strong></td>
<td><strong>LIS 501</strong> – New technologies and their impact on reference. <strong>LIS 605</strong> - Demonstrate an understanding of the effects of technology on communication and organizational structures. <strong>LIS 516, 557, or 558</strong> - Demonstrate ability to use information technologies to communicate effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>II.3.4 The curriculum responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.</strong></td>
<td><strong>LIS 505</strong> – 1. Interpret entries in catalogs and indexes for all types of materials in various environments serving diverse users. <strong>LIS 511</strong> - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons’ informational needs. <strong>LIS 636</strong> – 1. Discuss the mission and roles played by a particular type of library in a diverse community. 2. Understand how this type of library provides multicultural library services to the community. 3. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services. <strong>LIS 505</strong> – Cataloging Exercises; Research Paper; Quizzes and Exams. <strong>LIS 511</strong> – Community Analysis Paper; Discussion Board on Collection Evaluation. <strong>LIS 636</strong> – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams</td>
<td></td>
</tr>
</tbody>
</table>
### II.3.5 The curriculum responds to the needs of a rapidly changing technological and global society

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 501</td>
<td>1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction. 2. New technologies and their impact on reference.</td>
</tr>
<tr>
<td>LIS 636</td>
<td>1. Discuss and understand the application of new technology in organizing information and serving library patrons. 2. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services.</td>
</tr>
<tr>
<td>LIS 516, 557, or 558</td>
<td>- Demonstrate ability to use information technologies to communicate effectively.</td>
</tr>
</tbody>
</table>

### II.3.6 The curriculum provides direction for future developments of the field.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 505</td>
<td>- Understand and explain basic concepts of metadata.</td>
</tr>
<tr>
<td>LIS 511</td>
<td>- Identify and analyze current issues and trends in collection development.</td>
</tr>
<tr>
<td>LIS 651</td>
<td>- Demonstrate the ability to evaluate and discuss issues of information policy, information economics, professional roles and ethics within the context of library and information science.</td>
</tr>
</tbody>
</table>

### II.3.7 The curriculum promotes commitment to continuous professional growth.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 605</td>
<td>- Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</td>
</tr>
<tr>
<td>LIS 636</td>
<td>- Develop an historical perspective and a sense of tradition in respect to their chosen profession, and have some knowledge of the history of the various information technologies.</td>
</tr>
<tr>
<td>LIS 668</td>
<td>- Demonstrate an understanding of the responsibility of professionals to add to knowledge in the field through research.</td>
</tr>
</tbody>
</table>

LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Bibliographic Instruction Podcast

LIS 636 – Assigned Readings; Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams

LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).

LIS 605 – Research Paper; Quizzes and Exams.

LIS 511 – Participation in Chats & Discussion Board; Midterm and final exams

LIS 651 – Bibliometric research paper; Written analyses of articles from the professional literature; Participation in Chats & Discussion Board

LIS 605 – Position Description, Resume Assignment, Participation in Chats and Discussion Board

LIS 636 – Assigned readings, Participation in Chats and Discussion Board; Written Assignments, Research Paper; Quizzes and Exams

LIS 668 – Survey of a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal
II.4. The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

Sources of evidence:
  4.1. Course Sequence
  4.2. Research

4.1. Course Sequence
Students are counseled by advisors to take the core 500-level courses before attempting most of the 600-level courses, as it is felt that a background in reference, cataloging and collection development and management aids students in understanding concepts in management, practicums, and other higher-level courses. Having made the three courses; Introduction to Reference, Cataloging and Classification and Collection Development and Management, prerequisite to two of the advanced courses helps students to perceive immediately the complexity and humanity of library science and tends to dispel the false notion that library science is an easy course of study.

All of the required courses for the MLIS are offered each semester. Elective courses are offered on a rotation, with occasional exceptions for special interest, or special request courses when faculty are available to teach. All of the MLIS courses are taught by Southern Miss School of Library and Information Science faculty, we have not used any adjuncts for the graduate program since 2005.

4.2. Research
The University of Southern Mississippi, a Carnegie Research-Extensive Institution, requires all faculty and graduate students to complete the Responsible Conduct of Research Training (http://www.usm.edu/research/responsible-conduct-research) by completing online modules in the Collaborative Institutional Training Initiative (CITI).

Any research that involves human subjects must be pre-approved by the Institutional Review Board (IRB: http://www.usm.edu/irb/).

Students learn to conduct bibliometric research in LIS 651: Introduction to Information Science and are required to do a master’s research project on an approved topic. The project proposal is developed in LIS 668: Research Methods and completed in LIS 695: Master’s Research Project.
A list of students’ published research is available online (http://ocean.otr.usm.edu/~w146169/mentorpubs.htm).
II.5. When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Specializations
In addition to the core courses, students are allowed to choose electives that are appropriate for their area of interest or specialization:

- Students going into school libraries follow a specified curriculum that follows the standards articulated by the American Association of School Librarians (AASL) and approved by NCATE.
- Students have the option to earn a dual-master’s degree in LIS/history, LIS/anthropology or LIS/political science.
- Students may pursue a Graduate Certificate in Archives and Special Collections that is based on SAA (Society of American Archivists) standards and guidelines
- Students may choose to study abroad in British Studies LIS 580/587: British Libraries and Information Centers
- Students may take a practicum in their chosen type of library or archive; while a practicum is not required, it is strongly recommended for students with little or no practical library experience.
- Students may propose individual specialized studies, carried out under the supervision of a faculty member.

Sources of evidence:

5.1 School Licensure Requirements
SLIS Course Objectives and Assessments in Relation to AASL Standards (Appendix 5.2D)
5.2 Dual Degrees (http://www.usm.edu/slis/prog_dual.php
5.3 Graduate Certificate in Archives and Special Collections (http://www.usm.edu/slis/ASCCertificate.php)
Graduate Certificate in Archives and Special Collections Student Learning Outcomes, Assessments, Grading Rubrics (Appendix 5.2E)
5.4 British Studies (course syllabus and grading rubrics available online: http://www.usm.edu/slis/British.htm)

5.1. School Licensure Requirements
For those students following a curriculum that leads to AA school library media licensure, the following courses are required in addition to the core curriculum:

- LIS 508 – School Library Media Centers
- LIS 516 – Media Utilization
- LIS 517 – Literature and Related Media for Children
- LIS 518 – Literature and Related Media for Young Adults
- LIS 607 – The Library Media Center and the School Curriculum

5.2. Dual Degrees
The school participates in three dual-master’s programs. Students pursue the degrees simultaneously and each combined program includes thirty (30) hours in library and information science and thirty (30) hours in the dual major, for a total of sixty (60) hours.
Students must be admitted separately to each program and must satisfy the requirements of both degrees before the degrees will be awarded.

- Master of Library and Information Science and Master of Arts in Anthropology
- Master of Library and Information Science and Master of Arts in History
- Master of Library and Information Science and Master of Arts in Political Science.

5.3 Graduate Certificate in Archives and Special Collections
A Graduate Certificate in Archives and Special Collections was approved in fall 2009. The 18-credit hour certificate combines online coursework related to archival history, theory, methods, organization, and ethics, with an archival practicum. This course of study can be taken as part of a student's MLIS degree or as a post-master's certificate for those holding an MLS from an ALA-accredited program. Non-LIS graduate students are required to take LIS 505: Cataloging and Classification as a prerequisite.

Program Goals/Objectives: To prepare students for careers in archives and related fields such as special collections, museums, and digital libraries.

**Required courses:**
- LIS 646: Special Collections and Archives
- LIS 647: Introduction to Archival Organization
- LIS 648: Archival Practicum
- LIS 675: Seminar in the Organization of Material: Introduction to Digital Libraries
- LIS 675: Seminar in the Organization of Material: Metadata

**Elective (choose one)**
- LIS 506: Advanced Cataloging and Classification
- LIS 558: Internet Resources and Applications
- LIS 631: Library History
- LIS 634: History of Children's Literature

**Certificate Assessment**
After completing the required coursework, students are required to write a 2500-word paper on an approved topic related to archives, special collections, or digitization that is approved by faculty teaching archival-related courses.

5.4 British Studies
Since 2007, SLIS has offered study-abroad courses (6 credit hours) in the summer through the Southern Miss 4-week British Studies Program, one of the oldest and largest study-abroad programs in the U.S.:
- LIS 580 – British Studies: Studies in Librarianship
- LIS 587 – British Studies Research

During the past 5 summers, 93 students have participated in British Studies from SLIS and 25 additional universities from across the U.S.
- Florida State University
- Indiana University
- Kent State University
II.6. The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

SLIS was an early adopter of online delivery of courses:
- 1995 – 1st computer-enhanced hybrid course
- 1998 - 1st entirely online course offered at USM, LIS 651 Introduction to Information Science
- 2002 – M.L.I.S. degree all online with Blackboard, online interactive text chat
- 2007 – Web CT with Wimba for interactive audio classes
- 2011 – Blackboard 9.1, Wimba, more multimedia, Web 2.0 apps such as blogs, wikis, social media.

SLIS delivers all graduate courses in an online interactive environment but retains authority to offer courses in face to face or hybrid modes.
- Course modifications must be approved by the SLIS Curriculum Committee and Director, then at the college level by the College Curriculum Committee and at the university level by the Graduate Council; changes at the program level must also be approved by the state Institute of Higher Learning (IHL).
- The Professional Education Council must review courses that are components of the educational curriculum.
• The faculty of the school ensures that all courses meet the same high standards. Clear and measurable grading rubrics have been developed for each course to assist students in understanding assignment requirements.

• Students must pass a final comprehensive exam that is composed of questions related to the core curriculum.

Source of evidence:
6.2 Graduate Council http://www.usm.edu/graduateschool/graduate_council.php

II.7. The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Several measures have been taken to collect input about the school’s curriculum from students, graduates and other constituents. These include course evaluations, focus groups of students and alumnae, feedback from practicum supervisors, sessions held at Mississippi Library Association conferences, and informal meetings with employers. The development of rubrics, to the review of the assessment methods employed and a continuing re-examination of both assessment plans and products. Examples of changes over time can be found in the Assessment Plans posted on the university Institutional Effectiveness pages (www.usm.edu/ie).

Sources of evidence:
7.1 Course Evaluation
7.2 Examples of Course Syllabi and Grading Rubrics (Appendix 5.2F)
7.3 Program Evaluation: University Priorities Committee
7.4 University Priorities Committee Report (Appendix 5.2G)
7.5 Program Evaluation: Focus Group
7.6 Focus Group Notes for 2010, 2011 (Appendix 5.2H)
7.6 Technology Survey
7.7 Technology Survey in the Curriculum, 2011 (Appendix 5.2I)
7.8 Future Prospects
7.9 Curriculum Revision Approval Process

7.1. Course Evaluation

Southern Miss uses online course evaluations, which are used in tenure and promotion and also in annual faculty evaluations. Student participation is high since the incentive is early access to semester grades.
In addition to the curriculum revision documents developed by the faculty, the School has been engaged in an ongoing revision of assessment procedures to satisfy University and SACS requirements. A yearly assessment plan of curriculum outcomes was developed and continues to be a work in progress as we learn from each iteration. These are available on the Southern Miss Web pages at www.usm.edu/ie

The faculty has also developed rubrics to be used in grading all major assignments and these have been incorporated into syllabi to be provided to students. The rubrics are based on those developed by Quality Enhancement Program (QEP), a university-wide initiative to improve the quality of students’ writing and speaking skills.

### 7.3. Program Evaluation: University Priorities Committee

In 2010, Southern Miss initiated a system of review for all programs in order to identify weak programs to be phased out and strong programs, which were to receive increased support.

Rating criteria included:

- **A. Consistency with University Mission, Vision, Values, and Priorities (10%)**
- **B. External and Internal Demand (15%)**
- **C. Quality (25%)**
- **D. Productivity, Cost, and Efficiency (25%)**
- **E. Potential (20%)**
- **F. Additional Information (05%).**

Each department submitted a report, which was reviewed and rated by the College Priorities Committee, the Dean and Department Directors Committee and the University Priorities Committee. The scores were averaged and the programs ranked from 1 (lowest) to 5 (highest). SLIS was ranked at the highest level of 5.

### 7.5. Program Evaluation: Focus Group

In October each year, SLIS conducts a focus group of students and recent graduates at the Mississippi Library Association Annual Conference. Some of the common themes from past three years’ focus groups and how they were addressed include:

- Appreciated level of communication of SLIS with students and face-to-face opportunities at MLA and other conferences
- Appreciated that SLIS is valued by Southern Miss so program is not cut (SLIS was ranked as top-tier program so it was approved to hire 3 additional faculty)
- Appreciated having requirement of research papers and detailed feedback so they have better chance to be published or presented (list of student publications: http://ocean.otr.usm.edu/~w146169/mentorpubs.htm)
- Requested more grant-writing in course or workshop (SLIS management course now requires grant-writing midterm assignment)
- Requested real-life work (SLIS offers two practicum courses and recently offered a service-learning class)
- Requested more technology survey workshops or courses (one of three specific technology intensive courses is now required as one of the 5 electives).
7.6. Technology Survey

The School of Library and Information Science conducts technology surveys regularly to determine degree of integration of technology into core courses and as a way to encourage faculty to incorporate evolving technology into courses. The online environment of many of the courses lends itself to utilization of various basic production technologies such as word processing, spreadsheets, email, PowerPoint, creation of electronic documents, etc.

