University of Southern Mississippi
School of Library and Information Science
Master of Library and Information Science

Plan for Self-Study

Submitted to the Office for Accreditation

American Library Association (ALA)

February 26, 2018

Required Information

Unit Organized and Maintained for the Purpose of Graduate Education in Library and Information Science

School of Library and Information Science

Degree Program Being Presented for Accreditation by the COA

Master of Library and Information Science (MLIS)

Name and Current Title of the Administrator of the School

Teresa S. Welsh, Professor and Director

Principle Administrators, College of Education and Health Sciences

Trenton Gould, Professor and Dean

Jeff Hinton, Professor and Associate Dean for Recruitment and Retention

Parent Institution

The University of Southern Mississippi

Classified as a Community Engagement University and Higher Research Activity University (Carnegie Classifications of Institutions, 2018)

Chief Executive Officer, The University of Southern Mississippi

Rodney D. Bennett, President

Chief Academic Officers, The University of Southern Mississippi

Steven Moser, Provost and Senior Vice President for Academic Affairs

Douglas Masterson, Associate Provost for Institutional Effectiveness

Regional University Accrediting Agency and Status

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmed: 2016; Next Reaffirmation 2026

Title and Version of the Standards Addressed In the Program Presentation

Standards for Accreditation of Master's Programs in Library and Information Studies (2015)

Glossary

Adobe Connect   Application used by SLIS for online virtual classrooms

AMO   Accelerated Master's Option

Aquila   University Libraries Institutional Repository: aquila.usm.edu

BSP   British Studies Program offers LIS classes in London each June

Canvas   Learning management system used by USM for online courses

CAC   College Advisory Committee

CBF   Fay B. Kaigler Children's Book Festival, held each April, features noted children's and young adult authors and illustrators

CCC   College Curriculum Committee includes two representatives from each school and reviews, approves or rejects proposed changes in undergraduate and graduate curriculum.

CCLR   Council on Community Literacy and Reading

CLC   College Leadership Council composed of Dean and School Directors

CSRW   Committee on Services and Resources for Women

Cook Library   Main University Libraries building with Starbucks on ground floor, SLIS Offices on the second floor in LIB 206

de Grummond   de Grummond Children's Literature Collection, a leading research center for American and British children's literature, containing primary-source materials of 1,300+ authors and illustrators and 160,000+ books dating from 1530 to the present

EHS   College of Education and Health Sciences

ERP   ALA External Review Panel

FS   Faculty Senate

Fresh Foods   Cafeteria in Thad Cochran Center

Gas	Graduate Assistants
GC	Graduate Council, composed of three faculty representatives from each college, reviews, endorses, or rejects proposed changes in the graduate curriculum and admission policies
GCASC	Graduate Certificate in Archives and Special Collections
GCYSL	Graduate Certificate in Youth Services and Literature
IHL	Mississippi Institutions of Higher Learning
IR	Institutional Research
LEC	Learning Enhancement Center, now the Office of Online Learning
LISSA	Library and Information Science Student Association is an official ALA student group
McCain Library	McCain Library & Archives houses University Archives, Special Collections, Digitization Lab, Center for Oral History and Cultural Heritage, Graduate School, and Testing Center
MDAH	Mississippi Department of Archives and History collects, preserves, and provides access to state archival resources, administers museums and historic sites, and oversees statewide programs for historic preservation, government records management, and publications
MLA	Mississippi Library Association
Mississippi Libraries	Mississippi Library Association e-journal, published 4 times a year
MLC	Mississippi Library Commission, Jackson, advises, supports, and provides services to public libraries, school libraries, bookmobiles, government agencies and penal institutions
Ogletree House	Historic home of Southern Miss Alumni Association
OOL	Office of Online Learning
Power House	Casual restaurant across from Cook Library built in 1934 as the original power source for the campus
QM	Quality Matters certification of online courses

Rose Garden	Semicircular rose garden, consisting of 32 unique rose hybrids, has been an accredited All-American Rose Garden since 1975
SAA	Society of American Archivists
SAB	SLIS Advisory Board
SLIS	School of Library and Information Science
SLO	Student Learning Outcomes
SMA	Society of Mississippi Archivists
SMSA	Southern Miss Student Archivists group is affiliated with the Society of Mississippi Archivists
TAs	Graduate Teaching Assistants
UAC	University Advisory Committee reviews tenure and promotion dossiers and sends recommendations for approval/disapproval to the Provost
USM	University of Southern Mississippi, Southern Miss
USM Medallion	University of Southern Mississippi Medallion, awarded for distinguished service in the field of children's literature.
WEAVE	Application for annual program assessment

Introduction

The mission of the University of Southern Mississippi School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries, archives, and other information environments with appropriate knowledge and skills to serve the information needs of their communities. Southern Miss has offered undergraduate classes in library science since 1926; the masters' program in library science was developed by Dr. Warren Tracy and first offered in 1964. Since the first MLS graduating class of 1965, more than 1,700 have earned an MLS or MLIS degree. Graduates of the program are working as librarians, archivists, and information specialists in 47 states and the District of Columbia as well as sites around the globe such as U.S. Virgin Islands, Canada, Germany, Honduras, India, Kenya, Kurdistan, and the United Kingdom.

The MLIS program at Southern Miss has been accredited by the American Library Association (ALA) since 1980 and is the only ALA-accredited program in the State. The Master of Library and Information Science (MLIS) degree program includes several options:

- MLIS for 40 credit hours, 25 credit hours of core courses, 15 credit hours of electives
- MLIS with school licensure emphasis requires school library-related electives
- Dual masters: MLIS/Anthropology, MLIS/History, MLIS/Political Science, and MLIS/IT degree, each requires 61 credit hours, 31 of which are LIS credit hours
- Graduate Certificate in Archives and Special Collections, which may be earned with or post an MLIS degree, requires 15 credit hours of archival courses, a 3 credit-hour archival practicum (150 practicum hours), and capstone archival paper
- Graduate Certificate in Youth Services and Literature, which may be earned with or post an MLIS degree, requires 15 credit hours and a capstone e-portfolio.

SLIS offers an LIS Bachelor of Science degree for 120 credit hours, which is not directly related to ALA-accreditation but has a synergistic relationship with and effect on the MLIS degree program. Both the MLIS degree and the undergraduate LIS degree are online with classes meeting each week in virtual classrooms.

During 2017, the University of Southern Mississippi began a process of reorganization from six colleges into four - one large academic college (Arts and Sciences) and three smaller professional colleges (Business and Economic Development; Education and Human Sciences; Nursing and Health Professions). The reorganization, which was approved by Mississippi Institutions of Higher Learning (IHL), will be finalized July 1, 2018, and fully implemented by 2020 (www.usm.edu/provost/academic-reorganization-planning). While a great change for some programs, it will have minimal impact on SLIS, which will remain a school within the new College of Education and Human Sciences (EHS). A great positive is that SLIS gains some new colleagues in EHS, such as faculty in the School of Social Work, who have expressed an interest in collaborating to develop funded projects related to social work and public libraries.

1. **Outline the process the school and program will follow as it prepares for the accreditation review (e.g., committee structure, faculty and staff assignments, responsibility for developing the documents required).**

Each SLIS faculty and staff member will have responsibility for a specific standard section or sub-section. Director Teresa Welsh will chair the Steering Committee with SLIS faculty M.J. Norton and Stacy Creel serving as committee members; the committee will compile and edit the text and supporting documentation submitted by faculty and staff for each standard. SLIS faculty and staff will meet to review the draft and the draft Self-Study will be sent to the Advisory Board, graduate assistants, Dean, Associate Dean, Provost and Associate Provost for their review and feedback.

Ultimately, a total of 17 copies of the final Self-Study will be formatted according to Accreditation Process, Policies and Procedures (AP3), Section II.7.6 and produced for distribution in the following way:
- Print version: 17 copies double-sided, bound in a way that allows the document to lie flat when open (spiral bound), and without appendices.

- Electronic version: 17 flash drives containing the Self-Study and all appendices. The narrative document must be a single, separate file. Each flash drive should be labeled with the institution name.

To be sent to arrive by October 29, 2018:

To each panelist, send:

> One (1) print copy of the Self-Study and one (1) flash drive to each panel member. Addresses are included in the External Review Contact and Summary Sheet that was sent to you after the panel was established and is attached here.