- School has made a commitment to provide increased access to library-related software as evidenced by the purchase of site licenses for *Cataloger’s Desktop* and *WebClass*.
- Students also use *WebDewey*, courtesy of OCLC.
- Several courses require creation of Web pages and Web 2.0 applications such as blogs, wikis, and glogs. Particular attention is paid to electronic resources in Reference and Collection Development.
- Advanced Cataloging is increasingly concerned with metadata and various organizational schemas, such as Dublin Core and EAD, while the introductory cataloging course has a solid grounding in MARC.
- In addition to the scholarly databases available through Cook Library, the online public services course has guest access to *DIALOG*, *ISI Web of Knowledge* and *Web of Science*, and other specialty databases such as *Plunkett Research Online*.
- New e-resources at Cook Library related to LIS coursework includes *Emerald Insight LIS Journal Collection*

7.8. Future Prospects

- New seminar courses in metadata and digital libraries are now offered each year as part of the requirements of the Graduate Certificate in Archives and Special Collections. This certificate is available to LIS graduate students, LIS alumnae, and other majors who complete a pre-requisite course in basic cataloging.
- Multimedia such as audio and video podcasts as well as audio and video interactive sessions are increasingly incorporated into online courses to increase interactivity and student engagement.
- New course, LIS 519: Programs and Services for Youth has been approved to be delivered online or face-to-face; a Graduate Certificate in Programs and Services for Youth is planned for the future.
- A new technology elective will be required for students who enter the program beginning in spring 2012; students must include one of three specific technology intensive courses as one of their 5 electives.
- A new 1-hour graduate orientation course is planned for the fall 2012 that would be primarily asynchronous but with online meetings with each faculty that covers 1) orientation, 2) technology, 3) overviews the different types of libraries/museums, 4) professionalism and advocacy, 5) management in the field; completion of the CITI modules for responsible conduct of research would be required as well as written assignments related to specific library/archives area of interest and the professional associations related to that area.
7.9. Curriculum Revision Approval Process

- Changes in the curriculum or courses begin with feedback from students, graduates, professionals in the field, and information from conferences and workshops.
- Proposed courses or course revisions are first discussed and voted on by the SLIS Curriculum Committee, then brought before SLIS Director and faculty at the next faculty meeting for a vote.
- If approved by the Director and faculty, the Curriculum Committee Chair completes the required paperwork (http://www.usm.edu/graduateschool/course_proposals.php) and submits to the College Curriculum Committee.
- The CCC reviews and votes on the curriculum proposal on first reading, at which time it may be approved pending suggested revisions; the revised proposal is then reviewed and voted on at the next CCC meeting. If approved on the second reading, it is forwarded to the University Graduate Council.
- The Graduate Council reviews and votes on the curriculum proposal; representatives from SLIS attend the relevant Graduate Council meeting to address any questions about the proposal. If approved, the change goes into effect on the designated date, usually the following semester.
- A change at the program level, such as adding a new certificate program, must also be approved by the state Institute of Higher Learning (IHL).

Evidence Appendices

5.2A1 Graduate Curriculum Approval Process Flowchart
5.2A2 Examples of Curriculum Committee Minutes, Forms and Related Documents
5.2B Correlation of Core Course Objectives, Outcomes to SLIS Goals, Objectives
5.2C Relation of SLIS Goals, Objectives and Outcomes of Core Courses to ALA Core Competencies
5.2D SLIS Course Objectives and Assessments in Relation to AASL Standards
5.2E Graduate Certificate in Archives and Special Collections Student Learning Outcomes, Assessments, Grading Rubrics
5.2F Examples of Course Syllabi and Grading Rubrics
5.2G Program Evaluation: University Priorities Committee Report
5.2H Program Evaluation: Focus Group Notes for 2010, 2011
5.2I Technology Survey in the Curriculum, 2011
Standard III: Faculty

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

The Southern Mississippi SLIS faculty have the educational, professional, and practical backgrounds to enable them to support the program’s mission and objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program. Part-time adjunct faculty balance and complement the teaching competencies of the full-time faculty and enrich the quality and diversity of the program.

As of January 2012 there are nine (9) faculty, six (6) full time tenured or tenure track faculty, one (1) tenure track faculty on administrative leave, one (1) full time visiting assistant professor, one (1) full time visiting instructor, and two (2) graduate assistants with teaching assignments in the SLIS. The visiting instructor covers four (4) undergraduate sections as well as participates in curriculum development and review. The six active tenured or tenure track faculty members are teaching predominately graduate level courses. The sum total of these personnel is the equivalent of eight and one-half (8.50) full time faculty.

We recently received permission to advertise for three tenure-track positions and a regular full-time instructor position for the academic year 2011-12. The visiting professor position will be taken by one of the three tenure track hires for Fall 2012, and the visiting instructor line will be filled with a full-time regular instructor. The faculty member on leave will be replaced with one of the tenure track hires, and one additional tenure track hire will be made. The net faculty in Fall 2012 will be nine (9) full time tenured or tenure track faculty, plus one full time regular instructor. Depending on whether any graduate assistants in fall are qualified to teach (minimum 18 graduate hours of LIS required to teach undergraduates), there will be 10 full time equivalent faculty in place and possibly .5 fte filled by graduate assistants.
### Table 3:1 : Faculty Name and Rank (from 2005 – present)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Appt. to SLIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie J. Norton</td>
<td>Assoc. Professor &amp; Director</td>
<td>Aug. ‘93</td>
</tr>
<tr>
<td>Dorothy Elizabeth Haynes</td>
<td>Associate Professor</td>
<td>Aug ‘98</td>
</tr>
<tr>
<td>Teresa Welsh</td>
<td>Associate Professor</td>
<td>June ‘03</td>
</tr>
<tr>
<td>Catharine Bomhold</td>
<td>Assistant Professor (tenured)</td>
<td>June ‘03</td>
</tr>
<tr>
<td>Xinyu Yu</td>
<td>Assistant Professor</td>
<td>Aug. ‘07</td>
</tr>
<tr>
<td>Scott Klingler</td>
<td>Assistant Professor</td>
<td>Aug. 07 Terminal contract 10-11</td>
</tr>
<tr>
<td>Stacy Creel</td>
<td>Assistant Professor</td>
<td>Aug ‘10</td>
</tr>
<tr>
<td>Johnnie Edmand Pace</td>
<td>Visiting Instructor</td>
<td>Aug. ‘11</td>
</tr>
<tr>
<td>Yan Wu</td>
<td>Visiting Assistant Professor</td>
<td>Aug. ‘11</td>
</tr>
</tbody>
</table>

### Past Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Years/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodriguez-Buckingham, Antonio</td>
<td>Professor- Emeritus</td>
<td>1980 – 2009 Retired</td>
</tr>
<tr>
<td>Greiner, Joy M.</td>
<td>Assoc. Professor – Emeritus</td>
<td>1985-2005 Retired</td>
</tr>
<tr>
<td>Cissell, Mary E.</td>
<td>Assistant Professor</td>
<td>2004-2008 Resigned – no third-year review</td>
</tr>
<tr>
<td>Higgins, Susan E.</td>
<td>Assistant Professor</td>
<td>2005-10 Did not receive tenure</td>
</tr>
<tr>
<td>Bossaler, Jenny</td>
<td>Assistant Professor</td>
<td>2008 – 10 Resigned to return home</td>
</tr>
<tr>
<td>Li, Yuelin</td>
<td>Assistant Professor</td>
<td>Jan ‘08-10 Resigned returned to China</td>
</tr>
<tr>
<td>Chung, Eun Kyung</td>
<td>Assistant Professor</td>
<td>Jan 2007- August 08 Resigned returned to Korea</td>
</tr>
</tbody>
</table>
Adjuncts

Part-time adjuncts assist with teaching of undergraduate and highly specialized LIS graduate courses. They balance and complement the teaching competencies of the full-time faculty and they enrich the quality and diversity of the program. Adjunct faculty members are well-educated professionals steeped in library education and working in a variety of professional settings, including academic libraries, public libraries, university administrations, and school media centers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy Ann Branton</td>
<td>Head of Bibliographic Services, Southern Miss University Libraries, MLIS</td>
</tr>
<tr>
<td>Lawana Cummings</td>
<td>Librarian, St. Martin East Elementary School, Ocean Springs, MS, Specialist, MLIS</td>
</tr>
<tr>
<td>Linda Ginn</td>
<td>Librarian, Bibliographic Services, Southern Miss University Libraries, MLIS</td>
</tr>
<tr>
<td>Ellen Ruffin</td>
<td>Curator, De Grummond Collection, Southern Miss University Libraries, MLS</td>
</tr>
<tr>
<td>Sharon Davis</td>
<td>Branch Manager, Margaret Sherry Memorial Library, Harrison County Public Library System, Biloxi, MS</td>
</tr>
</tbody>
</table>

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

Faculty Research, Instruction, and Advising

All of the current SLIS tenured and tenure-track faculty members have doctoral degrees and they received their doctoral degrees at four separate universities. Current and past faculty since 2005 have received doctoral degrees from a total of nine separate universities.

Southern Miss is a Carnegie Doctoral/Research-Extensive institution. Faculty instruction and research are supported by the School, the College, and the University:

- Each faculty member has access to graduate teaching assistants for support with research and instructional activities.
● Each faculty member has a well-equipped computer with high-speed network connectivity. Planned replacement cycle is every four years and replacements are funded by the University Itech department.

● Faculty members have access to instructional computer labs for classroom instruction.

● Blackboard sites are available to support courses, either online or face-to-face classes.

● A Facebook site, and a LIS listserv are maintained to promote communication and networking among faculty, alumni, and students.

● Faculty are encouraged to participate in workshops and conferences through the school providing travel assistance, and registration.

● Faculty are located in and supported by the resources of Cook Library; and McCain Special Collections, which includes de Grummond Children's Literature Collection, which is a leading research resource in the field of children's literature.

● Sponsored Programs Administration (SPA) assists faculty members in seeking external support for their research and scholarly activities by offering workshops, hands-on training sessions, and individual counseling.

● SPA offers access and registration to the Community of Science (COS) database, which allows faculty members to develop a research profile and be sent updates of relevant grant information.

● SPA supports the post grant award administration and maintains contact with all granting agencies.

● The College of Education & Psychology offers mentoring for faculty members for grant-writing and research.