To the Office for Accreditation, send:

> 14 print copies of the Self-Study (12 are for COA members and 2 are record copies) and 14 flash drives, along with one (1) copy of the signed declaration form.

Faculty assignments for each standard are as follows:

Standard I: Systematic Planning

> Teresa Welsh, Matthew Griffis

Standard II: Curriculum

> Stacy Creel, Matthew Griffis, Karen Rowell

Standard III: Faculty

> Catharine Bomhold, all full-time faculty

Standard IV: Students

> Chris Cunningham, Xinyu Yu

Standard V: Administration, Finances, and Resources

> M.J. Norton, Xinyu Yu, Adrienne Patterson

Describe any special areas of emphasis for the comprehensive review

SLIS is particularly active in two special areas of emphasis: 1) outreach and recruitment and 2) LIS research. Below are some examples of outreach and recruitment initiatives to keep alumni and prospective students in touch and aware of updates, revisions, and successes of the program, as well as LIS students' research requirements and accomplishments.

Special Area of Emphasis 1: Outreach and Recruitment

Sources of evidence:

- Links to *SLIS Connecting* e-journal and *Mississippi Libraries* e-journal
- Links to SLIS social media
- Links to the Fay B. Kaigler Children's Book Festival, programs, announcements, supporting materials
- Link to the Community Literacy and Reading Facebook page and supporting print documents
- Link to SLIS podcasts
- News articles on community outreach events and community talks
- Syllabus, link to SLIS offers a British Studies LIS course, announcements, supporting documents.

Special Area of Emphasis 2: LIS Research

Sources of evidence:

- Syllabi and research assignments for LIS 587, 651, 668, 695
- Examples of student research
- List of students' scholarly publications, presentations.

2. Describe the layout of the document

Each standard will be addressed by designated SLIS faculty and staff then compiled and edited by the Steering Committee for further review. The Self-Study will follow the *Standards for Accreditation of Master's Programs in Library and Information Studies* (2015).

- Title page: Institution name, school name, name of degree program being considered for accreditation, Self-Study, and date of submission
- Required basic information about the program and its context
- Table of contents
- Glossary of terminology and abbreviations
- List of tables and figures
- Index of appendices including document titles and file names
- Concise explanation and supporting evidence of compliance with each of the standards in order; the text will include links to e-resources, bulleted lists, tables, and figures to present program data in an efficient and effective manner
- Synthesis and overview.

3. **Include a timeline that allows the school to submit a complete draft Self-Study four (4) months before the site visit date and a final Self-Study at least six (6) weeks before the site visit date.**

Table 1. SLIS Timeline

January 19, 2018	Faculty meeting - discussion of Self-Study Plan
February 1-15, 2018	Development of Self-Study Plan by Director and faculty
February 16, 2018	Faculty meeting - review and revision of Self-Study Plan draft
February 17-25, 2018	Review and revision of Self-Study Plan
February 26, 2018	Self-Study Plan due to ERP Chair and OA Director
March 5, 2018	ERP Chair, OA Director conference call to review Self-Study Plan
May – June 2018	Website of accreditation documents created to keep interested parties informed of the accreditation process; faculty and staff compile evidence, print for on-site notebooks

July 2018	Advisory Board retreat to review curriculum, program changes, focus group/exit survey feedback, discuss future plans Faculty meeting to review Advisory Board feedback and recommendations, work on the draft Self-Study
August 2018	Faculty submit relevant section text and evidence to Steering Committee to compile, refine Self-Study and supporting evidence
September 2018	Self-Study draft reviewed and refined by the Steering Committee. Evidence reviewed, printed, and assembled into onsite notebooks
October 2018	Focus group of students, alums, employers, Annual MLA Conference Director presentation, SLIS Alumni Breakfast at MLA Conference Self-Study draft review by Associate Dean, Associate Provost, Advisory Board, SLIS Faculty, Staff, and GAs
October 29, 2018	Self-Study draft due to ERP Chair, panelists, and OA Director
November 26, 2018	Conference call to ERP Chair, OA Director to review Self-Study draft
January 14, 2019	Final Self-Study, signed declaration form due to ERP, OA in e-format
February 25-26	ERP site visit: print copies of Self-Study and evidence available in SLIS conference room along with other supporting documentation.