SLIS faculty members have varied service experiences, both inside and outside the academic setting. The table below indicates the faculty’s level of professional diversity and involvement. This involvement also supports the School’s commitment to goal three of the program: “To create an environment for master’s degree candidates to know, understand and appreciate the importance of professional organizations and continuing education….”
<table>
<thead>
<tr>
<th>Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>USM SLIS: Director Fay B. Kaigler Children’s Book Festival, 2004-10; Faculty Advisor, USM Student Chapter, ALA, 2004-08; Curriculum Committee, 2006-present; Medallion Selection Committee, Fay Kaigler Children’s Book Festival, 2005-present; American Library Association, ALSC: Mildred L. Batchelder Award Committee, 2009; Robert F. Sibert Informational Book Award Committee, 2008; Other: Chair, Magnolia Award Committee Children’s Choice Award for the State of Mississippi, 2007-08</td>
</tr>
<tr>
<td>Haynes</td>
<td>Southern Miss: Academic Council, 2007-2010 (Ad Hoc Distance Education Committee; Chair, Program Review Committee; Chair, Academic Council, 2009-2010) Provost’s Council, 2009-2010; University Advisory Committee on Tenure and Promotion, 2008-09; Ad Hoc Academic Planning Group, 2009; Faculty Senate, 2007-08; Grand Marshall Award Committee, 2007-08; College of Education and Psychology: College Advisory Committee on Tenure and Promotion, 2006-09 (Chair, 08-09); Unit Review Committee, 2007-present; Professional Education Council, 2004 – present; Ad Hoc NCATE Response Committee, 2006-07; Ad hoc NCATE Oversight Committee, 2005-06; SLIS: Admissions Committee, 2002- present; Chair Curriculum Committee, 1999-2003; Medallion Selection Committee, Fay Kaigler Children’s Book Festival, 2000-2003, chair, 2004-2009, 2011-present; ALA: COA External Review Panels, 2007, 2008; AASL: Reviewer, AASL/NCATE SPA, 2006-present; Auditor, 2009-present; NCATE Coordinating Committee, Chair, 2007-08; Dollar General Beyond Words disaster grant, reviewer and member, advisory board, 2006-present; Other: Member, state accreditation site visitation team, University of Rhode Island, 2008-09</td>
</tr>
<tr>
<td>Klingler</td>
<td>Southern Miss: Faculty advisor, Sigma Nu Fraternity, Theta Gamma Chapter, 2009-10; SLIS: Faculty Advisor, LISSA (Library and Information Science Student Association), 2008-10; In-service trainer, ALISE: Distance Education Special Interest Group Convener, 2008.</td>
</tr>
</tbody>
</table>
| Norton | Southern Miss: University Libraries Advisory Committee, 2008-10; Academic Technology Committee, 2008-09; IT Advisory Council, 2006-07 (Chair, Distance Education Committee, Chair, Ad Hoc Computer Lab Committee); Chair Ad Hoc Pay Review Committee, 2006-07; OCS Steering Committee, 2007-08; Summer Teaching Grant Committee, 2006-07; University Knowledge Planning, 2006-07;  
College of Education and Psychology: College Council, 2003-present; Council of Chairs representative, 2004-present; College Curriculum Committee, 2003–present; Ad Hoc College Tenure and Promotion Committee, 2010; College Bylaws Committee, 2009-12; College Chair University Priorities Committee 2010;  
American Society for Information Science and Technology: ASIST Contributed Paper Review Panel, 2005-10; ASIST Program Review Panel, 2005-09; Mississippi Library Association: Chair, Constitution and Bylaws Committee, 2006-07 |
<table>
<thead>
<tr>
<th>Name</th>
<th>USM</th>
<th>College of Education and Psychology</th>
<th>SLIS</th>
<th>Mississippi Library Association</th>
<th>Southern Chapter, Medical Library Association</th>
<th>University of Tennessee School of Information Sciences</th>
<th>ALISE</th>
<th>External</th>
<th>Katrina Research Center Assistant Director (2006 - 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh</td>
<td>USM: Cook Library Fine Appeals Committee, 2003-present; University Advisory Committee, 2010-13; Academic Council (General Education Curriculum Committee, Ad Hoc Joint Committee on Online Proposals and Course Integrity), 2010-12; Dietetics Program Advisory Board, 2010-11; Faculty Senate, 2009-10; de Grummond Children’s Literature Collection, Curious George Ad Hoc Committee, 2006 College of Education and Psychology: Advisory Committee, 2009-12; College Curriculum Committee, 2010, 12; University Priorities Committee, 2010; Ad Hoc College Tenure and Promotion Committee, 2010; Dean’s Search Committee, 2007-09; Faculty Awards Committee, 2005-08; Research Committee, 2006-07, 2011-present. SLIS: SAA Student Chapter Advisor, 2010-present; SLIS Student Activities Committee, Co-Chair 2003-08, 2010-present; Admissions Committee, 2007-present; Curriculum Committee, 2008-present, Chair, 2010-present; LISSA (LIS Student Association) Advisor, 2003-08 Mississippi Library Association: Scholarship Committee, 2008, 2011; Information Literacy Committee, 2007-08 Southern Chapter, Medical Library Association: Research Committee, 2004-07 University of Tennessee School of Information Sciences: Advisory Board, 2006-09 ALISE: School Representative, 2006-present; Membership Advisory Committee, 2006-08; Garfield Dissertation Award Committee, 2006 External: Research proposal reviewer for Research Grant Council of Hong Kong, 2011; International Conference on Qualitative and Quantitative Methods in Libraries, Advisory Committee, 2010-present Katrina Research Center Assistant Director (2006 - 2009)</td>
<td>Yu</td>
<td>USM College of Education and Psychology: Bylaws Committee, 2009-present SLIS: LISSA, (LIS Student Association), Advisor 2009-present; SLIS Curriculum Committee, 2009 to present Mississippi Library Association: Special Library Section Chair, 2010 Other: Information science + IT Conference, Reviewer, 2008-10; Medical Library Association, Roundtable facilitator, 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The University of Southern Mississippi Board Policies and Bylaws mandates that faculty appointments be based on thorough and rigorous procedures. Board policy specifies that a candidate for promotion in academic rank must display evidence of

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

One area of the University’s strategic plan is the Climate for Academic Success, which states:

Our vision for a climate of academic success includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace.

Students, faculty, and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social, and educational experiences that yield informed, responsible, and productive citizens with a standard of lifelong learning.

The School is part of a University-wide effort to recruit and retain a diverse faculty. Southern Mississippi’s Office of Affirmative Action provides resources to assist departments in recruiting and retaining minority faculty, as well as monitoring all hiring processes.

Recruitment

According to the Southern Miss Fact Book, 2010-11, the total number of faculty was 700 (373 male and 327 female). Of the 700 full-time faculty 31 identified themselves as African-American, 14 as Hispanic, 49 as Asian, and 3 as Native American with 19 being non-resident aliens of various ethnicities. The faculty at Southern Miss SLIS consists of two Asian and seven Caucasians. Dr. Yu and Dr. Wu are originally from China.

Diversity recruitment resources are available online (http://www.usm.edu/aa-eeo/diversity-recruitment-resources) and training is offered in a variety of related areas.
Statistics on faculty diversity are available in the *Southern Miss Fact Book* available online ([http://www.usm.edu/institutional-research/fact-books](http://www.usm.edu/institutional-research/fact-books)) and on file.

Governance policies and procedures are available in the Southern Miss Faculty Handbook is available online ([http://www.usm.edu/provost/faculty-handbook](http://www.usm.edu/provost/faculty-handbook)) and on file.

**III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.**

Faculty members have a variety of experiences in library and related institutions, which along with their academic specializations have prepared them to teach in a number of areas. They have also participated in a variety of developmental activities as described below.

Faculty are encouraged to engage in developmental activities as demonstrated by the School and College’s support of workshop and conference attendance. All faculty are supported to attend the Mississippi Library Association and to attend other conferences and workshops away from campus as needed and/or available.

The University offers a variety of workshops for faculty and staff through the Learning Enhancement Center ([http://www.usm.edu/lec/workshops/](http://www.usm.edu/lec/workshops/)). The Office of the Provost also sponsors specialized workshops for academic administrators.

Sponsored Programs Administration (SPA) offers workshops, hands-on training sessions, and individual counseling ([http://www.usm.edu/spa/](http://www.usm.edu/spa/)), as well as access to Community of Science (COS) software and the Center for Research Support.

The College of Education and Psychology also provides support to faculty via the Center for Research Learning and Education, which is staffed by an experienced grant writer and researcher.

**Table 3:4  Selected Faculty Development Activities (past two years)**

<table>
<thead>
<tr>
<th>Bomhold</th>
<th>ALA Annual &amp; Midwinter Conferences, ALISE Annual Conference, MS Library Assn. Annual Conference, VRD, International Reading Assn. Annual Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentored by Dr. Berman, Assoc. Dean, College of Education &amp; Psychology, in writing two grant proposals</td>
<td></td>
</tr>
<tr>
<td>Cook Library Workshop on Online Services for Instructional Support</td>
<td></td>
</tr>
<tr>
<td>Reference Sources Enhancement Project with MS Libraries Commission</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Activities</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Creel   | ALA Annual & Midwinter Conferences, ALISE Annual Conference, Mississippi Library Association Annual Conference  
Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM)  
Sponsored Program Administration training for New Faculty |
| Haynes  | ALA Annual & Midwinter Conferences, ALISE Annual Conference, AASL Natl. Conference, MS Library Assn. Annual Conference  
Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM)  
FRBR Basics (teleconference sponsored by ALCTS)  
AASL/NCATE SPA reviewer training; ALA external review panel training  
OLAC Bi-annual conference (Online Audiovisual Catalogers) |
| Klingler| ALISE Annual Conference, Mississippi Library Association Annual Conference |
| Norton  | ALA Annual Conference, ALISE Annual Conference, MS Library Assn Annual Conference, MS Creating Futures in Technology Conference  
Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM)  
Cook Library Workshop on Online Services for Instructional Support  
Sponsored by Provost office USM: Employment Law; Responsibility Centered Management: Budget Models; Executive Seminar: Campus Emergencies; Annual Evaluation Seminar; Managing and Supervising Administrative Staff; Recruitment and Hiring; |
| Welsh   | SLA Annual Conference, ALISE Annual Conference, MLA Annual Conference, MS Creating Futures in Technology Conference, Society of MS Archivists Conference, Qualitative and Quantitative Methods in Libraries International Conference, Bloomsburg Conference on e-Publishing in London |
Table 3:5: Faculty Professional Memberships

<table>
<thead>
<tr>
<th>Name</th>
<th>Memberships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>ALA, ALSC, ALISE, Ethnic and Multicultural Information Roundtable (EMERT), RUSA, International Reading Association, Delta Kappa Gamma</td>
</tr>
<tr>
<td>Creel</td>
<td>ALA, YALSA, ALSC</td>
</tr>
<tr>
<td>Haynes</td>
<td>ALA, AASL, ALISE, YALSA, Mississippi Library Association, Texas Library Association, Texas Association of School Librarians</td>
</tr>
<tr>
<td>Klingler</td>
<td>ALISE, Phi Kappa Phi, Beta Phi Mu</td>
</tr>
<tr>
<td>Norton</td>
<td>ALA, ASIST, ALISE, Mississippi Library Association</td>
</tr>
<tr>
<td>Yu</td>
<td>ALA, Mississippi Library Association, ASIST, Medical Library Association (Southern Chapter) Beta Phi Mu</td>
</tr>
</tbody>
</table>

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Faculty members are active in research and in publishing and have published and/or presented scholarly journal articles, research papers or posters in a variety of professional...
journals and conferences. Five faculty members have authored or edited books and book chapters. Below is a selection of recent publications and presentations from 2006-11 (see \textit{vitas} for detailed list of publications and presentations).

Table 3:6: Faculty Research and Scholarly Activities (2006-11)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Publisher/Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Collaborative Learning and Social Networking in the Online Environment,” Proceedings of the Association of Library and Information Science Educators 2009 Annual Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Looking at the BBYA and the QP Lists: 3 Myths and 3 Realities,” \textit{Young Adult Library Services}, 6 (3), 2008.</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Information Literacy in the Digital Age: An Evidence-Based Approach. (w/ Melissa Wright)</td>
<td>Chandos Information Professional Series, 2010.</td>
<td></td>
</tr>
<tr>
<td>2nd ed. M. J. Norton. ASIS Monograph Series, 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Quality Health Information on the Internet: Developing a Diabetes</td>
<td><em>Journal of Consumer Health Information on the Internet</em>, 13 (4), 2009 (w/ A. D. Cleveland, et al.)</td>
<td></td>
</tr>
<tr>
<td>Pathfinder for the Chinese Population,” <em>Journal of Consumer Health Information on the Internet</em>, 13 (4), 2009 (w/ A. D. Cleveland, et al.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yu
<table>
<thead>
<tr>
<th>Bossaller</th>
<th>Past Faculty – while at The University of Southern Mississippi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cissell</td>
<td>“Accessibility in Post-Secondary Classroom: Health Education Faculty Perspectives.” <em>Proceedings of the 22nd Annual Technology &amp; Persons with Disabilities International Conference, Northridge California, March 21-26, 2007</em>. University of California at Northridge. (with Ellen Perlow)</td>
</tr>
<tr>
<td></td>
<td>“Reflections on the Katrina Experience: Library and Information Science Students’ Stories.” <em>Hawaii International Conference on Education, 6th Annual, January 5-8, 2008.</em> (with T. Welsh)</td>
</tr>
<tr>
<td>Title</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>“The Theory of Human Caring and Service Friendly Librarians.”</td>
<td>The 3rd Rizal Library International Conference: From Classroom to Career,</td>
</tr>
<tr>
<td>“Teaching Elementary School Teachers Using ICT Technologies.”</td>
<td>The 5th International Conference on Education and Information Systems,</td>
</tr>
<tr>
<td>“LIS Education and Research Areas for Developing Countries.”</td>
<td>Convention on Automation of Libraries in Education and Research</td>
</tr>
<tr>
<td></td>
<td>Institutions (CALIBER). Information and Knowledge Management in the</td>
</tr>
<tr>
<td></td>
<td>Networked World. INFLIBNET Center, Delhi, India. February 8-10, 2007.</td>
</tr>
<tr>
<td></td>
<td>InScit2006 International Conference on Multidisciplinary Information</td>
</tr>
</tbody>
</table>
The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Charts below indicate the degrees and specializations of faculty as well as past library-related experience.

### Table 3:7: Faculty Course Specializations and Degrees

<table>
<thead>
<tr>
<th>Name</th>
<th>Research, Instruction &amp; Advising Specializations</th>
<th>Ph.D. Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bomhold</td>
<td>Reference &amp; Information Services, Information Ethics, Information Behaviors, User Studies, Children’s Lit</td>
<td>Library Science</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>Creel</td>
<td>Children’s and YA Services, School media, Public Libraries, Reference &amp; Information Services, Storytelling, Co-Advisor, LIS Student Association</td>
<td>Library &amp; Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Haynes</td>
<td>Cataloging, School Library Certification, Tech Resources, Internet, Media Center Usage &amp; Technology, Student Reading, Changing Roles of School Librarians Graduate LIS Advisor; Coordinator, School Media program</td>
<td>Library &amp; Information Science</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Klingler</td>
<td>Media Utilization, Telecommunications, Computers in Libraries, Internet Resources, Systems Analysis, Databases</td>
<td>Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Director, SLIS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Welsh</strong></th>
<th>Information Literacy, Information Technology, Visualization of Information, Internet, Research Methods, Online Information Retrieval, Bibliometrics, Archival Studies</th>
<th>Communication &amp; Information</th>
<th>University of Tennessee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Dual Programs and Archives and Special Collections</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Yu</strong></th>
<th>Image Indexing and Digital Imaging, Cataloging and Classification, Metadata and Digital libraries, Consumer Health Information</th>
<th>College of Information</th>
<th>University of North Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-advisor, LIS Student Association</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internal to the School we assist one another with course review and development as well as looking into each other’s courses. The academic planning, and evaluation systems employed by faculty can be evaluated by examining syllabi, as can content familiarity. Faculty participation in planning and evaluation is also threaded through the governance of the School, the College and the University through committee work, project development, and preparation for various accreditation reviews.
### Table 3:8: Faculty Work Specializations and Experience (non-teaching)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Specializations and Experience</th>
</tr>
</thead>
</table>
| Bomhold      | Librarian, Youth Department, Birmingham Public Library  
               | Media Specialist, Childcare Resources, Birmingham AL  
               | Director, Clarence B. Hanson, Jr. Library, Birmingham Museum of Art |
| Creel        | Assistant Director, Children’s Services, Cy-Fair Branch Library, Cypress, Texas  
               | Asst. Branch Manager/Children’s Librarian, Kendall Branch Library, Houston Public Library, Houston, TX  
               | System Young Adult Manager, Houston Public Library, Houston, TX  
               | Young Adult Librarian, Roosevelt Island Branch, Sixty-Seventh Street Branch, Pelham Bay Branch, New York Public Library  
               | Asst. Branch Librarian, New York Public Library |
| Haynes       | Librarian, Professional Library, El Paso Independent School District  
               | Head Librarian: Austin High School, Burges High School, El Paso ISD  
               | Library Media Specialist, Texas Education Agency  
               | Coordinator of Libraries, El Paso ISD |
| Klingler     | U. S. Air Force  
               | Asst. Director, Communications and Computer Operations, California Air National Guard, Director, Arkansas Air National Guard  
               | Adjunct professor, various universities, aerospace, telecommunications, information science |
| Norton       | Director, USM SLIS  
               | Lab/LAN Manager, SLIS, University of North Texas  
               | Manager, Physics Instructional Center, University of North Texas |
| Welsh        | Evaluation Researcher, University of TN Medical Center, Knoxville  
               | Database Consultant, Oak Ridge National Laboratory, TN  
               | Assistant Archivist, UTK Special Collections |
| Yu           | Assistant Professor, Foreign Language Department, Guizhou Normal University, Guiyang, Guizhou, China  
               | Graduate Library Assistant, Reference Department, University of Oklahoma Libraries  
               | Graduate Library Assistant, Rare Books, University of North Texas Libraries |
III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

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

The Southern Miss School of Library and Information Science currently employs nine full-time faculty, including the director. Tenured faculty include three associate professors whose time in rank ranges from eight years to eleven years, one tenured assistant professor (eight years in rank), one assistant professor being considered for tenure in 2012-13. A visiting assistant professor and a visiting instructor complete the current faculty. SLIS has received permission to advertise for three tenure track assistant professors to be hired for fall 2012.

University wide the typical graduate faculty teaching load is three/three with release time for approved research or service activities. In SLIS our typical teaching load is also three/three with release time for approved research or service activities. Course sections are limited to 40 students per class, though it is unusual to have a class of this size. In online teaching we generally break groups larger than 20 students into smaller groups to better facilitate class chats and discussion. In fall 2010 there were 153 graduate LIS students in 14 sections of 14 courses, with an average of 22 students per section (not including sections of practicum, special problems, and independent study coursework, 6 sections of 5 courses with an average of 3 students per section). In fall 2011 there were 186 graduate students in 16 sections of 16 courses, with an average of 19 students per section (not including sections of practicum, special problems, and independent study coursework, 4 sections of 4 courses with an average of 5 students per section.)

Online classes include discussion board postings and required real-time chats to promote topic discussions and allow individual attention. Only faculty with earned doctorates and Graduate School graduate faculty rank may teach masters students and are eligible to be primary or secondary reader for the students’ masters research project. Faculty credentials are regularly reviewed by the Graduate School.
III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

According to the USM Faculty Handbook (2010: 67):

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

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

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

Academic units must develop their own evaluation criteria and may develop their own procedures. Criteria and (if relevant) procedures are required to be within the parameters of University evaluation criteria, approved by all responsible University administrative officers, be in written format, disseminated among the staff of the unit, and followed in all evaluation procedures (Faculty Handbook, 67-8).

Student assessments of courses are routinely done to monitor quality of instruction and to allow for planning needed improvements. The University uses an online form with Likert-type scales and calculates class average, department average, and college average. These evaluation results are given to the instructors during the semester following the course and the results are summarized in the director’s report of annual evaluation for each faculty member. The director periodically visits the online classes and randomly reviews class chat records.

Annual evaluations, done in the spring semester examine the faculty’s record of teaching, including course evaluations; research, publishing, and grant-writing activity; service and goals. The purpose of the annual evaluations is (1) to clearly state individual objectives and appropriate standards, methods, and procedures for assessing the degree of achievement of those objectives; (2) to determine what resources are necessary to support those objectives; (3) to review student course evaluations and record of research, scholarly publication, and service; (4) to define and articulate goals for future achievement; and (5) to recognize and reward achievement.
In September 2011 the faculty voted to adopt a revised tenure and promotion policy for the department as a part of a University-wide initiative to revise tenure policies. This culminated a three-year process of discussion and revision. (see Appendix 5.3B SLIS Tenure and Promotion Policy.)

Non-tenured, tenure-track faculty are encouraged to keep annual review materials in a portfolio to prepare for tenure assessment (third year) and tenure review (sixth year).

**Conclusion**

SLIS faculty members strive for excellence in the three main areas of academia: teaching, research and publishing (including grant-writing), and service. These goals are supported by the College of Education and Psychology (accredited by the National Council for the Accreditation of Teacher Education and the American Psychological Association) and The University of Southern Mississippi.

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

Evidence Sources:

1. 1 Current Curricula Vitae of each faculty member (Appendix 5.3A)
1.2 The University of Southern Mississippi Faculty Handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf
1.3 The School of Library and Information Science Tenure and Promotion Policy (Appendix 5.3B)
1.4 Graduate Faculty rank forms http://www.usm.edu/graduateschool/faculty_forms.php
Standard IV – Students

The standards governing this section are met by the School of Library and Information Science through a variety of methods, and are described below within the context of the sections of the standard.

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

The School’s mission is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The attainment of the School’s mission begins with the recruitment and admission of students to the University and the program. Soliciting interested students is accomplished via the traditional advertisements, personal contact, presentations, etc., as well as via social media such as Facebook. The Southern Miss School of Library and Information Science Web page (www.usm.edu/slis) contains the information necessary to assist a student in researching our program, applying to the University and the School, and links to all the appropriate financial aid resources, administrative policies and general information about the University and program. The SLIS Web page is accessible from a variety of career-related sites such as the ALA and ALISE Web pages, as well as via several search engines and directories. The program also attends regional recruiting opportunities when possible, and has committed funds to advertising in ALA Buyers’ Guide, and LJ on different occasions.

The School of Library and Information Science admission requirements adhere to the University policies assuring equal opportunity for admission regardless of sex, religion, race, physical disability, creed, or age.

The University of Southern Mississippi and the School of Library and Information Science actively seek candidates from diverse backgrounds and economic strata. The admission policies of Southern Miss and the School do not rely upon one criterion alone. While the School requires verbal, quantitative and writing (or analytical) GRE scores, these are never the sole criteria for admission or denial. All aspects of the student application are examined including GPA on the last 60 hours of undergraduate work, letters of recommendation, personal letter of application, paraprofessional or volunteer experience, resume, and personal interviews when possible.

Conditional admission practices are specifically outlined in the Southern Miss Graduate Bulletin and are designed to make allowances for variations in GRE scores or GPA numbers that may misrepresent a student's ability to perform. The University of Southern Mississippi is sensitive to the statistical variations that may occur in GRE scores and
therefore encourages the use of a range of acceptable GRE scores, rather than a single inflexible numerical score as an admissions cut-off. When students are given a conditional admission to the degree program they are informed of the criteria that must be met in order to change the admission to regular status. Conditionally admitted students are required to earn no grade below B (3.0) during their first nine to twelve graduate hours.

All potential students are asked to submit a writing sample and are directed to evaluate why they are interested in the program, what they feel they will achieve with an MLIS degree, and how they will contribute to the profession. If students elect to have an interview they are encouraged to discuss the same issues as presented in their writing sample.

Students with undergraduate GPAs below 2.50 on the last sixty hours are not considered for admission to graduate programs. However, if the GPA is from more than five years past or other considerations are identified such as many years as a non-professional practitioner, a student may request to enroll as a non-degree student. If the student demonstrates by achieving B (3.0) or better on at least six, (more usually nine), graduate hours of Library Information Science course work they may ask for their application to be reconsidered and are re-evaluated by the SLIS and the Graduate School. Non-degree enrollment does not make a student eligible for financial aid, so the investment of the student can demonstrate motivation, but does not always result in later admission. Table 4.1 presents the average GPA and GRE scores for students who were denied and admitted from Fall 2005 through Fall 2011. Detailed table are in Appendix 5.4A.

Table 4.1 Student average GRE and GPA admission and denial scores Summary 2005 to Fall 2011

<table>
<thead>
<tr>
<th>2005-2011</th>
<th>Avg.Ugrad GPA</th>
<th>Avg. GRE Verb</th>
<th>Avg.GRE Quan</th>
<th>Avg.GRE ANWRT</th>
<th># of</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>APlanDesc</td>
<td>Denied</td>
<td>Admit</td>
<td>Denied</td>
<td>Admit</td>
<td>Denied</td>
<td>Admit</td>
</tr>
<tr>
<td>MLIS</td>
<td>2.54</td>
<td>3.32</td>
<td>413</td>
<td>492</td>
<td>393</td>
<td>465</td>
</tr>
<tr>
<td>MLIS (LIC)</td>
<td>2.97</td>
<td>3.40</td>
<td>295</td>
<td>487</td>
<td>290</td>
<td>433</td>
</tr>
<tr>
<td>Both aver</td>
<td>2.58</td>
<td>3.32</td>
<td>403</td>
<td>491</td>
<td>384</td>
<td>463</td>
</tr>
</tbody>
</table>

Table 4.2 presents the denied and admitted student numbers by non-white and white for Fall 2005 through Fall 2011. Detailed tables are in Appendix 5.4A.

Table 4.2 SLIS Denied and Admitted by Non-White and White

<table>
<thead>
<tr>
<th>Overall % of Total</th>
<th>Non-White</th>
<th>19.1 %</th>
<th>White 80.9 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005 to Fall 2012</td>
<td>Denied</td>
<td>Admitted</td>
<td>% Admitted</td>
</tr>
<tr>
<td>MLIS (LIC)</td>
<td>2</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>MLIS</td>
<td>10</td>
<td>103</td>
<td>91%</td>
</tr>
<tr>
<td>Combined</td>
<td>12</td>
<td>109</td>
<td>90%</td>
</tr>
</tbody>
</table>

Of the 669 student applications submitted in Fall 2005 through Fall 2012, 551 (82%) were from females, 118 (18%) were from males. Of the 551 females 97 percent (535) were admitted, and of the 118 males 94 percent (111) were admitted. Detailed tables are in Appendix 5.A.
Recruitment

Coordinated by the Director, recruitment is accomplished in many ways:

- Personal contact with prospective students
- Alumni recruitment activities – program alums are our best recruiters
- Presentations by faculty for students completing their undergraduate degrees
- Brochures for the supplementary endorsement program
- Facebook
- ALA Buyer’s Guide electronic advertisements
- Advertisement in print publications
- ALA Web site
- SLIS Web site
- Southern Miss Placement Office
- Peterson’s Guide to Graduate Programs
- Mississippi Library Association and Mississippi Library Commission publications and Web sites
- Contact with undergraduate students on campus
- University recruiting trips to undergraduate colleges in cooperation with other departments
- Participation in the Mississippi Library Association annual conference
- Student participation in the MLA conference and other conferences through presentation of research papers and poster sessions.
- Annual activities on campus such as the Fay B. Kaigler Childrens’ Book Festival, where recruitment opportunities appear.

In June 2009, the Institute of Museum & Library Services awarded a $429,388 grant (matching amount: $82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Yu, principle investigator) and University Libraries partnered with the Mississippi Library Association and the Mississippi Library Commission to recruit 10 minority undergraduates in Mississippi's universities and colleges.

SLIS annually hosts an exhibit and recruitment booth with informational material about the program at the Mississippi Library Association conference and the Society of Mississippi Archivists conference. Faculty and students are available to speak with prospective students and employers about the program. SLIS contributed to the shared booth at ALA annual in New Orleans, and regularly participates in College of Education and Psychology and University sponsored recruiting events.
Financial Aid

Financial assistance is provided based on the qualifications of the students as well as financial need. Funds are available to assist minority students from the Mississippi Library Association, Mississippi Library Commission, Library Science Alumni Association, Southern Miss chapter of Beta Phi Mu, the H.W. Wilson Foundation, the Keyes Foundation Scholarship, and individual alumni donors.