4. **List by standard the evidence that will be used in the Self-Study to indicate compliance with the Standards and how the evidence will be presented: in the text of the document as tables, charts, graphs, or links; as appendices; or on-site only. See section II.7.4: Organization and format of the Self-Study for a list of examples of evidence that is typically needed to indicate compliance with the Standards.**

Evidence displayed in tables and figures one page or less will be incorporated into the Self-Study text, as will links to e-resources; longer lists, tables, figures, and relevant documents will be included as appendices. Additional evidence such as examples of students' papers and assignments, meeting minutes, faculty publications, other requested materials, will be available onsite only in the SLIS conference room for members of the ERP.

Standard I: Systematic Planning

1.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through the implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents.

Sources of evidence:

- Statement of program mission, vision, and educational goals published on the SLIS website
- Strategic plan: program vision and mission, administrative goals and objectives
- Table showing relation of vision, mission statement, and administrative goals of SLIS, to those of the College and University
- WEAVE program assessment reports
- LIS Bachelor of Science Program Self-Study and external review report
- Timetable of ongoing systematic strategic planning process
- Flow chart and explanation with examples of how data are used in the planning process to improve the program
- Table of constituents that the program serves and channels by which planning policies and program revisions are communicated.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes

reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

> I.2.1 The essential character of the field of library and information studies;
>
> I.2.2 The philosophy, principles, and ethics of the field;
>
> I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
>
> I.2.4 The importance of research to the advancement of the field's knowledge base;
>
> I.2.5 The symbiotic relationship of library and information studies with other fields;
>
> I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
>
> I.2.7 The role of library and information services in a rapidly changing technological society;
>
> I.2.8 The needs of the constituencies that the program seeks to serve.

Sources of evidence:

- Table of MLIS educational goals, objectives, and course SLOs in relation to ALA Standards 1.2.1 – 1.2.8
- Table of archival certificate course SLOs mapped to SAA professional competencies (1.2.3)
- Table of school licensure course SLOs mapped to AASL professional competencies (1.2.3)
- Table of youth services certificate course SLOs mapped to YALSA and ALSC professional competencies (1.2.3)
- WEAVE reports, which include direct and indirect program assessment measures
- Results of technology survey of required and elective courses for LIS, MLIS, MLIS with licensure, and two certificates.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.
Sources of evidence:

- Table of program administrative goals and objectives related to the value of teaching and service
- Table of courses taught by each faculty member in fall, spring, summer, including service courses and practicums, teaching awards, letters of commendation
- Table of School, College, University, and professional committees on which faculty members serve as members or officers
- Table of professional organizations to which faculty belong and relevant position titles
- Faculty publications, presentations.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

    1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Sources of evidence:
- Public statement of program mission, values, educational goals, and objectives published on the SLIS website
- Table of program educational goals, objectives, and course SLOs in relation to ALA Core Competencies
- Course syllabi with program educational goals related to course objectives/SLOs
- Report of annual focus group research, report of exit survey research.

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals, and objectives.
Sources of evidence:

- Annual WEAVE program assessment reports published on the SLIS website

- Focus group research reports, a summary of exit survey results, survey research results by Creel and Welsh related to community-building in online courses.

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Sources of evidence:

- Timetable of ongoing systematic strategic planning process
- Flow chart and explanation with examples of how data are used in the planning process to improve the program and to plan for the future
- Table of assessment and research data results and related changes to the program since 2012.

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

Sources of evidence:

- Course syllabi for all active courses
- Table of course numbers, descriptions, and prerequisites to show relationships between courses
- Table of course rotation schedule from spring 2012 to summer/fall 2019
- List of concentrations/career pathways with required and elective courses
- Timetable of ongoing systematic curriculum review and evaluation process
- Flow chart and explanation with examples of how data are used in the curriculum review and evaluation process to improve and update the curriculum
- Table of levels of approval required from School, College, University, and IHL for curriculum and program additions, modifications

- Description of changes in the curriculum since the last accreditation review: courses added, courses deleted, courses revised and retitled.