Financial support is also provided in the form of graduate assistantships and federal assistance through the College Work-Study program. Students have also been supported with wage positions.

SLIS graduate assistantships provide another means of recruiting students who would not otherwise be able to attend. The School offers four to six assistantships each year, which include both a tuition waiver and a monthly stipend. Graduate assistant students may also be recipients of travel benefits in relation to recruiting and conference attendance to assist faculty. The School also places students in positions across campus. The dual degree programs of anthropology, history, and political science all use our students in graduate assistantship positions. The de Grummond Collection, Digital Lab, and various other areas of Cook Library also provide opportunities for both graduate assistantships and wage positions.

Businesses and non-profit organizations have awarded grants on a regular basis for students who work in their libraries or information centers, including those of the Forrest County Law Library, the William D. McCain Assistantship at Beauvoir, the plantation estate of the Confederate presidency, and the Della Pierce Gillis Library. These organizations provide ongoing support as well as the opportunity for students to gain experience in specialized libraries.

The academic qualifications, perceived professional potential, and financial need of the applicant are significant considerations in awarding financial assistance. The School has authority in granting financial aid supported through grants, wages and some other funding sources. The School recommends individuals for graduate assistantships to the graduate office. Students are strongly encouraged to apply through the Office of Financial Aid for national direct student loans, insured student loans, and College work-study. The University Financial Aid office determines eligibility for loans and for the work-study programs.

Student Retention: Early Alert

Early Alert is a formal communication tool for faculty and staff to help identify and intervene on behalf of students who exhibit risk factors and face withdrawal from the University because of personal, academic or financial issues. Faculty can submit information securely on students experiencing academic challenges or other issues through SOAR and the Early Alert team will then contact students in an effort to
promptly assist them. In addition, myEarly Alert is located on every student SOAR account in the Student so students can reach out for help in a secure environment.

Sources of evidence:
1.1 Graduate Funding Resources: 
   http://www.usm.edu/graduateschool/funding.php

1.2 LIS Scholarships: http://www.usm.edu/slis/Scholarships.php

1.3 Facebook page: http://www.facebook.com/#!/groups/19469532533/

1.4 Student Success Center: Early Alert: http://www.usm.edu/success/early-alert

1.5 MLA 2011 Conference Program: 
   http://library.msstate.edu/mlaconf/program.php

1.6 MLA Conference Program 2003 - 2010 links
   http://www.misslib.org/index.php/activities/conference/

---

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

The School of Library and Information Science has a current and maintained Web site (www.usm.edu/slis) that describes programs, provides instruction and access to application materials, refers students and the general public to the appropriate University links such as financial affairs, graduate admissions, and the registrar.

The School is in the final stages of revising the three-year course rotation which will soon be available on the web site as well as within the University SOAR system, a new addition for student planning within registration.

Letters of inquiry from prospective students receive instructions for accessing the Web page, which clearly states the mission and objectives of the program, course descriptions, faculty information, admission requirements and other pertinent material. The School of Library and Information Science Web site is a comprehensive introduction to the School, its programs, admission requirements, and admission procedures. Requests for information are received via mail, phone, email, and from the SLIS Web site. Initial inquiries are handled by the administrative staff, and further questions are handled by the faculty advisors to ensure uniform responses. Policies governing admission, financial aid, and placement are contained within the Bulletin, the University catalog, and the Web site and are summarized and clarified during admissions counseling. Potential students, or
other interested parties with questions about the program, courses, schedules, admissions requirement, or certification are encouraged to make direct contact with the faculty or the Director of the School.

Sources of evidence:

2.1. Graduate Bulletin: http://www.usm.edu/registrar/graduate-bulletins

2.2. Graduate School Application Information:
http://www.usm.edu/graduateschool/index.php

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

There are general admission standards in place to enter the University, to which the School adheres. These standards are applied consistently and uniformly across the University and students must first be reviewed by the Graduate Admissions office before they are considered for admission to the School. The School of Library & Information Science requirements adhere to the University policies assuring equal opportunity for admission regardless of sex, religion, race, physical disability, creed and age. Students admitted to the dual degree programs with History, Anthropology or Political Science must be independently admitted to both programs.

Multiple criteria are used to evaluate student applications: GRE scores from the quantitative, verbal and written (analytical previously), grades from completed degrees and the last 60 hours of undergraduate work, as well as other coursework, three positive letters of recommendation, a personal letter of application explaining the applicant’s interest in the field and what he or she hopes to contribute, previous experience as a paraprofessional or library volunteer and a personal interview when possible. After receiving the completed application forms the SLIS Admissions Committee evaluates applications individually and recommends to the Director of the School that the student be admitted, denied admission, or be admitted on a conditional basis. The Director makes final decisions if the Committee is split, and then passes the recommendations to the Dean of the College of Education and Psychology for review, where it is then sent on to the Graduate Dean.

Conditional admission practices are specifically outlined in the Bulletin and are designed to make allowances for variations in GRE scores or GPA that may not fully represent the
student’s ability to perform. During interviews potential students are encouraged to evaluate why they are interested in the program, what they expect to achieve with an MLIS, and how they expect to contribute to the profession once the degree is completed.

Sources of evidence:
3.1. Graduate Bulletin: http://www.usm.edu/registrar/graduate-bulletins
3.2. Southern Miss Graduate School Application Information: http://www.usm.edu/graduateschool/index.php
3.3. SLIS Admission Information: http://www.usm.edu/slis/Admissions.php
3.4. Admissions Review Form (Appendix 5.4B)

________________________________________________________________________

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

Advisement

All non-school-related single-degree masters’ students are advised by SLIS faculty led by Dr. Elizabeth Haynes, the licensure program advisor, who coordinates advisement with SLIS faculty and with the various departments in the College of Education and Psychology. Faculty members meet periodically to review advising policy and any changes that may have occurred during semester related to class size management, changes in course offerings, or University changes. Separating the advising groups to be served by specific faculty ensures uniform advising and standards of expectation for all students appropriate to their programs (see Appendix 5.4C: Graduate Advising Decision Tree). First semester library science graduate students are required to take Reference (LIS 501), Cataloging (LIS 505) and Collection Development (LIS 511) as first or second semester courses. Several higher numbered required courses and many electives have these courses as prerequisites and the three 500 level courses must be completed with at least a B (3.0) before students may enter certain 600 level courses. Advisors also inform students of course combinations that should not be attempted together because of the workload involved, i.e. Introduction to Information Science (LIS 651) and Research Methods (LIS 668) are not to be taken in the same semester. This is noted on the degree plan form that each student must complete before the second semester enrollment. Advising is required before students can register each semester. Each course has a permission list so that a student cannot register for a course that he or she has not been advised into.
Students have the opportunity to avail themselves of a range of elective courses, both within and outside the program, which will permit construction of a course plan that fits their individual aspirations and interests. Systematic evaluations are conducted in the form of regular examinations, evaluations of written assignments, presentations, course projects, assessment of discussion boards, and group activities. As a faculty we examine our outcome assessments frequently and it has led the faculty to modify or revise evaluation rubrics for all major assignments in the last two years. A chart showing the correlation of the program objectives to the outcomes and assessments of the core courses is discussed in the curriculum section of this presentation, and is available in the appendices. All the faculty are available to discuss individual academic progress with all students, as well as to assist in developing and attaining academic, professional, and personal goals.

The course schedules for the program are made available on our web page during the spring preceding the new academic year. A three year course rotation plan was in place, but is in full review now as part of the ongoing evaluation of curriculum. Due to the online aspects of our program we plan to return to the long term rotation schedule plan on the School’s Web page. We have historically placed our rotation plan on our web site prior to the University posting, as requested by our students. However, the University is changing advising/scheduling software to permit multiple year schedules to be available via the Student Online Access Records (SOAR). This will allow us to make long term rotations available directly to students through the registration system, not just through our web pages. We are building these schedules, planning for retirements, new hires, enrollment patterns and student course cycles.

**Placement**

The School provides access for its students to employment listings via the SLIS listserv, lisnews@usm.edu and slisjobs@usm.edu. Employers may submit job listings to these moderated boards and all listserv members receive the posting.

Students are strongly encouraged to attend their state or regional professional organization meetings such as the Mississippi Library Association and the ALA midwinter and annual conferences, and to visit placement services while there. Southern Miss also provides free placement services for students and alumni. At the student’s request a placement file is compiled and maintained; access is available to prospective employers.

Surveys of employers are ongoing to trace our graduates and get feedback on their preparation for the field. Several employers reported that all of their professional staff are from Southern Miss School of Library and Information Science because they are so professional. Survey summaries will be available onsite for panel review.
**Student Awards**

The Warren Tracy Award was established to honor Warren Francis Tracy, a former professor of Library Science and director of the Cook Memorial Library. The award is given each year to a graduating student who has an outstanding scholastic record, provides evidence of distinguished service to the School, the University, and the community and displays professional promise and leadership.

The Peggy May Scholarship was established to memorize Peggy May’s professional achievements and recognize those who have made contributions to professional development and recruitment in the library field. Since 1992, each year a student at the School of Library and Information Science has been given this award at the Mississippi Library Association Annual Conference.

The Virginia Brocks-Shedd Scholarship was established to honor Virginia-Brocks Shedd for her twenty six years of service for humanities. This scholarship is given by the Mississippi Library Association Black Caucus Roundtable (BCRT) to one minority student who attends the School of Library and Information Science.

The Molline Mayfield Keyes Scholarship was established to honor Molline Keyes for her years of service to school and children’s librarianship. The scholarship was endowed by her husband and is awarded to a Mississippi student with outstanding academic records and financial need.

Each year outstanding graduates are invited to become members of Beta Phi Mu, the international library science honor society. The local chapter is active and visible at the annual meetings of the Mississippi Library Association, where they sponsor lectures and student presentations. Beta Phi Mu recognizes those who are recently graduated and demonstrate potential in the library profession. Each year one new graduate from SLIS is honored at the Mississippi Library Association (MLA) Annual Conference. At MLA, Mara Villa was honored in 2010 and Johnnie Edmand Pace was honored in 2011.

In June 2009, the Institute of Museum & Library Services awarded a $429,388 grant (matching amount: $82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Dr. Xinyu Yu, principle investigator with Ann Branton co-PI from the Cook Library) and University Libraries have partnered with the Mississippi Library Association and the Mississippi Library Commission to increase the number of underrepresented minority librarians in the state. Through targeted recruiting of minority undergraduates in Mississippi's universities and colleges, the project awarded IMLS-funded scholarships to support 10 students earning a master's degree in librarianship. Scholarship recipients gain experience and establish professional and interpersonal bonds with other librarians through mentoring and work assignments in the partnering organizations. Project staff have conducted surveys and will gather other data from these students to help improve minority recruitment and retention efforts in both libraries and library and information science education programs. In fall 2010 the first six minority
scholarship recipients started their graduate coursework and in spring 2011 another four scholarship recipients started their coursework. All ten students are trained and mentored by professional librarians weekly at the University libraries, Mississippi Library Commission, and other libraries. They are expected to graduate in 2012. All of them have attended professional conferences as part of the scholarship, such as ALA and MLA, and are committed to work in Mississippi upon graduation.


Timothy Senapatiratne was named as one of the 2011 American Library Association Spectrum Scholars. ALA Spectrum Scholarship is awarded to “American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino and Native Hawaiian/Other Pacific Islander students pursuing graduate degrees in library and information studies.” He reports recommending the Southern Miss master’s program to anyone who asks about his experiences. (See his email about one of these incidents in Appendix 5.4D.)

Sources of evidence:

4.1. SLIS Course Descriptions and Schedules:
http://www.usm.edu/slis/Courses.php

4.2. MLIS, MLIS with AA Licensure, and Graduate Certificate in Archives and Special Collections Plans of Study Forms:
http://www.usm.edu/graduateschool/planofstudy.php#

4.3. Southern Miss Career Center: http://www.usm.edu/career-services/career-resources-online

4.4. University of Southern Mississippi Received IMLS Grant:

4.5. MLA Awards and Scholarships: http://www.misslib.org/index.php/awards-scholarships/mla-awards-scholarships/

4.6. ALA 2011 Spectrum Winners:

4.7. List of SLIS Graduates by Semester and Places of Employment (available on-site at SLIS)

4.8. Map of SLIS Graduates by Library/Archive Location:
http://maps.google.com/maps/ms?msid=215184008077103927530.0004b03933f21d882d55b&m=0&ll=38.134557,-75.058594&spn=76.374139,186.152344
Standard IV.5. The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

The School invites student participation in all realms of the program. Anonymous discussion boards are kept open for students to present topics of concern. The students have also indicated the desire for more information about courses, course schedules, and chat schedules as early as possible and we are responding to those requests. Students may use the Wimba chat rooms, instant messaging or Blackboard discussion boards for meetings both formal and informal. Graduate students are active in the SLIS faculty search committee, participated in the Graduate Student Research Symposium and been published in *Synergy: A Journal for Graduate Student Research*. One SLIS graduate student served as student editor of *Synergy* in 2010-2011.