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

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Sources of evidence:
- Table of MLIS educational goals, objectives, and course SLOs in relation to ALA Core Competencies
- Explanation with examples of how data from various constituencies are used in the planning process to improve the program

- SLIS Curriculum Committee meeting minutes, SLIS faculty meeting minutes, relevant College Curriculum Committee minutes, relevant Graduate Council minutes, curriculum approval forms from Provost
- Results of technology survey of required courses for MLIS, MLIS with licensure, certificates
- Examples of assessment data used to revise and improve the program
- List of student research presentations and publications, awards (Special Area of Emphasis 2).
- Examples of student work: papers, presentations, projects, portfolios, capstones.

II.3 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 the attainment of student learning outcomes. 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:
- Advising flowchart and recommended course sequences; examples of students' plans of study.
- List of experiential "pathway" (service-learning courses, practicums) course numbers and descriptions
- Examples of student reflective practicum blogs and ppts; examples of practicum supervisors' evaluations
- List of MLIS dual master's degree programs and requirements
- Study-abroad British Studies course syllabus and requirements.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.
Sources of evidence:

- Table of MLIS educational goals, objectives, and course SLOs in relation to ALA Core Competencies
- Table of school licensure course SLOs mapped to AASL professional competencies
- Table of archival certificate course SLOs mapped to SAA professional competencies
- Table of youth services certificate course SLOs mapped to YALSA and ALSC professional competencies.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

Sources of evidence:

- Annual WEAVE program assessment reports published on the SLIS website
- Focus group research reports, summary of exit survey results, survey research results by Creel and Welsh related to community-building in online courses
- Lis of Advisory Board members, position titles, emails, retreat minutes
- Curriculum updates published on alumni listserv, *SLIS Connecting* e-journal, MLA listserv.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

Sources of evidence:

- Flowchart of curriculum review process and table of levels of approval required from School, College, University, and IHL for curriculum and program additions, modifications

- SLIS Curriculum Committee meeting minutes, SLIS faculty meeting minutes, relevant College Curriculum Committee minutes, relevant Graduate Council minutes, curriculum approval forms from Provost.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.
Sources of evidence:
- Table of evaluative research data and related changes in the curriculum since the last accreditation review: courses added, courses deleted, modifications of course titles and descriptions to reflect updated content
- Annual WEAVE program assessment reports published on the SLIS website
- Focus group research reports, a summary of exit survey results, survey research results by Creel and Welsh related to community-building in online courses.

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty 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, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.
Sources of evidence:
- Table of SLIS faculty and adjunct faculty with name, status, contact information, educational degrees and Universities, technical or other certifications, advising area, graduate faculty status
- Table of adjuncts and graduate teaching assistants (TAs), degrees, courses taught

- Faculty, adjuncts, TAs teaching credential forms
- Curricula vitae for faculty (tenured/tenure-track and non-tenure track), adjuncts, TAs
- Faculty Handbook and Hiring Toolkit.

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

Sources of evidence:
- Description of University and SLIS support for new instructors and mentoring arrangements for new full-time faculty
- Links to faculty resources provided by iTech and Office of Online Learning
- Table of faculty awards related to teaching, research, and/or service, including letters of commendation, course releases for research or grant-writing
- Table of School, College, University, and professional committees on which faculty members serve as members or officers
- Table of professional organizations to which faculty belong and relevant position titles
- Faculty publications, presentations.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

Sources of evidence:
- Published mission and values statements on SLIS website
- University's statement on non-discrimination in hiring
- Advertisements for the last two vacant positions for full-time faculty
- Online Hiring Toolkit
- Tenure and promotion guidelines
- Documentation of workplace training on diversity
- Table of faculty and faculty status since 2012, including faculty who left and reason

- Faculty Handbook.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

Sources of evidence:
- Table of all faculty with name, status, contact information, educational degrees and Universities, technical or other certifications, advising area, graduate faculty status
- Table of courses taught by each faculty member in fall, spring, summer, including service courses and practicums, teaching awards, letters of commendation
- Links to faculty teaching e-portfolios
- Table of professional organizations to which faculty belong and relevant position titles.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Sources of evidence:
- Table of faculty name, status, contact information, educational degrees and Universities, title of dissertation, thesis, or master's research project
- Table of faculty name, research awards, grants, other related research activities, grant-writing activities
- Curricula vitae for all faculty (tenured/tenure-track and non-tenure track)
- CITI Responsible Conduct of Research training reports (reports for Common Course for USM Faculty, Human Studies Research)
- Faculty publications, presentations of research
- Table of faculty name and quantitative summary of number of special problems courses, theses and master's research projects supervised by individual faculty

members and of membership on thesis and examination committees per academic year (fall, spring, summer) since 2012.