**LISSA**

Students are also encouraged to participate in faculty research, academic, and professional projects. The Library and Information Science Student Association (LISSA) provides a casual atmosphere for the students to interact with the faculty advisors and to voice concerns in a forum that fosters trust and communication between and among faculty and students. All library science students are members of LISSA, which is the student chapter of ALA. In order to better communicate with members, LISSA officers created a membership form that was sent to individuals. The student officers of LISSA are elected by the entire SLIS student body each year through self-nomination and online ballots. At the beginning of each fall semester, the call for LISSA election is sent to the lisnews listserv and Southern Miss LISSA Facebook page. The LISSA student governing body is made up of four student officers: President, Vice president, Webmaster, and Secretary/Treasurer. LISSA officers that live locally meet face to face weekly or biweekly in the department, but students input the conversations and proceedings via Facebook and Lisnews listserv for interested online students. The LISSA president usually proposes the meeting dates in a semester and calls the meetings to order. LISSA is not only a student chapter of ALA but also a registered student organization on the Southern Miss campus. LISSA participates in university-wide activities such as cakewalks for Halloween and hosts mixers and volunteers for special events such as the 2010 MLA annual conference on campus and Fay B. Kaigler Children’s Book Festival. In 2005, LISSA was awarded the Outstanding Student Organization of the Year by the Office of Student Activities.

LISSA is active and acts as a vehicle for communication and community-building with the faculty. LISSA officers have organized service activities from collecting books to organizing the after-school information center. It provides a forum for the students to meet regularly, to work together toward a common cause, and to develop professional relationships with fellow students.
During the academic year of 2010-2011, the activities that LISSA initiated and participated in were as diverse as the interests of the student population. The sale of LISSA T-shirts, tote bags, and pins helped raise over $700 in general funds for LISSA. The LISSA has participated in book drives and helping local libraries. LISSA donated a basket of stationary for a summer auction held at the Oak Grove Public library in Hattiesburg. In 2010, LISSA also chose to contribute to the Lillie Burney Elementary School Book Drive, donating 350 books for a local elementary school library.

The LISSA group promises to continue being an active student organization. Already the group has assisted in raising funds for travel costs for students who attended the ALA summer meeting (New Orleans) and MLA Annual conferences. Many students from around the state attended these conferences, and met face to face with their campus counterparts and faculty.

LISSA strives to play a role in the community and volunteers in service projects. In 2009 LISSA officers and members along with faculty advisors volunteered to reorganize the library collection and tutor the elementary students at the Harper-Wallins Family Education Center in Hattiesburg, MS. The Harper-Wallins Family Education Center is a resource center that provides tutoring assistance, services, and support to students, families, and community members in the Hattiesburg Public School district. LISSA officers prepared a gift basket for the book sale held by Oak Grove Public Library Friends of the Library and was highly appreciated.

SLIS students were also active in both the state and national annual library conventions. At the 2010 Mississippi Library Association, the SLIS IMLS minority scholarship students participated in the Silent Auction, which helps to fund MLA sponsored scholarships, Ice Cream Social, and presented in a panel discussion about their experience with the IMLS scholarship and graduate studies. Six of the minority scholarship students worked on a poster “Serving African Americans in today’s public libraries” that was presented at the 2011 ALA annual conference poster session in New Orleans on June 25.

From 2009-2011, the School was also represented at the ALA annual conference in Chicago, Washington DC, and New Orleans, with one student in attendance as part of the ALA Student-to-Staff program, and others who were able to attend with financial support from the School. These students attended a myriad of informational sessions, spoke with exhibitors, participated in round table activities, and were able to meet with potential employers as a result of this generous support.

SLIS students also form the backbone of the workforce for the Fay B. Kaigler Children’s Book Festival held annually by the School. At the Festival, the School hosts around 300 to 500 attendees from all over the United States. Registrants may attend any of 16 workshops, 4 general sessions, 2 lunch sessions, and an evening of storytelling during this 2½ day event. SLIS students are critical to the success of the Festival and form a small army of volunteers who organize, supervise, escort, entertain, and act as goodwill ambassadors to both the presenters and the attendees. Distant students travel to the
Festival for the experience. Participation in the Festival allows students to meet and get to know top-tier children’s authors and illustrators, while providing services and manpower that allow the Festival to be successful. Students are compensated with complementary tickets to programs, and meals, as well as the thrill of meeting the presenters.

SLIS graduates distinguish themselves upon their graduation. Some graduate students have been accepted to pursue their doctoral studies in library and information science or other fields such as history and adult education. Armistead Reasoner interned with the Library of Congress on digital projects service.

SAA

Due to the increased interest in archives and special collections, a new student group was formed in 2010, the Student Archivists Association (SAA). This group was formed at the request of and is affiliated with the Society of Mississippi Archivists (SMA). SLIS SAA works in cooperation with LISSA at the Fay B. Kaigler Children’s Book Festival and raised more than $500 this year with the sale of Lucinda pins, Book Festival bags and Belk Charity Coupons. In 2011, SAA students assisted with two SMA archival workshops in return for free workshop registration and SAA funded MLA conference attendance for two students.

Student Publications, Presentations

Many graduate students have published their course papers under the guidance of faculty members in scholarly publications of all levels. These scholarly publications range from position papers to bibliometric research papers in Synergy, Mississippi Libraries, Science and Technology Libraries, Journal of the Medical Library Association, D-Lib, Library Student Journal, Internet Cataloging, Art Documentation, School Library Media Research, Current Studies in Librarianship, and LIBRIS.

Three students had research papers published in a scholarly book, Information Literacy in the Digital Age: An Evidence-Based Approach by Welsh and Wright, published by Chandos in 2010.

Graduate students have made scholarly presentations at conferences such as the Mississippi Library Association Annual Conference, the Society of Mississippi Archivists, American Library Association Annual Conference, and Qualitative and Quantitative Methods in Libraries International Conference. Four student research papers are being published in New Trends in Qualitative and Quantitative Methods in Libraries, Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries Proceedings of the International Conference on QQML 2010, published by World Scientific Books in July 2011.
Sources of evidence:

5.1. LISSA Facebook: http://www.facebook.com/southernmisslissa

5.2. SLIS Student Archivists Association:
http://www.facebook.com/pages/Southern-Miss-Student-Archivists-Association/203760579638985

5.3. Mentored Students’ Publications:
http://ocean.otr.usm.edu/~w146169/mentorpubs.htm

5.4. ALA Poster Session: III – 17, “Serving African Americans in Today’s Public Libraries” by SLIS students Natasha Arce, Tiffany Coleman-McGee, Jennifer Nabzdyk, Jessica Bryant, Vanessa Jones:
http://www.lib.jmu.edu/org/ala/abstracts/

5.5. Fay B. Kaigler Children’s Book Festival Ambassadors Program:
http://www.usm.edu/childrens-book-festival/ambassadors-program
Fay B. Kaigler Children’s Book Festival Programs:
http://www.usm.edu/childrens-book-festival/past-programs
Facebook: http://www.facebook.com/pages/Fay-B-Kaigler-Childrens-Book-Festival/68904248893

5.6. Camacho, Patricia, “HACU Interns Contribute to the Library,” OSI Approach (Library of Congress Office of Strategic Initiatives Newsletter) March, 2011 (SLIS student Armistead Reasoner is one of the HACU Interns) (Appendix 5.4E)

5.7. MLA Awards and Scholarships

5.8. LISSA Meeting Agenda (Appendix 5.4F)

5.9. LISSA Student Flyer “Get Involved Today” (Appendix 5.4G)

5.10 List of student publications and presentations (Appendix 5.4I)

__________________________________________________________________

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

Student achievement is measured in a variety of ways and is assumed to be reflective of the success or failure of the program. Reports of practitioner supervisors of field practicums, special problems, and field problems are designed to collect information about the student’s progress. Information about the value of a specific task group is also
collected from these reports. Appropriate completion of course work, coupled with student evaluation of faculty, course and delivery mode, informs our planning and program development toward meeting our mission objectives. Course objectives have been linked to program objectives and assessments, which yield information to measure achievement of mission objectives for students. Feedback from the students is solicited in exit and/or post-graduation surveys. Graduates’ sense of appropriate preparation is also a topic of these measuring methods. Focus group discussions by employers and alumnae about their satisfaction with the quality of our graduates are held at the MLA annual meeting. Focus group discussions have been held each year at MLA conferences since 2002 and will continue as a regular feature of the MLA programs. The Director and other faculty members meet informally with the directors of public, academic, and special libraries, as well as other information centers and employers of library science graduates at the MLA conferences. Such discussions have yielded important feedback on changes in the field that must be addressed in the SLIS program. For example, on October 21, 2010, at the MLA SLIS Focus Group, graduate students and alumnae discussed their desire for courses or workshops on grant-writing and technology training. As a result of this feedback as well as new ALA Competency Standards, a grant-writing assignment has been added to the management course. Requests for more technology training from the group discussion as well as comments from a practicum supervisor led the faculty to examine assessments being used on technology skills. The outcome of these conversations and review of our assessment led us to modify curricular requirements such that students must include one of three identified technology intensive courses as one of their five electives.

A substantial element of outcomes assessment in SLIS is rooted in the University system of regular data collection and analysis of outcomes employing WEAVE reporting software. Each unit at the University designs appropriate outcome assessment measures for their courses and program. These are measured and reported each semester and complied by the University to evaluate compliance with the various accreditation bodies, as well as monitor development changes in curriculum and programs. University assessment review panels examine the reports and make recommendations as well as critiques. The process has been an imbedded activity for SLIS for some time, the reports are the reviewed at faculty meetings, and discussed throughout semester (See Appendix 5.4H Detailed Assessment Report 2010-2011 Library and Information Science MLIS for an example).

Changes in syllabi to incorporate rubrics to help students better understand the evaluative process and to improve assessment of student achievement are ongoing. A system of outcome assessments that examines the success of the program through student achievement is in the second testing cycle. A pilot assessment system indicated that students were having writing problems. The faculty, in reviewing this finding, determined the best solution was to require more writing and research throughout the program and to model writing assignment rubrics on the University QEP model.

The University requires student course evaluations after the fall semesters and spring semesters. The results are read by the Director and respective faculty members.
Constructive feedback has been instrumental in designing and modifying courses, particularly in the online environment. Evaluations are also taken into consideration in annual faculty reviews. Comments from the discussion boards and classroom chats are also collected for review by the faculty and have informed decisions to modify syllabi, and open discussion with employers and alumni about the possible implications of changes in the field.

One measure of a program that requires student research is the scholarly productivity of the students – the number of student papers published and the number of scholarly conference presentations. SLIS students who produce sound research papers or projects are encouraged to submit their work to a scholarly LIS journal or conference.

Sources of evidence:

6.1. Course Evaluations by Students

6.2. Program Evaluation: SLIS Students and Graduates Focus Group

6.3. Focus Group Notes for 2010, 2011 (see Appendix 5.2H)

6.4. Bibliography of Student Publications, Presentations (Appendix 5.4H)

6.1. Course Evaluations by Students
Southern Miss uses online course evaluations, which are used in tenure and promotion and also in annual faculty evaluations. Student participation is high since the incentive is early access to semester grades.

6.2. Program Evaluation: Focus Group
In October each year, SLIS conducts a focus group of students and recent graduates at the Mississippi Library Association Annual Conference. Feedback from the focus group is addressed in SLIS faculty meetings and Curriculum Committee (see Appendix 5.2A2 in. Curriculum)
Standard V: Administration and Financial Support

Administration

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

In January 2003, the School of Library and Information Science was administratively repositioned in the College of Education and Psychology. This positioning in a college more familiar with accreditation processes has been a positive and very supportive arrangement. The school is represented at the college level by the director who serves on the College Council, or executive committee of the College. The director is directly responsible to the Dean of the College. The school controls the content of its program and is solely responsible for that content. The school is required, as is every discipline in the University, to provide the College and the University with information about courses, in the form of syllabi; and to clearly identify the objectives of courses, evaluation of courses, and assessment systems for both courses and the whole program. However, the courses, objectives, evaluative methods, and systems of assessments are designed and implemented by the faculty of the School. The intellectual content of the program is solely the responsibility of the faculty of the School. The School cooperates and collaborates with other disciplines in the College and University to address state and federal regulations and accreditation issues.

Hiring procedures in place at the University are designed to ensure compliance with AA/AOE/ADA and to manage the process of hiring, beginning with the request for permission to advertise. The School determines the credentials and expertise desired in a new faculty member, based on what SLIS faculty members have deemed necessary to satisfy the mission of the program, both currently and based on future planning. Permission to advertise is a budgetary verification that funds are available and that it would be appropriate to seek a new faculty member. The selection of persons for interviews and hiring is conducted in compliance with state and federal laws and is based on the evaluation of candidates by the faculty, students, alum and concerned constituencies of the School. The final decision for recommendation to hire comes from the faculty of the School.