III.6 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 assessment, 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.
Sources of evidence:

- Curricula vitae for all faculty (tenured/tenure-track and non-tenure track)
- Table of SLIS faculty and adjunct faculty with name, status, contact information, educational degrees and Universities, technical or other certifications, advising area, graduate faculty status
- Table of courses taught by each faculty member, including service courses, practicums supervised, teaching awards, letters of commendation
- Table of professional organizations to which faculty belong and relevant position titles.

III.7 Faculty assignments relate to the needs of the program and to the competencies 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.
Sources of evidence:

- Table of course load and courses taught by each faculty member, including undergraduate and service courses, course releases and reasons, advising areas
- Table of faculty awards related to teaching, research, and/or service, including letters of commendation, course releases for research or grant-writing.
- Table of School, College, University, and professional committees on which faculty members serve as members or officers

- Table of professional organizations to which faculty belong and relevant position titles
- Table of faculty professional development activities including online tutorials, workshops.

III.8 Procedures are established for systematic evaluation of all 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.
Sources of evidence:
- Faculty self-report forms (teaching/mentoring, research/scholarship, service for tenure-track) (teaching/mentoring, advising/recruiting, service for non-tenure-track)
- Faculty annual evaluation forms, which include student course evaluations, teaching e-portfolios, faculty goals
- Faculty Handbook.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.
Sources of evidence:
- Annual faculty self-reports
- Annual faculty evaluations
- College Council of Chairs minutes documenting review and revision of college tenure and promotion guidelines
- Tenure and promotion guidelines
- Student course evaluations
- List of links to faculty teaching e-portfolios
- Letters of announcement of faculty tenure and/or promotion.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.
Sources of evidence:

- Annual faculty evaluation form and faculty self-study report form
- Faculty Handbook
- Faculty meeting minutes, faculty retreat minutes.

Standard IV: Students

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program 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 program's mission and program goals and objectives.

Sources of evidence:
- MLIS admission requirements and examples of student admission documents
- Outreach and recruitment initiatives (Special Area of Emphasis 1)
- ALISE Annual Statistics
- Geographic diversity list and/or map of geographic locations of students
- Racial diversity list of number and/or percentage of students per ethnic/race category
- USM student success webpage link listed in course syllabi, SLIS webpage
- Policies related to dismissal, re-admission, late withdrawal, administrative withdrawal
- Retention rate reported in annual WEAVE report
- Accelerated Master's Option (AMO) allows senior undergraduate students in the Library and Information Science program who have a GPA of 3.5 or higher to take up to 9 credit hours of graduate credit in specific cross-listed elective courses during their senior year. Students pay the undergraduate tuition rate and the credit hours will count toward their undergraduate degree and MLIS degree.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward

achievement 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 program demonstrates that it has procedures to support these policies.

Sources of evidence:

- Links on www.usm.edu/slis to webpages:
    - ***About Us*** - Mission, Values; Faculty and Staff information, Program Assessment; LIS student groups, Student/Alumni Accomplishments
    - ***Degree Programs*** – LIS Bachelor of Science Degree and Minor; Master of Library and Information Science, MLIS plan of study form; MLIS with School Library Licensure, plan of study form; Dual Master's Degrees and plan of study form; Graduate Certificate in Archives and Special Collections and plan of study form; Graduate Certificate in Youth Services and Literature and plan of study form.
    - ***Course Schedules and Descriptions*** – Course Schedules, Graduate Course Descriptions, Undergraduate Course Descriptions
    - ***Admissions, Tuition, Financial Aid, Scholarships*** – Graduate Admissions, Undergraduate Admissions, Tuition and Financial Aid, Non-departmental Scholarships, Southern Miss SLIS Scholarships
    - **Student Resources** – Graduate Student Handbook, Student Success, Eagle Alert, University Libraries Welcome Guide for Online Students, listservs, Campus Resources, How to be a Successful Graduate Student
    - **Frequently Asked Questions**
    - **Publications –** *SLIS Connecting* e-Journal, Podcasts, SLIS Educational YouTube channel
- Admission evaluation form, welcome to SLIS letters
- Graduate Student Handbook.

IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Sources of evidence:

- Student recruitment materials
- Membership, and procedures of the Admissions Committee
- Information on application process on the SLIS website, Graduate School website, and social media
- Application and enrollment statistics
- Table of conference recruitment and outreach activities.

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

Sources of evidence:

- Advising flowchart and recommended sequence of classes, examples of students' plans of study
- LIS 500 one-credit hour orientation class syllabus
- Career Center resources, online *Career Guide* www.usm.edu/career-services
- Student Success webpage – www.usm.edu/success
- List of concentrations/career pathways with required and elective courses
- List of experiential "pathway" (service-learning courses, practicums) course numbers and descriptions.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

> IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;
>
> IV.5.2 Participate in research;
>
> IV.5.3 Receive academic and career advisement and consultation;
>
> IV.5.4 Receive support services as needed;
>
> IV.5.5 Form student organizations;
>
> IV.5.6 Participate in professional organizations.

Sources of evidence:

- Annual focus group reports, student course evaluations, report of student survey research by Creel and Welsh
- Description of the mission and role of the Library and Information Science Student Association (LISSA) and the Southern Miss Student Archivists (SMSA) group
- List of students who participated in ALA Student-to-Staff program, 2012-2018
- List of student groups, faculty advisors, and sponsoring professional organizations
- List of activities sponsored by LISSA and SMSA student groups
- List of student governance memberships and positions of SLIS students
- Link to Southern Miss student group opportunities
- Report on the financial support available to students
- Membership, and procedures of the Awards Committee.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the 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.

Sources of evidence:

- Institutional Research (IR) enrollment reports

- WEAVE assessment data
- University Assessment Committee documentation of evaluation of WEAVE assessment data
- Graduation data
- Webpage of student awards, of student publications, of student internships and noted practicums, and of distinguished alumni
- Excel file of graduates' professional contact information, position title, organization, geographic location (city, state, zip), organization website, and advanced degrees, both pre- and post-MLIS (available onsite only).

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Sources of evidence for IV.7 and IV.8:

- WEAVE assessment reports include direct and indirect SLO measures, program measures.
- Table of MLIS educational goals, objectives, and course SLOs in relation to ALA Core Competencies
- Focus group research reports, summary of exit survey results, survey research results by Creel and Welsh related to community-building in online courses
- Examples of how student research data are used to improve the program.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and

objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

- Organization charts for the University, College, and School
- University tenure and promotion policies
- Minutes of meetings of faculty, committees, advisory boards and other relevant groups that provide evidence of administrative structures, decisions made and plans promulgated by the program
- Graduate Council minutes relevant to SLIS curriculum or to policies that affect SLIS programs or admission criteria.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Sources of evidence:
- List of University and College committees with SLIS representation since 2012
- Link to University reorganization plan and supporting documents
- Lists of faculty, staff, and student appointment/election to school, collegiate, and university administrative and academic entities
- Description of the interaction of SLIS with other departments and the faculty with other members of the College and members of the other Colleges (co-publications, co-presentations, co-grant writing, co-sponsorship of events or initiatives, etc.)

- List of SLIS Advisory Board members, professional positions, organizations, and locations
- Children's Book Festival Coordinator and list of supporting CBF committee members.
- SLIS annual budgets and supporting documentation
- List of funded conference travel, recruitment events and criteria for award of travel funds
- Permission to travel form and travel reimbursement form.

V.3 The administrative head of the 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 administrative head 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.