Admission to the School of Library and Information Science is determined by the admissions committee and the director of the School, the dean of the College and the dean of the Graduate School must also concur. Such decisions are based on criteria established by the school, which include letters of recommendation, personal statements of professional interest, and a history of paraprofessional or voluntary participation in a library or other information center. GRE scores are considered only in conjunction with all of the above as well as with the GPA on the last 60 hours of undergraduate work. In the event that graduate work has been performed, GPAs related to hours, currency and
subject are also given consideration. The University has established baseline criteria for admission but the School can request that those criteria be waived. Hence, the selection of students is entirely in the hands of the School.

The administration of the University supplies sufficient funds and resources to allow the school to attain its mission. The school has been allowed to add fees to its courses to support the technology and software needs of the program. The fee money is supplemental, and does not replace the basic budget allocated by the University for salaries, fringe benefits, operating expenses and student support. Additionally, the University and College have returned any unspent allocations to the developmental fund of the school, thus enhancing accounts that may be used to support faculty travel, research, professional development, or student support. At the beginning of the 2011-2012 academic year the university undertook a merit and equity raise process that resulted in all the faculty, and staff, of SLIS receiving pay increases, with one faculty member rated highly enough that a six percent raise was awarded.

Review of the three year budget history:

<table>
<thead>
<tr>
<th></th>
<th>Institutional</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>$862,590.00</td>
<td>$230,199.00*</td>
<td>$1,092,789.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>$886,017.00</td>
<td>$243,156.00*</td>
<td>$1,129,173.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>$882,604.00</td>
<td>$218,074.00*</td>
<td>$1,100,678.00</td>
</tr>
</tbody>
</table>

* endowments, grants, fees, recovered funds

The increased monies under ‘other’ is a combination of roll over money, collected fees and some expenditures from the H W Wilson fund for student scholarships. This review does include graduate assistantship monies ($30,000 per academic year) but does not reflect the tuition waivers for G.A.s (approximately $58,000 per academic year).

In 2004, a three year $25,000 donation commitment was made by a Jackson Realtor’s PA and ten year $10,000 donation commitment was made by a private donor. These monies have continued to rollover. The donations are not included in the institutional budget as these are in discretionary funds.

The national economy impacted everyone; during the 2009-2010 year some institutional funds were diverted to contribute to the University’s contribution to cover the State of Mississippi’s budget short fall.

Sources of Evidence:
1.1 Graduate bulletin, [http://www.usm.edu/registrar/graduate-bulletins](http://www.usm.edu/registrar/graduate-bulletins)
1.2 Faculty handbook, [http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf](http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf)
1.3 Budget reports (onsite)
1.4 ALISE Stats reports (onsite)
1.5 Fee creation documents (onsite)
V.2 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

SLIS faculty participate in the election of representatives to the University faculty senate, the academic and graduate councils of the University, and the College tenure and promotion committee. There are SLIS faculty members on other invited committees. The director serves on the College Council, is one of the three elected College representatives to the University Council of Chairs, she serves on the University appeals committee for admission and grades. Dr Teresa Welsh is currently serving on the College tenure and promotion advisory committee, and she recently served on the University’s Advisory committee. Dr. Teresa Welsh previously served on the search committee for the Dean of the College of Education and Psychology. Dr. Dorothy Elizabeth Haynes served on the University Academic Council and was chair one year, she also served on the Academic Planning Group, a program assessment team created by the Provost in 2009, and she serves on the professional education council. Several SLIS faculty members have been on research committees with members of the library faculty as well as the faculty of the Departments of Curriculum and Special Education, Instructional Technology, History, Anthropology and Political Science.

Sources of Evidence:
2.1 Faculty vitas, Appendix 5.3A
2.2 Faculty handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The director of the school has title, salary, status and authority comparable to heads of similar units in the parent institution. The University has formulas determining compensation for unit heads based on faculty rank and number of faculty in the unit. The director has experience in both university administration and academic positions and is a tenured associate professor.

Sources of Evidence:
3.1 Budget for several directors on campus, onsite
V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The school’s administrative and other staff members are adequate to support the executive officer and faculty in the performance of their responsibilities. Each faculty member has access to four graduate assistants during the week and upon request may be assisted at conferences or over weekends for academic purposes. The graduate assistants help faculty in conducting research, managing classes, and planning activities for students, classes and the program. The executive officer is assisted by two the full time staff members. These staff members are also available to assist the other faculty members and adjuncts.

The SLIS faculty is evaluated annually, with the evaluation method being determined according to a governance procedure voted on by the faculty themselves. Courses and faculty are evaluated by students. Courses are continuously under examination for compliance with agreed upon objectives and goals by the faculty through the Curriculum Committee. The director has access to all online courses and monitors course activities episodically. The results of these various evaluation processes are incorporated in yearly evaluations as well as tenure and promotion recommendations and decisions. The faculty also meets as a unit to work on short- and long-range planning, discuss ongoing activities, and make decisions regarding operation of the School. Except where otherwise dictated by University policy, these decisions are not subject to review outside the School. Curriculum review is an ongoing process and SLIS has begun involving practitioners in the process, even inviting practitioners to visit classrooms and advise us on current issues. Suggestions or recommendations from reviewers are discussed in faculty meeting. Suggestions from reviewers have been incorporated into practicum syllabi and lead to changes in the children’s literature course. Additional changes are anticipated as more practitioners are involved in the process.

Sources of Evidence:
4.1 ALISE stats, onsite
4.2 Employment records, onsite
4.3 Minutes of faculty meetings, onsite
Financial Support

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

The University provides continuing financial support sufficient to develop and maintain the school in accordance with the general principles set forth in the Standards. Budgetary resources are provided for salaries, student wages and assistantships, fringe benefits, research and travel monies, supplies, and facility maintenance. The program was allowed to collect fees for courses beginning in fall 2002, the fees go directly into a SLIS account. The fees are used to pay for software, hardware and support of the courses.

Sources of Evidence:
5.1 Research and travel money report, onsite
5.2 Resources purchased, onsite
5.3 Software purchases, onsite

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for the program’s executive officer, faculty and other staff is equitable in comparison to other members of The University of Southern Mississippi faculty, staff and administrators of comparable education and responsibilities. During the 2011 fiscal year, each SLIS faculty and staff member received a merit raise, and several received market adjustments. The college compared SLIS salaries with the average salary of other members of the college at the same rank to determine a percentage range for increase. Initial salaries for new faculty may be negotiated during the search process to ensure that the program is able to attract, support and retain personnel appropriate to our program.

Sources of Evidence:
6.1 ALISE stats, onsite
6.2 Budget documents, onsite

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. A
A variety of sources of funds are available through competitive application, direct request, and through developmental funds of the School and the College. Faculty members are provided with support to attend professional conferences if they are on committees and/or present papers. The University provides funds to support graduate assistants through tuition waivers and stipends and many SLIS students receive direct financial aid from the University. Graduate students can also participate in graduate work-study arrangements in various departments of the University. Several SLIS students are employed in work-study positions with the University Library. Financial aid is based on formulas applied equally to all students.

Sources of Evidence:
7.1 Faculty handbook, [http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf](http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf)
7.2 Sponsored Programs Administration, [http://www.usm.edu/spa/](http://www.usm.edu/spa/)
7.3 Developmental fund report from ALISE stats, onsite
7.4 Student financial aid policies, [http://www.usm.edu/financial-aid](http://www.usm.edu/financial-aid)

V.8 The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The faculty of the school are involved in the administrative, fiscal and financial policy decisions made at the school level. The faculty are involved in these types of decisions through the participatory management style of the director of the program and the dean and provost of the University. Input is solicited through the dean and the director from faculty, staff and students as appropriate. Faculty meetings are open forums for faculty discussion of any academic, administrative or fiscal issue. Faculty are consulted for advice in both formal and informal settings, and we characterize ourselves as a collaborative and cooperative faculty. Every attempt is made to ensure that each faculty member has a voice in decisions that affect them, the school, or the program. Evaluation of the processes and policies of the School, the College and the University are ongoing.

Sources of Evidence:
8.2 Committee minutes, onsite
Standard VI: Physical Resources and Facilities

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The School is physically located within the Joseph Anderson Cook Memorial Library on the Hattiesburg campus, on the second floor. The entire office suite and classrooms has been repainted and re-carpeted this year (2012). The suite includes four classrooms, one of which is used as a technology classroom, capable of seating 20 students; the other three classrooms seat 20, 36 and 40 students respectively. Each room has been fitted with adjustable height tables, several of which are on wheels and adjustable height and angle padded chairs. As classes are often taught in one and one half hour, to three hour meeting formats, the School determined that ergonomically suitable seating was essential. Each classroom is equipped with an overhead data video projector; an Elmo presentation camera, digital camera, two video cameras, are available for use in the classrooms and are kept in the main office suite of the School. Additional media equipment is available upon request from the University equipment services group of iTech, and the Learning Enhancement Center. Students may request the use of the classroom media equipment to support their own projects or presentations. Other facilities available within the library building include a training room with SMART board technology, a satellite reception classroom and computer access throughout the building. Since 2005 a writing center and a speaking presentation center have been opened on the main floor of the library. A Starbucks coffee shop has been installed on the main floor also. The library building has Wi-Fi throughout as well as small group study carrels with media equipment such as large computer monitors, SMART boards, televisions and so on. Facilities available on campus include; two interactive video network classrooms, multiple SMART classrooms, open access computer labs, and the entire spectrum of typical student support services.

Sources of Evidence:
1.1 Onsite equipment
1.2 Campus maps

VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

The library building is equipped with many study carrels, group study rooms, and photocopy, searching and catalog access areas. The library offers significant online tutorials, online research help guides, participation in online course activities, emailed instruction modules (i.e. How to Retrieve Articles), email tutorials, ‘Ask a librarian’ and email support for students using the systems. Library tours, demonstrations, and workshops are available for the students.

The University of Southern Mississippi Libraries system includes Joseph Anderson Cook Library and William David McCain Library and Archives on the Hattiesburg Campus, the Gulf Coast Library on the Long Beach Campus, the Gulf Coast Student Services Center Library, Gunter Library at the Gulf Coast Research Laboratory in Ocean Springs, and several teaching site libraries on the Gulf Coast. All computers listed below are available for Public Use with the exception of times when a class is being held in classrooms or labs. These computers are
connected to the university network providing high-speed access to applications, the Internet and Internet 2 access to other research institutions across the U.S.

The university has 6 Microfiche stations on the 2nd floor of Cook Library and 1 in McCain Library on the 3rd Floor.

The Cook Library, found on the Hattiesburg Campus, has a total of 225 computers available for public use in addition to being fully wireless. On the Gulf Coast Campus, there are computers for public use and two classrooms/computer labs with 30 computers each. Also located on the Gulf Coast Campus is a Student Service Center with an additional 41 computer available.

The following table details software available on campus to our students:

<table>
<thead>
<tr>
<th><strong>Standard Computer Software Configuration:</strong></th>
<th><strong>Universally accessible computers:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Reader 9</td>
<td>Adobe Reader 9</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>Dragon Naturally Speaking</td>
</tr>
<tr>
<td>K-lite Codec Pack</td>
<td>Internet Explorer</td>
</tr>
<tr>
<td>Microsoft Office 07</td>
<td>Jaws</td>
</tr>
<tr>
<td>Microsoft Visual Studio 2005</td>
<td>K-lite Codec Pack</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>Microsoft Office 07</td>
</tr>
<tr>
<td>Pronto</td>
<td>Microsoft Visual Studio 2005</td>
</tr>
<tr>
<td>Putty</td>
<td>Mozilla Firefox</td>
</tr>
<tr>
<td>Quick Time</td>
<td>Pronto</td>
</tr>
<tr>
<td>Roxio Creator</td>
<td>Putty</td>
</tr>
<tr>
<td>SPSS 18</td>
<td>Quick Time</td>
</tr>
<tr>
<td>Windows Media Player</td>
<td>Roxio Creator</td>
</tr>
<tr>
<td></td>
<td>SPSS 18</td>
</tr>
<tr>
<td></td>
<td>Thunder Screen Reader</td>
</tr>
<tr>
<td></td>
<td>Windows Media Player</td>
</tr>
<tr>
<td></td>
<td>Windows Movie Maker</td>
</tr>
</tbody>
</table>

Updates are made available regularly

Sources of Evidence:
2.1 Computers onsite
2.2 Library building
2.3 Software descriptions [http://www.lib.usm.edu/help](http://www.lib.usm.edu/help)
VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

At each teaching site, faculty and students have access to library services, and librarians travel to university teaching sites as requested in order to provide instruction in locating, selecting and utilizing library resources. On the Hattiesburg campus, the Joseph Anderson Cook Library provides general collection materials for undergraduate and graduate levels of teaching, learning and research. The William David McCain Library and Archives houses Special Collections materials, including the Mississippiana Collection and the University Archives. The Gulf Coast Library on the Long Beach campus and the Gulf Coast Student Services Center in Gulfport provide basic library support for faculty and students at those sites. Through arrangements with Keesler Air Force Base’s McBride Library, Stennis Space Center’s Maury Library, and Meridian Community College, students are provided library support. Students at these sites have library privileges and access to University Libraries’ resources.