Sources of evidence:
- Organizational chart of the School
- CVs of the previous and current Director of SLIS
- Comparison of Director's salary to other directors within the College and University, comparative CUPA salary
- Evaluation of the Director by the College Dean and by SLIS Faculty
- Description of the responsibilities and administrative activities of the Director within the School
- List and description of leadership training including tutorials and workshops
- Description of the Director's participation in the administration of the School, College, and University
- Documentation of Canvas online software and Office 365 provision and support
- Documentation of Quality Matters (QM) training for faculty.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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.

Sources of evidence:

- Administrative chart of SLIS

- List of student participation in student groups, volunteer work such as the Children's Book Festival or recruitment events, and representation on academic governance bodies

- Description of the function of the School committees and SLIS Faculty in the decision-making processes

- List of social events organized by SLIS director, faculty, and staff, and funded by SLIS for students and alumni such as graduate receptions, anniversary celebrations, literacy events, professional conference recruiting events, etc.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework, decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

Sources of evidence:

- Administrative personnel: position description, demographics, salaries, curricula vitae, and other data compared to similar units in the institution

- Evaluation policy for administrative personnel, data reflecting its implementation, and data reflecting the use of the results of evaluations

- Schedule of administrative staff meetings and brief minutes

- Documentation of support for staff education and University courses.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of 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 program's teaching, research, and service.

Sources of evidence:

- Materials and data on the school's financial structure: budgets and supporting documentation reflecting the use of the analyses for decision making
- Information on opportunities for internally-funded research, professional development, and travel; criteria for awarding the funding
- Information on opportunities for graduate assistantships, student financial aid
- Course fees and fee allocations for e-resources, equipment, other funding related to e-learning resources or online students
- USM Foundation general LIS funds and designated funds reports.
- SLIS budget documents, comparative data on budgets and funding over past seven years to show trajectories of support
- Documentation of Quality Matters (QM) faculty training.

V.7 Compensation for the program's 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.

Sources of evidence:

- Faculty contracts, salary, and comparative to CUPA data for other similar universities
- Administrative staff names, titles, degrees, salary, and comparative data for other similar positions within the College or University
- ALISE Statistical Report
- Faculty retention table.

V.8 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.

Sources of evidence:

- Faculty Handbook
- Opportunities and policies related to University-funded research projects, professional development, travel, and sabbaticals.
- Policies and procedures of the Graduate School for allocation of funding for graduate assistantships
- Link to USM Foundation GO Scholarship application.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

Sources of evidence:

- Annual inventory of computers, other electronic devices
- Floor plans of the physical space occupied by SLIS in South including
  - Administrative offices
  - Faculty offices
  - Classrooms, computer lab
  - Conference room, graduate assistant work space.

V.10 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 program.

Sources of evidence

- Inventory of computers and related equipment for staff, students, and faculty
- Inventory of software available to staff, students, and faculty
- List of services offered by the University technology organization, iTech

- Report on University Library print and e-collections and services relative to support of the SLIS programs and students
- Links to Writing Center and Speaking Center online resources
- Documentation of Canvas software provision and support by Office of Online Learning; Microsoft Office provision and support by iTech
- Documentation of SLIS subscription to Adobe Connect virtual classroom for online classes and student mobile devices.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

Sources of evidence for V.11 and V.12:
- List of online resources available for faculty, staff, and students
- List of faculty and staff individual office numbers and phone numbers
- List of SLIS, iTech, and University Libraries support for e-learning and research technologies
- Assessment of library services, budget, collections, services, usage data related to LIS
- List of opening and closing hours for libraries, the iTech, and the School
- Documentation of Canvas software provision and support by Office of Online Learning; Microsoft Office provision and support by iTech
- Documentation of SLIS subscription to Adobe Connect virtual classroom for online classes and student mobile devices.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

Sources of evidence for V. 13, V.14, V.15:
- Minutes of faculty meetings, College Council meetings
- Research reports of annual focus group at MLA, which includes students, alumni, employers, and supporters
- Summary report of exit survey research
- Survey research results by Creel and Welsh related to community-building in online courses
- Annual WEAVE assessment data
- ALISE Statistical Reports
- Link to reorganization plan and documentation on Provost website.

The School of Library and Information Science at the University of Southern Mississippi may add or further delineate materials appropriate to support our application for continued accreditation.