The University Libraries provide access to information resources supporting faculty and students not located on or near its campuses. The Mississippi University Libraries Borrowing Card allows faculty and students to check out library materials from other state-supported academic libraries. In addition, a shuttle service for transporting library materials runs three times per week between the Hattiesburg campus libraries and the Gulf Coast. Regardless of place, the university community is able to access electronic resources and services through the Internet. The University provides Internet access for faculty and students in faculty offices, computer labs, residence halls, and other sites throughout the campuses. In addition, students and faculty are able to access Internet resources remotely. Electronic books, full-text databases, electronic reserves, and electronic journals are available to University faculty and students around the world. An e-mail reference service, Ask-a-Librarian, is available in addition to telephone reference service. Document delivery can be used to obtain books, articles, and other materials. Many articles can be delivered quickly online. The library’s website has a variety of resources designed to facilitate instruction in the use of library services and materials, including self-paced tutorials with feedback loops, a library instruction service delivered via e-mail, and many research help guides. The Library’s online catalog can be accessed at http://encore.lib.usm.edu

The library has a well educated, cross trained and effective faculty of professional librarians as well as many paraprofessionals, who serve all students, on and off campus, in learning how to use the library to its maximum efficiency. Networked computers are available throughout the library, and library faculty and staff are readily available to assist with instruction on access or researching. The collection is well maintained, and provides major database access and journals that are considered specific to library and information science. All materials are available to students regardless of physical location via electronic access, document delivery of various forms.

The University of Southern Mississippi boasts a state-of-the-art University Technology and Data Center (UTDC) with multiple points of redundancy including network connectivity, power and environmental controls which helps to ensure university technology services remain available. University researchers have application hosting services and server hardware hosting. Researchers may choose between rack-space only or a fully managed hardware and operating system. Server hosting is physically "housing" a server in the UTDC. Server support includes
server procurement, server installation, and storage solutions. Server administration includes security patching, maintenance, monitoring, and backup and recovery services. The UTDC supports Windows and Linux environments.

File storage and file sharing services for departments can be used as a common location to share files with individuals and teams.

Basic telephone services and emergency 911 services are provided for all departments.

Additionally, the University includes the Learning Enhancement Center (LEC), which has a mission “to meet the needs of faculty, staff and students through innovative approaches to teaching, learning and research which align with the broader mission of the institution through the facilitated support of effective instructional strategies; distance education; and faculty, staff and student development.”

The LEC is available to faculty, staff, and students for technology-related professional development training and learning opportunities, including one-on-one.

Sources of Evidence:
3.1 Library web page (www.usm.lib.edu)
   sample tutorials and instructions

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

All aspects of the library both virtual and physical are monitored continuously for accessibility, reliability and appropriate content support. Computer lab access is available across campus, resources and support for students with differing abilities and special needs are available and well supported by the university community. The Institute of Disability Studies with the Office of Disabilities Accommodations work closely with all the members of the university community to ensure access for all students, staff and faculty.

The central technology service department (iTech) provides technology support in the form of a technology help desk, network administrators, server and system administration, classroom technology assistance, event support, security and compliance guidelines, telephony services, and technical project management. (http://www.usm.edu/itech/)

The iTech Service Catalog (http://www.usm.edu/itech/services.php) includes all the services available for student, faculty and staff support as follows:

**Classroom and Event Support:** Classroom and Event Support, Equipment Services, and Event Services

**Connections and Accounts:** E-mail and Calendar, Eagle Alert Enrollment, Guest Access, Listservs, Network & Wireless Services, Network (Moves, Adds, and Changes), Password Management, VPN, Web Accounts
Help Desk Services: iTech Help Desk, How-to's, Software Downloads, Technology Procurement

Security and Compliance: Policies & Guidelines, Security Incident Response

Technical Project Services: Customer Care, Enterprise Technology Solutions, Network Moves, Adds, and Changes, Project Planning, Technology Procurement

Telephone Services: Providing digital telephones, dial tone, Voice over IP, and directory services to Southern Miss campuses

University Technology and Data Center: Application Hosting, File Services for Departments, Server Hosting and Support

Sources of Evidence:
4.1 URL with Bobbi test for web pages
4.2 Institute of Disabilities Studies webpage www.ids.usm.edu
4.3 URL for iTech web site (http://www.usm.edu/itech/)
   and iTech service catalog (http://www.usm.edu/itech/services.php)

VI.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Continuous review of the available resources is part of the planning process for delivery and development of courses, as well as support of the program. A cyclic budgeting plan is in place to replace equipment in three year cycles, but is flexible enough to allow purchases to improve resources when complete replacement is not necessary. Review of software systems and evaluation of options for improving systems is an ongoing task. Any review of software necessitates a re-examination of available hardware and network resources. The development of any course, in any mode of delivery involves faculty and staff in review of existing resources, and potential new demands. Planning of courses involves SLIS faculty from the proposal stage to the implementation. New courses must be discussed with the SLIS faculty before consideration for offering. Design of course assessment and rubrics is a shared task involving SLIS faculty in analysis of issues and evaluation methodology. New courses, or significantly modified courses must pass through the SLIS faculty, to the College Council, to the University Academic and Graduate committees that over see additions to curriculum. All new course proposals are examined to determine the ability of the Library to serve the new course needs, as well as establish the implications on faculty and staff requirements.

The library has been very proactive in pursuing academic, technological and future oriented resources to support the mission of the university. The library offers a variety of document delivery options, including online, fax and postal, through a number of different resources. Online tutorials and cutting edge technology initiatives make Cook Library a leader in the state, if not the region, for services to students and faculty.
SLIS library budget for fiscal year 2010-2011 was $24,383.50. The following is the breakdown of expenditures by category:

Approval (books): $2633.34 (this will increase after adjusting the profile)
Firm (books): 2227.49 (an increase of $1502.49 Scarecrow orders)
Serials (print): 4532.95
Databases: 1224.98
eJournals: 13,764.74

The Excel spreadsheet enclosed as evidence provides additional information on the support of distance students by showing a representation of electronic resources for them. Due to the large number of electronic monographs (over 5,000), they are not included in the spreadsheet.

The University of Southern Mississippi initiated the Computer Exchange Program (CEP) in 2010. Participating faculty and staff in the program will exchange hundreds of desktop and laptop computers each year. The purpose of this program is to replace obsolete and non-supported desktops and laptops with new desktops and laptops to ensure that faculty and staff technology needs are being met and that computers meet current standards. There is no cost to the department or the CEP Recipient if a qualified faculty or staff member receives a computer through the Computer Exchange Program. This program is funded by the university, approved by cabinet, and administered through iTech.

iTech reviews industry changes and standards for both hardware and software and makes recommendations for minimum desktop and laptop requirements. iTech works with our vendors to standardize the hardware that is procured by campus and to have standard software images installed on university computers.

Anti-virus software is provided free-of-charge for students and employees of the university to encourage safe computing practices. Employees have access to Microsoft Office software for both work and home computers since we realize that productivity takes place at the office and remotely. SPSS and AMOS are also available for faculty and staff.

Staff Council has a Training and Technology Committee that focuses on technology and providing assistance and information for staff.

CampusHUB intranet portal was implemented to become a one-stop shop for all university constituents. The initial focus has been on the student life-cycle with emphasis on student retention. Resources for faculty and staff will be the focus on later project phases. Faculty, staff, and students have been involved in the planning, requirements gathering and implementation of the portal.

Security is the job of everyone at the university. Several areas work together to create and enforce acceptable use policies and information management policies.

Sources of Evidence:
5.1 Library PR, www.lib.usm.edu
5.2 catalogs
4 Synthesis and Overview

4.1 Summary

The School of Library and Information Science at the University of Southern Mississippi has been engaged in a continued systematic effort to avoid the issues that led to a conditional accreditation finding in July 2002 by the American Library Association Committee on Accreditation. Though fully released from conditional status in 2005, SLIS has remained acutely conscious of strategic planning. Within SLIS systematic broad-based planning is an ongoing, overarching and critical component to address all of the Standards. The School of Library and Information Science planning processes are imbedded in the program as a component of the University planning and assessments system and as part of our commitment to support our student/employer constituencies, maintain compliance with Southern Association College and Schools (SACS), National Council on the Accreditation of Teacher Education (NCATE), American Library Association and the ALA Committee on Accreditation, and the mission of the University of Southern Mississippi. As SACS and NCATE move toward an accreditation model similar to COA that of standards and evidence rather than criteria, our work on accreditation has been very helpful.

Implementing planned assessment systems, curriculum reviews, and continuously reviewing the outcomes, has enabled us to identify areas where continued development is needed. In fact, what has become evident is that a plan of continuous review is the only sensible approach to serving all of our constituencies, students, alums, employers, community and field.

Continuous updating of plans is critical. The university recently engaged in a review of its own strategic plans and SLIS was a participant in this process. Regular review of the SLIS strategic plan and the plans to maintain our accreditation has allowed us to gauge progress as well as identify areas that require more attention and time. The assistance of the College of Education and Psychology assures our continued success with planning. The Associate Dean Diane Fisher responsible for accreditation in the College and the Associate Provost William Powell, contribute both labor and enthusiasm to these efforts.

The evolution of technology and its impact in our field demands a continuous cycle of evaluation and replacement of equipment, and curricular content; this is being addressed by regular evaluation of systems, and curricula. A review of technology use in our classes was conducted by faculty during summer 2011 and a university summer grant proposal for the Improvement of Instruction has been submitted by Dr. Stacy Creel to develop more online tools for use in classes and to model more online technology for our university colleagues. Regardless of the grant, the school intends to develop additional tools and identify available software to continue supporting the technology needs of students and faculty. The curriculum committee headed by Dr. Teresa Welsh, has been reviewing curricula, constructing new rubrics, revising course assessments and analyzing the connections among our course goals, the college and university missions and the ALA Core Competencies. We are confident that every examination of our mission, goals
and objectives in correlation with the institution’s and ALA’s help us to improve our curriculum and enhance our understanding of the processes.

Students have participated in the last 8 state conferences and even some of the ALA conferences, contributing posters, papers and labor; being visible to potential employers and recruiters. Four student papers received Beta Phi Mu awards. The school has sponsored and presented a variety of events at Mississippi Library Association conferences, including focus groups, meeting discussing American Library Association Accreditation, and panels on intellectual freedom. Practitioners have volunteered to meet with our classes and even to conduct real-world workshops.

The university has undergone changes in administration, and organization since the 2005 accreditation visit, which have contributed to the efforts of the school. The current president, Dr. Martha D. Saunders took office in 2007. The administration has been extremely supportive of SLIS and is committed to inclusive planning and strategic development. Planning at all levels of the university focuses on assessment, evaluation and application of data to decision making. The School participates through representation on university and college committees in the review and analysis of existing Southern Miss strategic goals and plans, economic planning, curriculum review and educational Quality Enhancement Plans (QEP). All assessment and planning activities are tracked by university oversight groups including the Office of Institutional Effectiveness (under the Provost), the General Education Core (GEC) assessment review committee, the Professional Education Council (PEC), NCATE unit review committee, Academic Council, Graduate Council, University Priorities Committee and others. We employ a monitoring assessment and evaluation system through WEAVE Online and the Teacher Education Program employs TK20. The nature of the QEP, GEC, NCATE review committees and university accrediting bodies has integrated “continuous review and revision of …vision, mission, goals, objectives, and learning outcomes” (Standards, 2008, 3) into the Southern Mississippi system. The University is engaged on all levels in broad based strategic planning, from physical plant to student enrollment and retention to academic accountability. The University of Southern Mississippi demonstrates commitment to the concepts and activities of planning, assessment, realignment and open documentation such that enrollment/retention consultants Noel-Levitz summary observations after a campus visit were -

First of all, we must mention that throughout the visit we observed an environment that is already embracing institutional strategic planning …This complex task will be much easier because of the groundwork that was already set prior to our visit and because of the quality and enthusiasm of the planning leaders that we met”(Noel-Levitz, February 2008, 5)

SLIS is well represented in the College of Education and Psychology with faculty on the college executive committee (College Council), on the tenure and promotion committee (College Advisory Board), and on the Professional Education Council. The school also represents the college on the university Council of Chairs, and has had members on the university Faculty Senate.
4.2 Concluding Statement

The School of Library and Information Science at the University of Southern Mississippi has increased the involvement of our constituencies in all of our activities, planning, curriculum, mission and goal definitions and implementation (Standard I). We are benefiting from the involvement of our alums, employers, and students in all of our activities and believe that we continue to gain in strength and community respect as a result. Support for faculty (Standard III), has been improved, salaries have been increased, graduate assistances, travel money, research seed money, and conference attendance support all contribute to faculty development. In fall 2012 we will have nine tenure track lines, plus an instructor’s line. Administrative and fiscal issues (Standard V) are being managed through improved budget management, fee collection, donor development and leadership training provided by the university, the college and COA.

We are convinced that an emphasis on the ‘continuing’ nature of accreditation will benefit all of the ALA schools, and we are certain that this emphasis will remain a conscious and critically monitored portion of our identity. While there will always be work to be done, planning to update, evaluation to be undertaken, we do believe that we demonstrate our compliance with the spirit and intention of the 2008 Standards of Accreditation and respectfully request that the Committee continue our status as regularly accredited.